

INSPECTION REPORT

MOSTON LANE PRIMARY SCHOOL

Moston, Manchester

LEA area: Manchester

Unique reference number: 105428

Headteacher: Mrs M Joyce

Reporting inspector: Mrs S. E. Hall
21750

Dates of inspection: 5th – 8th February 2001

Inspection number: 207128

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

School category: community

Age range of pupils: 3-11

Gender of pupils: mixed

School address: Moston Lane
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Manchester

Postcode: M9 4HH

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Appropriate authority: Governing Body

Name of chair of governors: Mrs H. Rock

Date of previous inspection: 5.10.98

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21750	Mrs S. E. Hall	Registered inspector	Art Physical Education	The school's results and achievements How well are pupils taught. What the school should do to improve.
31729	Mr B. Harrington	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils. +69 How well does the school work in partnership with parents
22556	Mr E. Morgan	Team inspector	Mathematics Music	How well is the school led and managed?
10228	Mrs S. Russam	Team inspector	Special educational needs Science History	How good are the curriculum and other opportunities offered to pupils?
13110	Mrs P. King	Team inspector	Information and communications technology Geography	How good are the curriculum and other opportunities offered to pupils?
31807	Mr D. Carpenter	Team inspector	Equal opportunities. English Design and technology	How well is the school led and managed?
16493	Mr N. Sherman	Team inspector	The Foundation Stage of learning. Religious education	How well is the school led and managed?

28076	Mr D. Byrne	Team inspector	English as an additional language	
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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	12
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	16
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	19
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	22
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	24
HOW WELL IS THE SCHOOL LED AND MANAGED?	25
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	29
PART C: SCHOOL DATA AND INDICATORS	30
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	34

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a large primary school in the northern suburbs of Manchester with 399 pupils aged three to eleven. There is a sixty place Nursery which children attend on a part time or full time basis according to age. Almost all pupils live in the immediate area of the school, which is an area of very high unemployment and high pupil mobility. There are 260 pupils (65%) known to be eligible for free school meals, which is well above the national average. More than 75% of the pupils are of white English heritage. The school has recently admitted 24 children speaking seven different languages from families seeking asylum and there are 2 pupils from traveller families. There are thirty pupils with English as an additional language including twenty children who are at an early stage of English language acquisition. There are 104 pupils (26%) on the school's register of special educational needs, which is above the national average. Three of these pupils have statements of special need. The children's attainment when they start school is well below average especially in speaking and listening and early mathematics.

HOW GOOD THE SCHOOL IS

This is an effective school where standards are rising and where there has been recent and significant improvement. The leadership of the headteacher who was appointed in January 2000 is very good and she provides the school with a clear and strong sense of educational direction. The quality of teaching is good across the school and standards are improving. Pupils have good attitudes towards their work. The school no longer has serious weaknesses and is providing satisfactory value for money.

What the school does well

- The leadership and management of the head teacher and key staff are very good
- The quality of teaching and support is good and pupils throughout the school now make good progress in many subjects.
- The staff and governors have a shared and well focused commitment to further improvement.
- The attitudes and behaviour of pupils are good and relationships are usually very good.
- The school cares for its pupils very well with all pupils valued and supported effectively.
- The assessment of pupils' work is good and the tracking of pupils' progress is effective.
- Parents' views of the school are good and they are appreciative of recent improvements.

What could be improved

- Standards in English, mathematics and science.
- The attendance of pupils and their punctuality.
- The quality of the school's internal and external accommodation.
- The provision for pupils requiring a statement of special educational need.
- The support for the educational inclusion of pupils with English as an additional language.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

In the past six years the school has had two full inspections and two follow up visits from Her Majesty's Inspectors (HMI). The inspections noted that the school had serious weaknesses and the follow up visits indicated that many of the issues remained unresolved. This is no longer the case and the school has made significant improvements in the last year particularly in relation to the quality of teaching which is now consistently good. Key issues for the school to address from the previous inspection included raising attainment in both key stages and in science, information and communications technology and design and

technology. The school was required to develop pupils' independent learning and investigative skills. There has been satisfactory improvement in these areas although more remains to be done to raise attainment further. The school has made good progress in developing precise learning objectives, consistent assessment procedures and in improving the effectiveness of the special educational needs co-ordinator. The HMI visit report judged that there had been insufficient improvement at that time in the provision for the under-fives and in the development of a curriculum map to give clear guidelines for continuity in learning. There has been good improvement in both these areas in the last year. Overall the school has recently made good improvement in many areas and is well placed to make further improvement.

STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	C	E	E	D
Mathematics	D	E	E	B
Science	B	C	E	C

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

The 2000 National Curriculum tests at the end of Key Stage 2 show that standards in English, mathematics and science are well below the national average. However, when standards are compared to similar schools, standards in English, particularly in writing, are below average, in mathematics they are above average and in science they are average. The inspection findings are that standards are below average in English, mathematics and science. Inspectors agree with assessment information that shows pupils are making clear gains in their learning but often are not yet at the expected levels. There are very few pupils with higher than average attainment in all subjects.

The school's targets for 2000 were very ambitious and were only achieved in mathematics. The school is unlikely to achieve the 2001 targets but the tracking of pupils' attainment indicates that improvements are being made in all subjects.

At the end of Key Stage 1, the 2000 National Curriculum tests show that attainment in reading, writing and mathematics is below average, although compared with similar schools, standards in English and mathematics are average, and in science they are above average. The inspection findings are that standards for seven-year-olds are below average in all three subjects. However, the progress that pupils make in lessons is good overall and is directly linked to the consistently good quality of teaching. At the end of both Key Stage 1 and 2 standards in other subjects are average, except in design and technology where standards are above average.

Children make good progress in the Nursery class, but despite this they enter the Reception classes with well below average attainment especially in their spoken language. Standards are improving across the range of subjects and throughout the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. The vast majority of pupils have positive attitudes to school and their work and they respond enthusiastically to the challenges they meet.
Behaviour, in and out of classrooms	Good. Most pupils behave well. They get on well with one another and incidents of inappropriate behaviour are rare.
Personal development and relationships	Good. Pupils take on responsibilities happily although there are relatively few opportunities to work independently. Relationships between pupils and with staff are usually very good
Attendance	Poor. Attendance is well below the national average and absences affect the progress that pupils make. Although the school is working hard to improve attendance many pupils arrive late for their lessons.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
97 lessons seen overall	Good	Good	Good

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

The quality of teaching is good throughout the school and has improved considerably since the previous inspections. This is having a significant impact upon the quality of pupils' learning. During the inspection, teaching was excellent in 2% of lessons, very good in 16%, good in 58%, satisfactory in 21% and unsatisfactory in 3% of the lessons observed. There is some good teaching in every class in the school. A particular strength is the effective management of pupils which ensures most lessons are conducted in a calm and positive learning environment. There is some excellent teaching in Years 4 and 5 where some teachers have very high but achievable expectations of pupils' behaviour and learning. The teaching of literacy and numeracy is good in Key Stage 1 and whilst the teaching of literacy is very good in Key Stage 2 that of numeracy is less effective but nevertheless satisfactory.

The teaching of literacy is good overall and is often very good in Key Stage 2 and teachers are working hard to overcome the slow start many pupils have made in writing. The teaching of numeracy is satisfactory overall and is good in Key Stage 1. Teaching in the Foundation Stage of learning for children in the Nursery and Reception classes was at least good in all lessons observed which indicates recent and significant improvement. Staff support pupils with special educational needs and those with English as an additional language well and all staff make a valuable contribution to pupils' learning. The small amount of unsatisfactory teaching was linked to the ineffective management of some pupils, which affected the progress made by others.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory and meeting statutory requirements. There have been recent improvements in planning for the Foundation Stage and in producing a curriculum map.
Provision for pupils with special educational needs	Satisfactory. Pupils are well supported in class and support staff work closely with teachers to enhance pupils' learning. The school is unable to meet all the specific requirements of those pupils' with statements of special educational needs.
Provision for pupils with English as an additional language	Satisfactory. Very recently appointed staff are working effectively with pupils, and staff have tried hard to support recently arrived pupils. The provision for the education of these pupils is now satisfactory but has been affected by external factors which delayed the appointment of support staff and this has hindered the progress pupils have made.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory. The provision for pupils' moral development is good, pupils are taught the difference between right and wrong. More remains to be done in extending pupils spiritual development.
How well the school cares for its pupils	Very good. The school cares for all its pupils well. Pupils are valued and supported, and staff provide a secure and caring learning environment. The procedures for assessing pupils' progress are good.
How well the school works in partnership with parents	Good. The school works closely with many parents although a large number of parents take little active part in supporting their children's learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The new headteacher has made a dynamic impact upon the rate of school improvement. Staff are working effectively together to provide a clear direction for the future work of the school. Subject co-ordinators are in place for all subjects although some are recently appointed and there is variation in their level of experience.
How well the governors fulfil their responsibilities	Good. Governors are fully committed to supporting the school and in developing their role in strategic management to ensure that the school continues to improve
The school's evaluation of its performance	Very good. The school is making good use of assessment information and has implemented procedures for monitoring and evaluating the quality of teaching and learning. The school seeks best value for money in all major spending decisions.
The strategic use of resources	Good. The school makes good use of staff expertise and the accommodation and resources are used well although the school is considering the use of computers to further support learning.

Staff are well qualified and experienced. The spacious accommodation is used well, pupils' work is displayed to a high standard but the internal and external accommodation is often shabby. The outdoors facilities are insufficient for the range of activities.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Parents agree that their children like school and that they make good progress. • Almost all parents feel that teaching is good and that they would feel comfortable approaching the school with any concerns. • Most parents believe that behaviour is good and that the school is helping children to become more mature and responsible. 	<ul style="list-style-type: none"> • Some parents with English as an additional language are concerned by the time taken to appoint staff to support their children's learning needs. • Several parents feel that children do not get the right amount of work to do at home and that there are few activities outside lessons.

Inspectors agree that most children are happy and making good progress due to the good quality of teaching and support offered. Inspectors agree with parents and staff that support for the children of parents seeking asylum has been slow to be put in place due to external factors. Homework is not used in a systematic manner to support learning. There are relatively few extra curricular activities but the range is satisfactory overall.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. A range of assessment data and inspection findings show that children's attainment on entry to the Nursery at the age of three is well below that expected of children of a similar age. Many have very limited early language skills and few speak at any length or with detail although most will answer questions very briefly. Similarly children's early mathematical understanding is well below average with very few children able to recognise or name shapes or numbers. Children's physical skills are very limited and few are able to hold a pencil or scissors correctly. In the Nursery the children receive good and sometimes very good teaching which enables them to make good progress in all areas of their learning. But from a low start children's attainment remains well below average when they enter the Reception classes. In the Reception classes children continue to make good progress but by the end of the Foundation Stage of learning the children's attainment remains below that usually seen.
2. Inspection findings are that the standards reached by pupils at the age of seven and eleven in English, mathematics and science are below the national average. These findings generally reflect the results of the national tests in 2000, which indicated that attainment was well below the national average in all areas. There are many factors that affect the progress that pupils make but within the lessons observed pupils make good progress throughout the school. However, the overall rate of progress over time has been more variable especially in Key Stage 2 and whilst being currently very good in English, progress is satisfactory in mathematics and science.
3. National Curriculum tests for eleven-year-olds in 2000 show that attainment in English, mathematics and science was well below the national average. In all three subjects while the proportion of pupils reaching the expected standard was close to that seen nationally there was a very small number of pupils with higher levels of attainment. However, when the attainment of the pupils was compared to schools with similar features, standards were above average in mathematics, average in science but below average in English. Trends in attainment have been variable in the last few years and standards have declined overall in the three core subjects. But in comparison with the national picture the trend for all core subjects over a longer five-year period was broadly in line with that seen nationally.
4. The National Curriculum test results for Key Stage 1 in 2000 show that standards in reading, writing and mathematics were well below the national average. However, when standards are compared to schools in similar areas attainment was average in each subject. The national tests indicate that the proportion of pupils with higher levels of attainment is less than half that seen nationally. In the period from 1997 to 2000 the National Curriculum test results showed that attainment in reading, writing and mathematics was consistently well below the national average.
5. The overall inspection findings indicate an apparent fall from the standards seen in the 1998 inspection of the school. At this time standards in English and mathematics matched national expectations by the time the pupils left the school at the age of eleven. However, assessment information indicates that the 1998 Year 6 group was a higher attaining cohort than that seen in previous or subsequent years and not representative of many other cohorts of pupils. At that time there were sixty pupils on the schools register of special educational needs there are now 104. There is now a

considerably higher number of pupils who have had changes of school and of pupils having poor attendance at school. There is also a growing number of children of families seeking asylum who have little or no English on entry to the school. All of these factors affect the standards of attainment as a whole.

6. The school collects and uses detailed assessment information during each half term and at the end of each year. This clearly indicates that those pupils who have spent most of their time in the school attain at higher levels than those pupils who have had changes of school or who have arrived in the area recently. Information also indicates very clearly that those pupils with poor records of attendance have considerably lower levels of attainment than those who attend on a regular basis.
7. By the age of eleven standards in English are below average particularly in writing. Standards of speaking and listening whilst still below average for many pupils are improving through the many planned opportunities for pupils to take part in class discussions. Pupils' reading and writing skills are below average. The school has implemented the National Literacy Strategy well. All teachers have good subject knowledge and understanding and from a low start many pupils make good gains in their learning. The school has begun to monitor and evaluate planning, teaching and learning in English and this has been effective in highlighting areas for improvement, which the school has then tackled with determination. The current rate of progress of many pupils in Key Stage 2 in English is good and is directly linked to the quality of teaching.
8. By the age of eleven standards in mathematics are below average. The quality of pupils' learning is satisfactory and assessment information indicates that standards are set to rise. Although some pupils in both key stages attain average standards in their work on number, and shapes, space and measures, the majority do not attain these standards. Most pupils' have weak mental agility skills. Pupils do not have enough opportunities to apply their mathematical knowledge in practical situations. Work is not always well matched to pupils' ability. By the end of Key Stage 2 standards in science are also below average. Pupils do not have a clear understanding of the full range of scientific processes and they have a narrow scientific vocabulary. Pupils' recording skills are not developed well and some tasks lack challenge for pupils of all abilities. The school has made significant efforts to improve the provision for science and these are beginning to impact on standards in the subject. Overall, the progress that pupils are currently making is satisfactory. In both mathematics and science pupils do not have high levels of confidence in carrying out investigation and problem solving activities.
9. At the end of Key Stage 2, pupils attain standards that are in line with national expectations in information and communication technology, art and design, history, geography, music and physical education. Standards in design and technology are above average and standards in religious education are in line with the expectations of the locally agreed syllabus. This represents an improvement in the standards in information and communication technology and design and technology since the previous inspection. Standards in other subjects have remained largely as they were. Pupils are now making good progress in information and communication technology, art and design, design and technology, music and physical education and standards are set to improve further. Pupils make satisfactory progress in other subjects.
10. At the end of Key Stage 1 standards in reading are close to the national average, but in writing, mathematics and science they are below average. Pupils' speaking and listening skills are below those usually expected of pupils of a similar age. Most pupils

have limited vocabularies and find self-expression difficult. Teachers work hard to increase pupils' confidence and by the end of the key stage pupils communicate effectively with one another, although standards are still below average. Pupils' make good progress in developing their reading skills. The standard of pupils' writing is below average and this has been a key factor in limiting their overall progress in several other subjects. The school has prioritised this aspect of the literacy curriculum and together with good teaching, this is producing rapid improvement. Whilst most pupils make good gains in their learning, by the age of seven few speak, read or write fluently, grammatically or with expression.

11. By the age of seven the majority of pupils have a below average understanding of number. Their mental agility skills are weak and they have little confidence in performing simple calculations. In science pupils have some knowledge of materials and forces but have too few opportunities to take part in open-ended investigations. Pupils too often record their science work on work sheets which does not help them to develop their writing skills. In both mathematics and science pupils are dependent upon the teachers to tell them what to do and do not have high levels of knowledge and understanding of following a line of enquiry.
12. By the end of Key Stage 1 standards in art and design, geography, history, information technology music and physical education are in line with national expectations. Standards in design and technology are above average. Standards in religious education are in line with the expectations of the locally agreed syllabus. Pupils are currently making good progress in English, mathematics, design and technology, geography music and physical education. They make satisfactory progress in, science, art and design, history, information and communication technology and religious education.
13. The attainment of boys and girls shows some variation year on year, but corresponds to the national pattern. The school's programme of support for pupils with special educational needs is satisfactory. It is effectively organised to identify pupils who need additional help in class and these pupils make similar progress to that of their classmates. Arrangements for supporting pupils who have statements of special educational needs are less effective in ensuring they attain standards which are in line with their prior achievements. Pupils who have individual education plans make some progress in meeting their targets, but their attainment in relation to these targets is not always satisfactory. However, the special educational needs co-ordinator is actively investigating how to improve both resources and accommodation for pupils including those with physical disabilities and to track the quality of planning to ensure that teaching provides an appropriate level of challenge for all pupils.
14. Until 2000 the results of pupils with English as an additional language matched those of their peers. But since September 2000 a large group of pupils from families who are asylum seekers has arrived in school. These pupils are from seven different countries and speak as many languages. Their learning has been severely hampered by poor language development and the impact of settling into a new culture and consequently their attainment is well below that of their peers. The support for these pupils has been slow to materialise due to factors beyond the school's control and this has made it difficult for the school to ensure the pupils' are fully included in all activities. However, after a period of time adjusting to the demands of the new school the pupils with English as an additional language are making rapid and good progress overall.
15. The overall targets for attainment at the end of Key Stage 2 that were initially set for the school were very demanding and in 2000 the school reached these only in

mathematics. The targets for 2001 of 70% of pupils to achieve the national standard in English and for 63% to achieve the standard in mathematics whilst set below the national average are nonetheless unlikely to be achieved this year. However, the school is working with confidence and determination to achieve its targets in the near future. The school is beginning to make use of the effective systems of assessment to carefully track the progress that pupils are making. Whilst standards are not yet high enough a very effective start has been made in improving planning and teaching and standards are set to rise.

Pupils' attitudes, values and personal development

16. Pupils' attitudes to the school and to their work are good, which maintains the standards seen in the previous inspection of the school. In all classes, pupils settle to work readily and are happy to discuss their work with adults and one another. Pupils demonstrate a commitment to their work and will persevere with tasks when difficulties arise although a very small number of pupils were seen to exclude themselves from class discussions. Pupils of all ages and abilities enjoy learning and this is because almost all teachers work hard to make the lessons interesting. Pupils in Year 1 were seen to enjoy investigating the concepts of the weight balance of different objects and taking pleasure in satisfying their own predictions. Almost all parents agree that their children like coming to school.
17. Pupils with special educational needs generally respond well to their lessons and demonstrate a positive attitude to learning alongside their classmates. Pupils who have emotional and behavioural problems respond well to the help the school provides in enabling them to come to terms with their difficulties and build meaningful relationships with adults and their classmates. However, in a minority of classes procedures for helping these pupils are not well established nor implemented consistently.
18. All pupils treat children with English as an additional language with respect. Staff make every effort to integrate them fully into school life and these pupils have overcome the effect of starting a new school and adapting to a new culture very well.
19. Pupils' behaviour in lessons, at play and about the school is good. This becomes very good where pupils are directly involved in their learning. Most pupils understand the need to behave and whilst walking to the swimming pool and during swimming lessons, Year 4 pupils show that they understand the link between good behaviour and safety. They also know that in physical education lessons they all need safe space to work in. There were very few examples of poor self-discipline shown during the inspection, and on these occasions, teachers usually used very good strategies to manage the situations. Bullying is not a problem in school and minor incidents are well managed. There have been two recent exclusions for inappropriate behaviour where other strategies have failed to produce a positive response. Almost all parents think that the behaviour in school is good.
20. Throughout the school, very good use is made of general, class and individual target setting as a means of developing pupils' personal skills. Relationships amongst pupils and between pupils and adults are very good. Pupils work well together and share readily, being keen to act as scribes or leaders in group activities. Although pupils in all classes have designated roles as monitors, there are few opportunities for them to take responsibility for their own learning or for them to undertake independent research. In general, parents believe that their children are making good progress in school and that the school is helping their children to become mature and responsible.

21. Attendance is poor. The attendance rate of pupils of compulsory school age is less than 90% and has been at this level for several years. This is very low in comparison with other schools, and both authorised and unauthorised absences are significantly higher than the national averages. The governing body has devised an action plan and set up a working party to address the issue of those children with attendance rates of less than 80%. A few children are non-attendees and some others have been late in informing the school of their transfer to schools in other areas.
22. A number of children are late each day, which can disrupt lessons while teachers bring the late arrivals up to date. The school is aware of the difficulties experienced by some families in getting their children to school on time and offers encouragement by applauding the efforts that they make.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

23. The quality of teaching is good overall throughout the school. This shows a considerable improvement since the inspection of 1998 and since the visit of Her Majesty's Inspectors in January 2000 when teaching was satisfactory overall and with areas for improvement. This is due in no small part to the headteacher's determination to support staff in improving the quality of planning and of the teachers' own determination to further develop their skills.
24. During the inspection teaching was excellent in two per cent of all lessons observed, very good in sixteen per cent, good in fifty eight per cent, satisfactory in twenty one per cent and unsatisfactory in three per cent. Teaching was good or better in more than three quarters of all the 97 lessons observed which is a credit to the staff's consistent approach to teaching. Teachers' subject knowledge across the range of subjects is good and supports the quality of learning across the curriculum. Teachers plan well in year group pairs and this supports the equality of opportunity and pupils' access to learning. This careful and successful planning generally ensures that pupils receive a very similar quality of education in parallel classes.
25. Teaching in the Foundation Stage is good. During the inspection it was never less than good in any of the lessons observed and was occasionally very good in the Nursery. This indicates a considerable improvement in the last twelve months since HMI visited the school in January 2000. The appointment of new staff and a co-ordinator of the Early Years team has led to a close focus upon the development of curriculum planning. Teachers are well aware of the need to ensure that teaching builds in a continuous and progressive manner on what the children know, understand and can do. Staff work hard to provide an interesting range of activities especially to extend the children's skills in early language and literacy. Teachers are enthusiastic and have a good level of understanding of how young children learn. Often the children's learning is channelled through imaginative play which makes a good contribution to children's personal and social development whilst ensuring that they make good gains in their use of language.
26. Teaching in both Key Stages 1 and 2 is good. During the inspection a significant proportion of teaching was observed that was very good or excellent in Key Stage 2. The best teaching occurs in some lessons in Year 4 and Year 5. This is well exemplified in a Year 5 science lesson where excellent use of a dramatic enactment of how molecules move differently through solids, liquids and gases illustrated very clearly to pupils the scientific principles of what they were investigating. Similarly in an

excellent Year 4 English lesson the teacher made particularly effective use of information about stars and planets to introduce the segmentation of words to support pupils' learning of spelling skills.

27. Where teaching is best teachers have very effective skills in managing pupils and present tasks in a lively and interesting manner, which captures the pupils' imaginations and promotes effective learning. The very good teaching occurs when teachers have planned specific learning aims, which offer a high level of challenge to all pupils. In many lessons throughout the school activities are planned for three different groups of pupils to ensure that those with higher, average and lower levels of attainment are challenged appropriately. Whilst this is now a usual part of lesson planning, sometimes the level of challenge for the higher attaining pupils does not consistently stretch them and help them to move to the next level of achievement.
28. All teachers set tasks clearly and often share the learning aims with pupils so that they know exactly what they have to do. Many teachers make particularly good use of open-ended questions not only to check what pupils know but also to encourage them to think about what might happen or why things occurred. This is a good strategy and is important in extending the speaking and listening skills of pupils throughout the school. However, not all teachers plan sufficient opportunities for pupils to plan and carry out investigations and experiments. Teachers value the contributions of all pupils and this successfully raises their self-esteem. However, very occasionally quieter and less confident pupils are not always fully involved in discussions and their attention wavers.
29. Literacy skills are taught well throughout the school and sometimes very well in Key Stage 2. Staff have a good understanding of the National Literacy Strategy which they have implemented well. The consistently good quality of this teaching supports the development of basic skills effectively although there is more to be done in some areas. Reading, writing, speaking and listening skills are emphasised in planning within other subjects including geography, history and music and this makes an important contribution to pupils' learning. Teachers use review sessions at the end of lessons well to enable the pupils to describe what they have found out. Staff are aware that some younger pupils struggle to maintain concentration especially in lengthy introductions to activities and are rightly considering the use of time in such lessons. Many staff are limiting the use of commercial worksheets in lessons and more directly involving the pupils in tasks, which is an effective strategy and supports the development of writing skills across the curriculum. However in some classes worksheets are overused, which does not effectively develop pupils' writing skills and limits the opportunities they have to decide for themselves how to record their findings, for example in writing about science experiments.
30. The teaching of numeracy skills is satisfactory overall although better in Key Stage 1 than Key Stage 2. The school has implemented the National Numeracy Strategy in an appropriate manner. The development of number skills is emphasised in planning and there are clear links in the development of measuring skills in science, geography and design and technology. However, overall the school does not place as high a priority on teaching the skills of numeracy as it could do. Staff do not plan enough activities for the pupils to develop their confidence in using and applying their knowledge of mathematics and of science to solve problems or carry out investigations. Teachers generally tell the pupils exactly what to do which means that when the pupils are confronted with new work or work which is presented in a different way they lack the confidence to decide for themselves how to approach the task. This is an area for development especially in Key Stage 2.

31. The teaching of the skills of information and communication technology is satisfactory in Key Stage 1 and good in Key Stage 2. Good use is made of the computer suite to support the learning of the older pupils but staff do not always use the classroom computers, some of which are outdated, to effectively support the learning of the younger pupils effectively. In Key Stage 1 teaching is good in design and technology, geography, physical education and music and is satisfactory in all other subjects. In Key Stage 2 teaching is good in art and design, design and technology, geography, physical education and music and is satisfactory in other subjects. Where teaching is more effective this is often because of a greater emphasis on practical activities and a lesser emphasis on the use of worksheets.
32. The use of homework to support pupils learning is satisfactory throughout the school, although it is not systematic. Teachers set some homework including reading on a regular basis, but the regularity and frequency of homework setting is not consistent between teachers. Whilst some staff are keen not to penalise the pupils who do not receive support at home more could be done to regularise the use of homework to support learning across the curriculum.
33. Where teaching is unsatisfactory this is directly linked to the ineffective management of pupils. Whilst staff outline the sanctions that will follow if pupils disrupt lessons some staff do not follow this through, misbehaviour escalates and affects the learning of others.
34. Support in whole class lessons for pupils with special educational needs is very good. It is effective in enabling pupils to participate fully and with confidence in all learning tasks. Trained learning support staff are particularly effective and make a valuable contribution to the quality of teaching and learning. Teachers do not yet make satisfactory use of individual education plans to inform their planning or match the work they provide to the pupils' individual needs.
35. Teachers have experienced a rapid learning curve recently as a result of the influx of the children of asylum seekers. Staff are working very hard to provide good quality teaching but this has been difficult to achieve due to factors beyond the school's control. Although staff have not yet been fully trained, teachers have adjusted to the challenge of the pupils who are at an early stage of English language acquisition and are providing adequate support. The bi-lingual classroom assistants are committed, but although providing a channel for communication, their skills in directing and guiding pupils have not had time to be fully developed. Planning is adequate although the specific needs of pupils with English as an additional language are not consistently planned for. The outcomes of assessments for first language are yet to be fully employed to guide and direct pupils. There are occasions when teachers find it necessary to give so much support to some pupils that others are not given the support that they need.

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

36. The school provides a satisfactory curriculum for its pupils with an appropriate range of learning opportunities, which meet all statutory requirements including those for religious education. There have been improvements in the quality of curriculum planning seen since the previous inspection of the school. A comprehensive map of the whole curriculum has been developed indicating what will be taught in each year group and the amount of time to be allocated to each area. As a result the curriculum is

appropriately balanced and covers a broad range of topics within each subject. Together with schemes of work for each subject based on national guidance, the curriculum map forms an effective outline for teachers' plans, and supports continuous progress in pupils' learning. The school has effectively introduced the National Literacy and Numeracy Strategies and both are firmly established in the school's provision. Links between numeracy and other subjects are satisfactory, but these are not yet fully embedded into teachers' planning.

37. Lesson plans have clear learning objectives, which include effective assessment. Teachers in parallel classes plan together well so that pupils receive a similar experience. At all levels of planning, insufficient attention is given to addressing the needs of pupils with different levels of attainment and higher-attaining pupils are not always sufficiently challenged. There are too few opportunities for pupils to undertake open ended activities especially in mathematics and science, so that their ability to test out their own ideas and solve problems through independent work is not sufficiently developed. The organisation of pupils into sets based on level of attainment for English and mathematics in Year 6 is beginning to be effective but, although the rate of pupils' progress is improving rapidly, this has not been in place long enough to have a significant impact on standards. There is scope for a better match of the level of difficulty in work to the pupils' abilities.
38. There are few opportunities for enriching the curriculum through involvement outside school. Pupils benefit from a limited number of learning experiences beyond the classroom, which have included a visit by Year 1 pupils to a local supermarket and the residential experience offered to Year 6. Whilst there are some visits and visitors to school there is insufficient use of the heritage and cultural diversity in the local area to enrich pupils' learning.
39. The school provides a satisfactory range of extra-curricular activities for pupils in Key Stage 2 after school and a subsidised dancing class is provided for younger children. The school has plans to develop these activities which already include a games club, recorders, football, line dancing and Springboard mathematics. A significant number of parents believe that the school does not provide an interesting range of activities outside lessons. This, however, is not the finding of the inspection team although the formation of a homework club would help those children who have difficulty working at home.
40. Procedures for monitoring attendance are thorough. The school responds promptly and actively to pupils' absences, and involves parents from an early stage. The school makes contact on the day of absence, writing to parents after two days and quickly escalating to other measures, including the involvement of local authority officers. All reasonable steps are taken to pursue absence and encourage attendance but some parents make limited efforts to ensure that their children attend school regularly.
41. The school has a good Equal Opportunities Policy and ensures that the question of educational inclusion is addressed in all other policies. No major issues arise concerning gender differences in attainment in the results of the national tests but the school has reviewed the minor differences in attainment between boys and girls in some age groups.
42. The provision for pupils with special educational needs is satisfactory. The school provides a flexible range of support to meet the various needs of individual pupils, with the most effective being in class support from learning support staff. Although teachers have copies of pupils' individual education plans they are not all used to effectively plan

suitable work to meet the needs of individuals. The school aims to meet the requirements of all pupils with statements of special educational needs although is currently faced with some problems arising from the delays in fully implementing the statements issued to some pupils. Arrangements for the Annual Review of pupils' statements is satisfactory and in line with Code of Practice guidance. The school actively promotes the inclusion of all pupils to provide them with equality of access to the full National Curriculum.

43. Pupils with English as an additional language and especially those recently arrived in the school do not have an adapted curriculum fully in place, although the school is working hard to correct this. External factors beyond the school's control mean that the school is struggling to provide support for those pupils who are at an early stage of English language acquisition. Until a full range of assistance is available these pupils face barriers to their learning, which slows the rate of progress made. The access to English provided by support staff helps to make the curriculum accessible to all pupils and supports their educational inclusion. The school strives to ensure that poverty and deprivation are not a barrier to learning and, even when it cannot always be successful, does a great deal to improve the learning prospects of those pupils affected in this way.
44. Formal provision for pupils' personal, social, citizenship, and health education is satisfactory but at an early stage of development. The co-ordinator has received suitable training, has provided training for other staff, and has conducted a subject audit across the school. This has identified that many requirements of the formal programme are already being met through subjects, visits and visitors. The school recognises the need to develop this provision in light of recent national guidelines, and the co-ordinator has identified the way forward. The sex education programme is presented to Year 6 by the school nurse and follows on from associated topics in science and religious education. Pupils learn about the dangers of drug misuse through science topics and through the visits of organisations devoted to conveying such information.
45. The school has satisfactory links with the community that it serves. Nursery children find out about the area each half term to extend their knowledge of their community, and all classes have been involved in planting flower bulbs as part of the city regeneration scheme. Year 3 pupils have been to the local area for a technology picnic, and a past pupil of the school makes a positive contribution to pupils' knowledge by visiting regularly to talk to pupils about his school and life experiences. Whilst some use is made of the local community, for a large school there are relatively few visits to places of interest that would enrich the lives and learning experiences of children. Other than the visit by Year 5 pupils to a Sikh temple, there are few visits to different places of worship in the area that would help pupils to understand the nature of the multi-cultural society in which they live.
46. There are well-established liaison arrangements with the two high schools to which most pupils transfer. Pupils in Year 5 and 6 visit for sampler days and Year 7 teachers visit the school to meet the children. Year 5 pupils have attended the information and communications technology centre of excellence at St Matthew's school to undertake work integrated within the design and technology syllabus. There are strong links with the nearby Manchester College of Art and Technology. Year 6 pupils have worked in the information and communications technology room for a whole day and pupils' artwork has been photographed and mounted to establish a valuable gallery of children's work in school. Students from the college and others from the high schools are welcomed into school to undertake work experience activities. Members of local football teams have come to school to talk to children about the dangers of taking drugs and for football coaching. Football clubs have also contributed generously to the play and

learning resources of the school. Year 3 pupils have benefited from having tuition with a professional tennis coach.

47. Since the time of the last inspection the school has maintained the good standard of provision it makes for pupils' moral development and continues to ensure that their spiritual, social and cultural development is satisfactorily provided for. Pupils' spiritual development is satisfactory. Stories are chosen to illustrate themes in lessons, assembly and collective worship. Pupils talk about how they are cared for and how they care for people who are an important part of their lives. Occasional visitors to the school contribute meaningfully to developing pupils' wider understanding of caring within society. As part of this they recently collected money for charity. During periods of formal prayer pupils demonstrate reverence and respect. They sit quietly and reflect on what they have learned sometimes whilst listening to a range of modern, contemporary or classical music. Opportunities for reflection and quiet thought are sometimes missed in assemblies but are more effectively organised by teachers within their class assembly time.
48. The school is effective in cultivating the pupils' personal development through the opportunities it provides for raising their awareness of social and moral issues. There are effective policies for eliminating bullying and unsatisfactory behaviour, which are implemented by all staff. Adults who work within the school provide good role models for pupils and are consistent in their approach to reinforcing the difference between right and wrong. Discussions in class are particularly effective in prompting pupils to reflect upon how their actions may affect others and reminding them that they have choices about how to behave. They talk with maturity about the need to be honest and fair, to tell the truth and they know that justice is being even-handed and non-biased.
49. Through their participation in occasional school sports events and competitive games pupils learn the value of developing a team identity and the need for working with their team mates in order to be successful participants in school based and regional events. Some pupils in Years 5 and 6 also benefit from experiencing a residential field trip to the Ghyll Head Outdoor Education Centre where they learn the importance of co-operation when living together in a community.
50. Pupils' cultural development is satisfactory. The school enhances pupils' awareness of their own culture through several areas of the curriculum and occasional visits and field trips. During their history lessons pupils learn about the impact that invaders and settlers have had on the British Isles and how Britain as a nation has influenced the lives of people from other nations. Through their art and music lessons pupils find out about the work of famous artists and composers and develop an understanding of the intended effect of a particular piece of music or work of art. Opportunities are provided for pupils to develop an understanding of living in a multi-cultural society through some visits from musicians who share their traditional music with pupils and the pupils have good opportunities to learn to play instruments such as the steel pans. During the inspection a group of pupils in Key Stage 2 demonstrated their skills when they were playing 'Quando Quando' with enthusiasm and confidence and to a high standard. By building on such good experiences the school intends to further develop such valuable experiences for more pupils which would improve this element of the school's work further.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

51. The school provides very good levels of care for the pupils, and their well-being, happiness; health and safety are the shared concern of all adults. This is a strength of the work of the school and has improved since the time of the previous inspection. The school has very good procedures for child protection, which are known to all teachers and staff through the staff handbook. The deputy headteacher has overall responsibility for this aspect of the school's work and is supported in this role by the headteacher. They have both received recent training.
52. The school makes every effort to raise pupils' awareness of health and safety hazards. Pupils are well supervised at playtimes and adults were heard to remind pupils that the stairs were wet and so care needed to be taken when using them. A safety information board names the pupil road safety officers in Years 5 and 6 and displays the road safety certificate awarded to the school for their contribution to a road safety quiz. The artwork of one Year 5 pupil was acknowledged by the Lord Mayor and used as part of the Manchester Junior Road Safety calendar.
53. Three adults in school hold first aid certificates and first aid boxes are strategically placed about the school. Pupils who are feeling unwell are brought to the administrator who contacts the parents if they need collecting from school. The governing body conducts health and safety audits regularly and acts upon the findings so that risks may be minimised. The headteacher has received health and safety training and has carried out training with staff and cleaners. The buildings committee of the governing body oversees health and safety and one governor has previously been a health and safety professional. The school nurse attends weekly to check on the general health of children and is available for parents to come and talk to her should they have any health concerns.
54. Parents' concerns about their children's welfare are recorded and acted upon by the headteacher, and the school is aware of which adults are allowed to collect children. To support pupils and parents, the school holds transition meetings for parents whose children are moving from the Nursery to the Reception class and also those moving from Key Stage 1 to Key Stage 2.
55. The school has good links with other agencies but the provision outlined in pupils' statements of special educational needs is not implemented. However, the school is investigating resource and accommodation issues for pupils including those with physical disabilities. The special educational needs co-ordinator is responsible for liaising with a wide range of other professionals, parents, carers and other schools. These duties are undertaken diligently as is the planning of annual review meetings.
56. Procedures for assessing pupils' academic performance are good. Weekly assessment of pupils' attainment in English and mathematics is used well. Teachers adjust subsequent planning in the light of the assessment information, although some plans show insufficient attention to the needs of higher attaining pupils. Half-termly assessment and the recording of pupils' attainment enables the school to monitor and track pupils' progress throughout the year in a range of subjects. Good use is made of analysis of these and other records to adjust curriculum planning and set school and subject-based targets.
57. In English assessment is used well to set termly targets for groups and individuals, although it is not yet fully used in mathematics. Throughout the school writing has been identified as a key area where standards are to be raised. Termly targets are displayed in all classrooms, together with examples of work to illustrate what pupils are aiming for, and these indicate a clear focus on improvement. Pupils have a clear

understanding of their targets, which are integrated well into lessons. In a Year 2 lesson seen during the inspection the teacher reminded pupils to read their own writing targets before beginning their work. She checked their awareness and understanding as the lesson progressed so that pupils focused well on their learning needs. Pupils' targets for English and mathematics are shared with parents, together with the curriculum map for their child's year group, allowing them to support their child's learning.

58. The school's systems and procedures for educational and personal support and guidance are effective in raising pupils' achievement. Since the last inspection the school has made very good progress in developing a comprehensive assessment policy and practice. The recent increase in the number of pupils for whom English is an additional language has put pressure on the otherwise effective procedures, and the assessment of this group's attainment and needs is as yet underdeveloped.
59. Provision for monitoring pupils' personal development is good. Teachers know their pupils well, and systems to monitor and address issues arising from misbehaviour include tracking of improvement or recognising continuing problems. Various strategies are in place to praise and reward pupils for personal effort and other positive contributions. However there is a focus on monitoring behaviour rather than encouraging other aspects of pupils' personal development including the development of self-confidence and concentration, which would have a positive impact on pupils' learning.
60. The school implements effective assessment procedures to identify pupils with special educational needs and comply with the Code of Practice. However, in the past, the information has not been used effectively or consistently for reviewing the appropriateness of pupils being placed or retained on the school's special educational needs register or deciding what further help they may require. This has resulted in the needs of some pupils not being noticed or dealt with speedily enough.
61. Due to factors beyond the control of the school it now finds itself in a position where it is unable to respond to specific requirements outlined in some pupils' statements of special educational needs. The school is very conscious of not being able to provide some very specialised help for individual pupils. In spite of the school's best efforts the necessary specialist support has not been forthcoming. In the meantime the school is doing well in providing suitable teaching and learning experiences for this very small number of pupils.
62. Pupils with English as an additional language now receive good support through an adequate number of recently appointed classroom assistants who help pupils understand English. Although teachers know pupils well, they are yet to devise individual education programmes of work for these pupils. Outside support from the Ethnic Minority Achievement Service of the Local Education Authority ensures that the pupils are provided with good quality support although this has been slower to be put in place than some parents wished. First language assessments are currently occurring but are not yet completed and this needs to be done to ensure a match of support to the needs of the pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

63. Parents' have very positive views of the school and this is an improvement since the previous inspection. Parents are very supportive and all parents responding to the inspection questionnaire believe that they would feel comfortable about approaching the

school with questions or problems. In general, parents consider that teaching is good, that the school is well led and managed, and that the school expects their children to work hard and to achieve their best.

64. The school provides good quality documentation for parents about their children's progress and the life of the school. In addition, parents receive regular newsletters and curriculum maps for each year, which include homework and physical education timetables. No provision is made, however, for those parents whose first language is not English to receive essential information. The school makes good use of translators within the community. Some parents do not feel that they are kept sufficiently well informed about how their children are getting on and feel that the school could work more closely with parents. Inspectors believe the school is working hard in this area.
65. A group of parents organises the Summer Fayre, which is supported by the local business community and very well attended, raising significant funds for the school. A few parents help in school regularly making a valuable contribution to the work of the school. Several families take advantage of the family information and communication technology programme run by the school which allows families to benefit from the computer suite in the school to pursue their own computer based projects. However, most parents have little involvement in their children's learning and rarely attend the workshops held by the school to help involve parents in their children's learning.
66. Many parents consider that their children do not get the right amount of homework to do at home, although some of them may not perceive as homework the regular practice of their children taking books home so that they may be listened to reading. The school now provides parents with homework timetables showing when homework is given out for each class and this allows parents to monitor their children's homework activities. However, homework is not used in a systematic enough manner to support pupils' learning effectively.
67. The school has effective procedures in place to involve parents of pupils with statements of special educational needs in annual review meetings. They are invited to contribute both in writing and verbally to the discussions about the continuing needs of their child and the progress they have made since the previous review. However, the school is less efficient in consulting with all parents of pupils who have individual education plans, where the tendency is to inform parents rather than involve them in identifying their needs and contributing to setting targets and working to achieve these both at school and at home.
68. Links with the parents of pupils with English as an additional language are good despite difficulties of communication with some parents because of the wide range of languages spoken as the first language at home. Initially some parents were frustrated at the slowness of appointing staff with a range of language skills to support pupils but recently this has largely been overcome. The school is making good progress in finding ways of involving parents in their child's education by strengthening the contribution made by interpreters.

HOW WELL IS THE SCHOOL LED AND MANAGED?

69. Overall, the quality of leadership and management of the school is good. The leadership of the headteacher is very good and has been pivotal in providing a strong base from which the school has moved forward since its previous inspection. Taking up her post in January 2000, she has provided the school with a clear and strong sense

of educational direction. She has been particularly effective in developing a strong team spirit and a clear management structure to support the day-to-day management of the school.

70. A senior management team has been created and curriculum and other managerial responsibilities been effectively re-aligned to support the overall direction and continued development of the school. Much recent improvement is due largely to the developing sense of teamwork and the open and precise way in which the leadership and management of the school have sought improvements. The headteacher has quickly developed a secure perception of the needs of the school, its strengths and where further improvements have still to be made.
71. In January 2000, the school was visited by Her Majesty's Inspectors to gauge the degree of improvement since being judged to have serious weaknesses in key features of its work in 1998. From this visit, the school was found to be making satisfactory progress in some of the issues identified for development but improvements were found to be too slow in others. Shortcomings were identified in the provision for children in the Foundation Stage, in the progress made in planning the school's curriculum and in the quality of teaching at Key Stage 1. The headteacher, in addressing these outstanding issues, has taken swift and effective action. A re-organisation of staffing has resulted in improvements in teaching. Curriculum planning is generally more secure although could be further strengthened by ensuring that teachers consistently address the needs of the higher attaining pupils in planning their learning.
72. On balance, the school has made good progress since its previous inspection. Since its progress was last monitored by Her Majesty's Inspectors, and the appointment of the new headteacher, progress has been more rapid. Teaching, for example, has improved and a far higher proportion of good and very good teaching is now evident. The standards that pupils attain in English, mathematics and science are slowly rising in both key stages as a result. The school now pays close and effective attention to assessing the rate of pupils' progress as they move through the school and staff make more effective use of this information to plan pupils' learning. Provision for children in the Foundation Stage is now much better and there are more effective links between the school's Nursery and Reception classes ensuring that their learning is starting to be effectively built on.
73. The quality of strategic planning to support the school's continued development is good. Although the school development plan contains many action points for development, there is a close link between the plan and the school's immediate and medium term priorities. Development points have appropriate timelines and are appropriately costed. There have been significant improvements in the quality of financial planning in the school. All staff are now involved in the formulation of the plan and the governors are regularly informed as to the progress the school is making towards achieving the action points. The school has successfully introduced new requirements in relation to performance management into the school. All staff now have objectives some of which are effectively related to the continued needs of the school as whole.
74. The school's financial planning procedures are very good and well directed to meet its educational priorities. Since the last inspection efficient arrangements have been put in place which respond to the needs of the school. Financial information is now computerised and readily available to the headteacher and a full financial statement is made available to the school governors, prior to the termly finance sub-committee and meeting of the governing body. The school has recently overcome a substantial deficit

and present spending decisions are firmly linked to the needs of the school. A major priority has been the raising of standards and this is now an important consideration in financial prioritisation. Specific grants, such as those to support pupils' learning English as an additional language, are used effectively for their designated purposes. Funds have been appropriately allocated. The recommendations of the last auditors' report have been acted upon and the school operates according to the principles of best value when purchasing services and resources. Overall the school is providing satisfactory value for money.

75. The governors play a full and positive role in supporting the work of the school. The Chair of the Governing Body is a regular visitor to the school and effectively supported the headteacher following her appointment in her first months in the post. The governors have worked closely with the headteacher and staff in effectively addressing the issues from the last report. They have just developed a programme for governors to visit the school to observe the quality of learning. This will give governors a clearer insight into the needs of the school and the standards that pupils attain. In most respects the governing body fulfils its legal responsibilities. However, the governors have had too little involvement in monitoring the quality of the school's provision for pupils with special educational needs. They have not effectively set criteria for assessing the school's performance in this aspect of its work, or for evaluating how the school uses the devolved budget for special educational needs. Special educational needs features in the School Development Plan and there is a named governor with responsibility for this aspect of the school's work.
76. The school provides a good level of resources and staffing to meet the needs of pupils with special educational needs. There is a satisfactory policy, which has recently been reviewed. The quality of specialist teaching accommodation is also good. However, the building is not fully accessible to wheelchair users or others who have problems of mobility, which presents a potential barrier to learning for a pupil within the school. Since the deputy headteacher has had responsibility for co-ordinating special educational needs throughout the school significant improvements have been made. Support staff are particularly effective in the contribution they make to teaching and learning, especially when they are deployed to support pupils in whole class lessons. Support provided for pupils with statements of special educational needs is most effective when used to enable pupils to be taught alongside their classmates. The leadership and management provided by the special educational needs co-ordinator are very good and the school is well placed to maintain the much improved standard of special educational needs provision it makes for its pupils.
77. The headteacher and staff have reacted promptly to the challenge resulting from the sudden influx of families with English as an additional language seeking asylum. In a short time a policy guiding admission, supported by a programme from the Ethnic Minority support service has provided a framework that gives pupils adequate support. A strong commitment exists among the staff to provide the best possible support, but in-service training is required to enable staff's own expertise to be extended. There is a clear picture of how the school's provision needs to be developed and a co-ordinator for inclusion is being appointed. All funds for pupils with English as an additional language are effectively directed to benefit pupils, although there is a weakness in resources to support some aspects of their language development.
78. The school is staffed with suitably qualified teachers. Subject co-ordinators are in place for all subjects although some are recently appointed and there is variation in their level of experience. Most have benefited from some form of in-service training and are beginning to establish themselves as an effective focus for the further development of

their subjects. The school also employs the services of peripatetic teachers, in subjects such as music, throughout the year. A dedicated team of support staff all of whom liaise very effectively with the class teachers assists pupils with special educational needs. The school often faces difficulty in obtaining supply cover at short notice, but has begun to establish efficient procedures for supporting those who are employed and the requirement for cover for short-term staff absence has been greatly reduced.

79. Curriculum resources are satisfactory overall, and good in design and technology and music. There are gaps in the provision and availability of resources and suitable accommodation for outdoor play in the Foundation Stage and for outdoor games in physical education. Resources are in short supply for the teaching of pupils with special educational needs and staff do well to adapt those that are available. Resources are also limited for the teaching of pupils with English as an additional language. The supply of books is satisfactory and each classroom has a good balance of fiction and non-fiction texts for teaching purposes.
80. The previous report highlighted the lack of library facilities and this position has not changed. Despite the best efforts of the teaching staff, the absence of a library continues to hinder the development of pupils' individual learning and research skills. The provision of computers is satisfactory overall although those machines available for use by Year 1 pupils are very dated. The provision of the computer suite has opened up the possibility of establishing a computerised library in the near future.
81. Some aspects of the accommodation are currently posing problems. The quality of the outdoor play area needs to be improved if the school is to meet the statutory requirements of the Early Learning Goals and the National Curriculum for physical education. The surface of the main hard play area is poor and outdoor facilities for pupils in the Reception year are very limited. It is part of the architectural legacy of the building that it appears massive and somewhat forbidding from the outside. As compensation the school has worked hard to make the interior an area vibrant with colour and displays of all aspects of the work of the school. However, in some parts of the building the quality of paint and plaster is very poor and may pose some degree of health hazard. Recently a major programme of renewal has replaced the most seriously rotten window frames and, despite the very high ceilings in some rooms and corridors, the school is a warm and comfortable learning environment.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- (1) Raise the standards of attainment in English, mathematics and science by:**
 - using the good range of assessment information to plan work which enables all pupils including those with higher attainment to make progress towards the next National Curriculum level (paragraphs 57,97,106);
 - increasing the opportunities for pupils to develop problem solving, research and investigative skills especially in mathematics and science (paragraphs 94,99,101);
 - using homework more effectively to support pupils' learning (paragraphs 30,96,107);
 - using information and communication technology as an every day tool to support learning across the curriculum (paragraphs 31, 95,107).

- (2) Raise the levels of attendance to at least the national level and improve the punctuality of pupils in order that the progress pupils make is continuous (paragraphs 21,22).**

- (3) Improve the quality of the school accommodation by;**
 - ensuring that the standard of internal and exterior décor eliminates the known risks to pupils (paragraphs 81,84,155);
 - ensuring that the playground and surrounding areas are in a fit condition to deliver the full range of activities in physical education (paragraphs 81,155);
 - providing suitable outdoor play areas and equipment for all children in the Foundation Stage of learning (paragraphs 81,84).

- (4) Improve the quality of support for pupils with statements of special educational need by;**
 - ensuring that the requirements specified in pupils' statements of special educational need are met (paragraphs 13,17,76);
 - rigorously reviewing pupils' changing needs in order that any amendments to statements can be speedily implemented (paragraphs 34,42,76.);

In addition the governing body should also consider the following less significant issue for inclusion in its action plan:

- Implement the plans to deliver a clear policy that guides the learning to support the educational inclusion of pupils with English as an additional language, and ensure that necessary information for parents is provided in an accessible manner (paragraphs 14,43, 64).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	97
Number of discussions with staff, governors, other adults and pupils	52

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2%	16%	58%	21%	3%	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	60	339
Number of full-time pupils known to be eligible for free school meals		260

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	104

English as an additional language	No of pupils
Number of pupils with English as an additional language	50

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	71
Pupils who left the school other than at the usual time of leaving	92

Attendance

Authorised absence

	%
School data	89.8
National comparative data	94.4

Unauthorised absence

	%
School data	3.3
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	22	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	16	18
	Girls	24	22	25
	Total	41	38	43
Percentage of pupils at NC level 2 or above	School	79 (63)	73 (66)	83 (71)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	18	19
	Girls	24	23	25
	Total	41	41	44
Percentage of pupils at NC level 2 or above	School	79 (66)	79 (76)	85 (84)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	32	23

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	22	23
	Girls	12	14	19
	Total	28	36	42
Percentage of pupils at NC level 4 or above	School	51 (65)	65 (63)	76 (73)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	23	24
	Girls	16	15	19
	Total	35	38	43
Percentage of pupils at NC level 4 or above	School	64 (65)	69 (65)	78 (72)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	12
Black – other	0
Indian	0
Pakistani	2
Bangladeshi	0
Chinese	3
White	316
Any other minority ethnic group	6

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	1	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)	15
Number of pupils per qualified teacher	15
Average class size	30

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	201

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	30

Total number of education support staff	2
Total aggregate hours worked per week	60

Number of pupils per FTE adult	15
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FTE means full-time equivalent.

Financial information

Financial year	99/00
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	£
Total income	765,917
Total expenditure	769,814
Expenditure per pupil	1,925
Balance brought forward from previous year	-9,470
Balance carried forward to next year	-13,367

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	432
Number of questionnaires returned	54

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	43	0	1	0
My child is making good progress in school.	52	44	2	0	2
Behaviour in the school is good.	56	40	2	0	2
My child gets the right amount of work to do at home.	35	28	30	5	2
The teaching is good.	59	37	2	0	2
I am kept well informed about how my child is getting on.	41	44	7	4	4
I would feel comfortable about approaching the school with questions or a problem.	70	30	0	0	0
The school expects my child to work hard and achieve his or her best.	70	26	4	0	0
The school works closely with parents.	50	37	7	6	0
The school is well led and managed.	52	43	0	4	1
The school is helping my child become mature and responsible.	44	50	2	0	4
The school provides an interesting range of activities outside lessons.	19	41	19	9	12

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

82. Most of the children who enter full-time education at the school have had access to pre-school education at the school's Nursery. Assessments undertaken by teachers indicate that the attainment of the children on entry to full time education in the Reception class is well below average. Children enter full-time education in the term that they become five. In both the Nursery and the Reception classes, children make good gains in many aspects of their learning. Despite this good progress, many still do not attain what is normally expected for children of this age in some of the areas of learning of communication, language, literacy mathematical and physical development. Children make very good progress in their knowledge and understanding of the world, and in their creative, and personal, social and emotional development, and often attain what is normally expected by the time they leave the Foundation Stage.
83. Children in the Nursery class are taught in a separate building at the far side of the school playground. Plans are in place to teach these children in the main school building and thus form a complete Early Years' unit. Good progress has been made in the quality of provision for children in the Foundation Stage since the school's last inspection. At that time, and in the subsequent follow up visit to the school by Her Majesty's Inspectorate, weaknesses were found in the quality of learning for children of this age. Following the appointment of the new headteacher an Early Years' leader was appointed. She has worked with colleagues to develop procedures such as improving how children are assessed to ensure greater consistency of teaching practice in both the Nursery and Reception classes. There has been much improvement in the quality of learning for children of this age.
84. However, there are still areas to develop. Some of the accommodation in one of the Reception classes is in poor condition. The poor state of the walls in this classroom is a serious cause for concern and clearly adds nothing to the quality of the children's learning environment. In addition, children in the Reception classes have limited access to outside play using larger equipment, although resources have recently been improved following the purchase of a new climbing frame. At present, the children have to use the smaller play equipment in the Nursery on a weekly basis. This limited provision hinders their progress in the physical aspect of their development.

Personal, social and emotional development

85. By the end of the Foundation Stage, children attain standards that are in line with expectations for children of this age. All adults who work with the children place good emphasis on this aspect of their learning and plan carefully to ensure that the children have regular opportunities to develop their understanding of the need to work creatively as part of a larger group. Teaching in this area is good.
86. In the Nursery class, children have good opportunities to work in the imaginative play areas with one another while they have a 'family tea' and in the Reception classes, children are given scope to work in the 'office'. Such provision is a regular feature in both the Nursery and Reception classes and this effectively ensures that all children learn the importance of taking their turn, asking for equipment and choosing what resources they want to play and work with. Children quickly learn the importance of being sensitive to the needs of their classmates yet at the same time, are sufficiently confident in seeking the assistance of the teacher or support assistants if they find the

task they are working on too challenging. Children are taught the importance of using the equipment sensibly and, at the same time, replace it after its use. In both the Reception and the Nursery classes, children are taught to dress themselves and reminded of the need, for example, to wash their hands prior to taking their lunch. As they move from the Nursery to the Reception classes, children continue to make good gains in this aspect of their learning.

Communication, language and literacy

87. Children enter the Nursery and Reception classes with poor skills in communication, language and literacy. Teachers and support staff take great care to ensure that many of the activities provided for the children offer scope to extend and develop their confidence in using language and to develop their skills in literacy. Opportunities are regularly provided for children to learn through structured play and teachers surround children with a range of different books, writing tools and opportunities to listen, for example, to commercial story tapes. While children do not attain the expected outcomes for children in this aspect of their development by the end of the Reception year, nevertheless, children make good gains in their learning and increase their confidence in using language.
88. Children in the Nursery class listen carefully to their teachers and to each other when they are asked to give an answer to a question. However, few are able to hold sustained conversations for their age or use a wide vocabulary in, for example, explaining what a story may be about. By the end of the Foundation Stage, children are gaining in confidence in their discussions and are beginning to use language more creatively in their structured play. When reading, children in the Nursery class know that pages in a book are turned from left to right and that they contain words that tell a story. By the end of the Foundation Stage, children have developed a suitable sight vocabulary of more familiar words and a few of the higher attaining children are able to read their own names or a simple phrase that they have attempted to write.
89. Children in the Nursery class gain increasing control over a pencil in their early attempts at writing. Higher attaining children are beginning to form letters of a reasonable size and height and others are able to trace over their names if written out for them by their teachers. By the end of the Foundation Stage, children continue to make good progress in this aspect of their communication, language and literacy development. However, not all children are able to write the letters of a reasonable size or height although higher attaining children are able to write their names or very simple phrases without too much assistance and with a fair degree of accuracy.
90. The quality of teaching in this area of learning is good in both the Nursery and Reception classes. Often the children's learning is channelled through imaginative play and all classrooms have specific structured play areas such as an 'office'. This is complete with pencils, paper, envelopes and post box for pupils to practise their writing or 'theatre' that contains glove puppets for children to use in devising their own imaginary plays. Such provision adds much to children's development and use of language as well as contributing significantly to their personal and social development.

Mathematical development

91. Children do not attain the expected outcomes for children of this age by the time they leave the Foundation Stage. However, in both the Nursery and Reception classes, they make good gains in their learning of number, shapes and in developing the strategies for solving simple problems for themselves. By the end of the Nursery, children are

able to place numbers in order to at least six and although they recognise and say, for example, the numbers on a large dice, very few children recognise simple numerals. By the end of the Foundation Stage, higher attaining children are able to count to thirty and slightly beyond although lower attaining children need support from adults to count beyond 10. Higher attaining children make good gains in their understanding of time and are able to recognise what is meant by 'o'clock. However, other pupils become confused when asked to give the days of the week in order and few recognise shapes other than a circle. Only the higher attaining children are able to use the vocabulary associated with addition or subtraction.

92. The quality of teaching in this area of the children's learning is good. Teachers and learning support assistants make effective use of equipment to support the children's learning. Role-play areas and other simple mathematical games also support the development of the children's understanding of the language of number well. However, children have limited access to computer equipment to support their learning of mathematics. The equipment that the children do have access to is dated and is not fully effective in moving children on in their learning.

Knowledge and understanding of the world

93. Many children start school with a very limited range of experiences, and little understanding or knowledge of the world in which they live. They make good gains in their learning in both the Reception and Nursery classes and by the end of the Foundation Stage are attaining the expected standard for children of this age. In the Nursery class, the children make good gains in their understanding of their senses and have a developing perception of other living things. They know, for example, that plants and flowers grow and that in order for this to happen, they need to be watered regularly. In the Reception class, by the end of the Foundation Stage, children know and are able to label the main features of their body and understand that their classmates may have different coloured hair or eyes or size of feet. The Reception children start to gain an appreciation of the past, and to understand that changes take place over a period of time
94. Children make good gains in their understanding of the world around them and good opportunities are taken to introduce people from the community to the children, which gives them a good understanding of the work that such people perform. However, children make too limited gains in their understanding of how to use computers to support their learning. While all children have clear access to the computers provided in each of the classrooms, the equipment is somewhat dated and children become frustrated by the slow response rate of the machines.
95. The quality of teaching is good. Teachers provide the children with a range of opportunities to develop their knowledge and understanding of the world around them. Resources and activities are well chosen to promote the children's interest and learning, and teaching is effective in starting from the children's own experiences.

Physical Development

96. By the end of the Foundation Stage, although they make good gains in their learning in this aspect of their development, children do not attain the expected outcomes for children of this age. The children have too little opportunity for outside play involving the use of larger equipment. At present, they have to use the equipment in the school's Nursery on a weekly basis. The infrequent access to this type of larger equipment holds back progress in this area of their development.

97. Children in the Nursery make good use of the equipment that is provided for them to extend their physical skills. They use this well and are developing suitable co-ordination skills to ensure that they are aware of the needs of others when using trikes and bicycles. Teachers in both the Reception and Nursery classes provide good opportunities to develop the children's finer physical skills through creative activities such as making paper collages through using paper, glue and scissors. Good opportunities are provided for the children to use larger equipment in the form of bricks and construction kits which ensure they develop their general physical and manipulative skills. Teaching is satisfactory in this area of development but would be enhanced by greater access for children in the Reception classes to outside play involving larger equipment.

Creative Development

98. Children make good gains in this aspect of their learning from what is quite a low base on their entry to the school. By the end of the Foundation Stage they are on course to attain the expected outcomes in this area of their learning. Teaching is good with all children in both the Nursery and Reception classes being provided with regular opportunities to develop their creative skills. In the Nursery, children are able to differentiate between different colours and use and explore different papers and other materials to good effect.
99. The children develop their knowledge and skills well in the Reception class and by the end of the Foundation Stage, children know that paints can be mixed and they show increasing nimbleness in being able to do this for themselves. All children enjoy listening to different songs and rhymes and by the end of the Foundation Stage, children are able to say how different sounds may be made using a range of different simple musical instruments. In both the Nursery and the Reception classes good provision is made by teachers to enable the children to develop their imaginative powers through imaginative play in the role-play areas. This includes such as the 'Teddy Store' or 'Theatre' and this also proves valuable in promoting the children's communication, language and literacy skills as well as their personal, social and emotional development.

ENGLISH

100. The results of the 2000 National Curriculum tests show that at the end of Key Stage 2 the standards in English are well below the national average and below average compared to similar schools. At the end of Key Stage 1 the test results show that standards in reading and writing are well below the national average, and average when compared with the results of similar schools. This represents a decline in standards at the end of Key Stage 2 since the previous report, but standards have been maintained at the end of Key Stage 1. The inspection findings are that at the end of Key Stage 2 standards are below average. At the end of Key Stage 1 standards are average in reading, but in writing they are below average. Standards in spelling are close to the average in both key stages. Pupils make good progress in most aspects of their English work in Key Stage 1 and 2. Pupils with special educational needs make similar progress to their class mates, but the school is struggling to meet the needs of a sudden influx of refugee children, whose first language is not English
101. Most pupils' speaking and listening skills improve rapidly as they move through the school, largely as a result of the strong emphasis placed on this aspect by class teachers. Many pupils have limited vocabularies and find self-expression difficult. Hard

work by teachers ensures that they increase in confidence and by the end of Key Stage 1 they communicate effectively with each other and with their teachers even though their standards are still below average. Pupils respond well to questions and instructions and in a Year 1 class they were vociferous in correcting their teacher when she made deliberate mistakes. By the end of Year 6 the great majority of pupils speak confidently although they often lack fluency and expression. Opportunities for debate that arise from the implementation of the literacy strategy have had an impact both on confidence and ability in speaking and listening.

102. Pupils in Key Stage 1 make good progress in developing their reading skills and by the end of Year 2 standards are close to the national average. Good quality teaching is having a noticeable impact and pupils make good progress in all classes at Key Stage 1. Despite limitations in their vocabulary pupils work enthusiastically in writing and retelling stories and in one Year 2 class were deeply engaged in analysing and restructuring their Big Book story. All teachers maintain a sensible balance between the use of work sheets and other forms of writing activity and this encourages pupils in the use of their imagination. Pupils make good use of Big Books and group reading books and teachers help the pupils to develop a range of strategies in order to approach unfamiliar words with confidence.
103. As pupils move through the school their reading skills improve and by the end of Year 6 an increasing number are reading at a level close to the average standard. Through the use of reading diaries the school endeavours to involve parents in the education of their children. The response is variable but it is apparent from the comments made in them that a good number of parents value the opportunity of working with the school. Classrooms are equipped with book collections that are accessible to the pupils but the lack of a designated library facility restricts the opportunities for pupils to improve their research and individual learning skills. The lack of a library limits a greater degree of parental involvement where joint selection and book borrowing could take place. The best readers show a love of books and are able, in discussion, to name favourite authors and treasured books that have impacted on their lives and it is noticeable throughout the school that all pupils treat books with care and respect. Pupils are interested in well considered and attractive displays around the classrooms and throughout the school, which feature the use of key vocabulary. Many children read these captions accurately and their self esteem is enhanced when other pupils show approval of their stories and explanations.
104. Although standards in writing are below average across the school good teaching and the prioritising of this aspect of the literacy curriculum is producing rapid improvement. The standards of pupils' spelling; presentation and the content of their work have improved recently. Teachers are setting higher expectations, which are being met by improved responses from pupils. In Key Stage 1, many pupils' writing is hampered by a poor vocabulary, but teachers are now placing priority on the development of skills in writing. Pupils are given good opportunities to engage in extended writing and they are encouraged and guided to do a good deal of planning and drafting before starting to write. Pupils in both key stages now take pride in their imaginative and extended efforts. All pupils are now tackling writing in a variety of forms and some very good examples of writing in a journalistic style were seen during the inspection. Poetry also figures prominently in the work of a number of classes and by the end of Year 6 pupils are beginning to grasp the beauty and complexity of the poetic form. Improvements in the standard and presentation of writing are having an impact across the curriculum and workbooks in other subjects show the results of greater care and attention in the completion of work. Pupils are helped in their work by some good quality marking and by being able to participate in the setting of individual learning targets. At its best the

marking is encouraging and clearly shows pupils how their work can be improved and represents a real dialogue between teachers and pupils. Pupils are able to access computers as tools for learning in English but resources specifically related to literacy activities are limited at present.

105. The quality of teaching in English is good. During the inspection the quality of teaching and learning in English lessons was never less than good, was frequently very good and occasionally excellent. This represents an improvement over the previous inspection when teaching was judged to be satisfactory. The school has successfully implemented the National Literacy Strategy and significant strides are now being made in the quality and quantity of work being demanded of the pupils. The good quality of response from the pupils is a direct testimony to the hard work being done by the teaching staff. By the end of Year 6 pupils are able to reflect on their own learning and participate in the evaluation of work done by themselves and others in the class, which helps them to understand how to improve their work. The assessment of pupils' progress and attainment is good and teachers make effective use of the results in planning future work. Class teachers keep good quality records and they know their pupils well.
106. Good teaching is motivating pupils in their learning and the atmosphere in all classes is purposeful. Pupils are gaining the confidence to express themselves and respect one another's opinions and contributions, for example, during the inspection pupils spontaneously applauded the achievements of those pupils for whom English is an additional language. Behaviour is good throughout the school and pupils also behave well in their handling and use of books and other materials. Tasks are well planned and clearly set out for the pupils who respond with energy and enthusiasm. In a Year 4 lesson where the teaching was excellent, pupils engaged in high quality discussion and research of an activity involving the study of the planets. Teachers address the needs of those pupils with special educational needs well and are assisted in this by a dedicated team of support staff. Work is appropriately differentiated to meet a wide variety of needs and all pupils make good progress in their learning. Higher attaining pupils are sufficiently challenged.
107. The co-ordinator for English has a very good overview of the teaching of the subject throughout the school and has a sound grasp of the National Curriculum requirements in English. The school is large and has a large number of teachers but the co-ordinator maintains a good link with a colleague in the junior department to monitor the teaching and learning of the English curriculum. With the exception of the lack of a library facility, resources or the teaching of the subject are satisfactory and are used effectively. However, the use of homework and of information and communication technology to support learning are both underdeveloped. The inspection findings indicate that the school is on course to effect a substantial improvement in the levels of performance in English.

MATHEMATICS

- 108.** The results of the National Curriculum tests at the end of Key stage 2 for 2000 show that standards are well below the national average, but above average when compared with similar schools. At the end of Key stage 1, the test results show that standards are well below the national average, but average compared to similar schools. The inspection findings are that standards are below average at the end of both key stages in most aspects of mathematics and particularly in mental calculations. Although standards appear to have declined since the previous inspection when they were

reported as average, the test results for 1999 did not reflect the inspection findings. All pupils, including those with special educational needs, make satisfactory progress.

109. Pupils enter Key Stage 1 at a very early stage in their understanding of number. By the end of the key stage the majority of pupils still have a below average understanding of number. They are beginning to understand simple addition and subtraction, but they are unsure and lack confidence even with simple numbers. Pupils' mental agility skills are weak and they find it difficult to calculate simple sums with any confidence. There is a wide range of attainment in Key Stage 1 and by the end of the key stage about a third of the pupils attain average standards and count reliably and use mental recall of addition and subtraction facts to 20. These relatively higher attaining pupils can count in multiples of twos and fives and a few recognise the significance of zero. These pupils know the value of different coins and carry out simple problems, such as the fewest number of coins that are required to make 50p. By the end of Key Stage 1, the majority of pupils are unclear about the relationships between simple fractions, although more able pupils understand the relationship between quarters, halves and three quarters.
110. In Key Stage 2, the majority of pupils in all classes lack the mental ability to carry out calculations quickly and accurately. They do not have a secure knowledge and understanding of place value and whilst they add and subtract tens and hundreds correctly, they are less confident when multiplying and dividing more complex numbers. About a third of pupils have relatively higher attainment and these pupils have a satisfactory knowledge and understanding of mathematical concepts. They use the four rules of number confidently and accurately using numbers to a thousand and beyond. Their understanding of the importance of negative numbers is developed in a meaningful context for example, when recording temperatures below freezing point. The higher attaining pupils have well-developed mental strategies which they use, for example, when multiplying tens and units. Higher attaining pupils know the meaning of numerator and denominator when using fractions and correctly name the decimal equivalent of a range of fractions.
90. The majority of Key Stage 1 pupils have a weak knowledge for their age of shape, space and measures. Most pupils are able to name some shapes, but are unable to describe how they differ from one another, such as the different number of sides or corners they possess. They need a considerable amount of their teacher's help to make simple symmetrical patterns. Higher attaining pupils at Key Stage 1 name a range of two and three-dimensional shapes and have a well-developed mathematical vocabulary. They correctly identify triangles, squares, cubes, circles and spheres and state some of their properties and the differences between them. Although they make satisfactory progress in this aspect of the mathematics curriculum, pupils' knowledge and understanding are still below average by the end of Key Stage 2. Lower attaining pupils name some common two and three-dimensional shapes, but are less confident in describing their properties, such as the relative length of different sides and the size of angles in equilateral and isosceles triangles. Higher attaining pupils calculate the area and perimeter of different two-dimensional shapes and work out suitable methods for calculating the area and perimeter of some irregular shapes. They name angles of different dimensions and measure accurately and draw block and line graphs to represent data. Pupils are beginning to understand the principles of symmetry, in that they correctly make symmetrical patterns on a pin board and check their answers.
111. Key Stage 1 teachers provide a suitable range of activities to enable pupils to collect data. Most pupils group objects according to their properties, such as whether or not they are smooth. More able pupils display the results of their investigations as pictograms and bar graphs, such as when collecting information about their favourites

pets. Pupils in Key Stage 2 have opportunities to handle data in mathematics and in their cross-curricular work. They measure accurately, as when determining the elasticity of a rubber band when supporting objects of different mass as part of their science investigations. They represent their results accurately, using bar and line graphs. It is only the more able pupils however who are able to draw reasonable conclusions. Whilst some opportunities are made available, staff generally do not plan enough activities for the pupils to develop their confidence in using and applying their knowledge of mathematics to solve problems or carry out investigations such as calculating the area of irregular shapes.

91. The curriculum gives suitable emphasis to developing pupils' concepts of number and provides a sound basis for their knowledge and understanding of shape, space and measurement. However, pupils have fewer opportunities to handle data and insufficient opportunities to use and apply their mathematical knowledge in practical situations. Pupils, particularly the higher achievers, in Key Stage 2 have too few opportunities to tackle and to solve problems by developing their own strategies and by trying out their own ideas.
92. The quality of teaching and learning is satisfactory. During the inspection, there were examples of very good teaching in both key stages, although teaching overall was better in Key Stage 1. Teachers are familiar and secure with the National Numeracy Strategy. Practically all lessons are well structured and objectives for the lessons are clearly stated and shared with pupils before the lessons begin. Teachers question pupils well and this helps to consolidate previous knowledge and encourages pupils to use appropriate mathematical vocabulary. The quality of the mental mathematics sessions is variable. At best the sessions are lively involving most of the pupils and teachers match questions carefully to the ability and prior attainment of the pupils. In some sessions, the teaching lacks pace and the pupils lose interest.
93. Where the quality of teaching is very good, teachers ensure that the tasks set for the different groups of pupils are well matched to their differing abilities and suitably challenging, particularly for the more able. In these instances pupils are learning to think for themselves and to find ways of overcoming the problems they encounter, as for example when building up symmetrical shapes. In some lessons however pupils, particularly the more able, are insufficiently challenged and some of the tasks set are mundane and repetitive. Teachers, particularly in Key Stage 2, do not use problem solving and investigations as a means of challenging pupils, especially the higher attaining pupils.
94. The teaching of numeracy skills is satisfactory, but it is not effective enough. Opportunities for developing pupils' numeracy skills are identified in teachers' planning for most subjects and there are clear links for example, in the development of measuring skills in science, geography and design and technology. However, overall the school does not place high enough priority on teaching the skills of numeracy. Insufficient use is made of information and communications to support learning in mathematics.
95. In general, time and resources are used well and pupils show interest in their work. Relationships are good and a positive atmosphere is apparent in the classrooms. Pupils have a good attitude to the work and sustain their concentration over increasing periods of time. Pupils' work is marked regularly and whilst teachers' comments are encouraging, they do not focus sufficiently on how pupils could improve their standards nor do their comments indicate how the work might be developed. The way in which

teachers use homework to support mathematical learning varies and could be better. Insufficient use is made of computers to support pupils' learning in mathematics.

96. Procedures for assessment have been substantially improved since the last inspection. All teachers use informal observations and keep records of pupils' achievement in order to record and track pupils' progress. The school has recently initiated a detailed programme for assessing pupils' performance in the different aspects of mathematics. As yet however, assessment is not having a significant effect on standards. Assessment is not used sufficiently, particularly in Key Stage 2, in teachers' planning to ensure that all pupils are set work which is suitably matched to their ability and prior attainment.

Up to here

SCIENCE

97. The results of the National Curriculum assessments made by teachers in 2000 show that at the end of Key Stage 1 pupils' attainment is below national averages but above average compared with similar schools. At the end of Key Stage 2, the National Curriculum test results in 2000 show that pupils' attainment is well below the national average, but average compared with similar schools. Standards have declined over the last three years at the end of Key Stage 2. Inspection findings are that pupils' attainment in science at the end of Key Stages 1 and 2 is below the national average. The progress pupils make in developing skills, knowledge and understanding of the subject is erratic but satisfactory by the end of each key stage. Pupils with special educational needs generally make satisfactory progress, but too little account is taken by teachers of targets in individual education plans when planning their lessons. The progress made by pupils with English as an additional language is satisfactory.
98. By the end of Key Stage 1 pupils' skills in planning and carrying out investigations are satisfactory. Many pupils are familiar with handling equipment and demonstrate natural curiosity through asking questions. When they are given the opportunity to carry out simple experiments, most pupils are confident to offer suggestions about what might happen next. The majority have some understanding about how to modify an experiment by changing an element of a test and most pupils have some understanding of the features of a fair test. However, there are too few opportunities for pupils to take part in open-ended investigations where they can decide for themselves what line of enquiry they should follow. Most pupils find it difficult to draw conclusions from interpreting test results or evaluating scientific evidence. Science work is too often recorded on work sheets, which do not give the pupils enough opportunities to develop their writing skills.
99. Key Stage 1 pupils are familiar with plants and animals. They name different parts of a plant and know they require certain conditions for growth. Pupils in Year 2 learn about the stages of human and animal growth. They match pictures of animals with their young and know the names of a variety of creatures and their offspring. Most pupils in Year 1 know human beings have five senses and are able to match these to the sense organs. They learn about a variety of familiar materials and their uses, including glass, wood, metal and plastic. Most pupils explain why glass is suitable as a window but not a chair. By the end of the key stage pupils have satisfactory understanding of electricity and its use. They have made their own simple circuits. They have acquired some understanding of forces and friction but cannot readily or clearly explain their understanding of how forces can distort the shape of objects. When carrying out tests to find out about the properties of materials few pupils have the confidence to carry out even simple tests without the teachers showing them what to do.

100. At both key stages, pupils are given too few opportunities to take responsibility for their own learning. This is partly due to insufficient resources, but partly because teachers too often perform experiments on behalf of pupils and do not encourage them to decide for themselves on a method of working. Too few opportunities are provided for pupils, especially those who are more able, to extend their scientific vocabulary and use mathematical and graphic skills to record their work.
101. In Key Stage 2 the youngest pupils continue to develop their knowledge and understanding of materials. Their understanding of the different properties of materials is developed through practical examples. Pupils have examined a range of familiar objects, comparing similarities and differences and drawing conclusions about why they were constructed from a specific material. The majority understand that some materials are more suited to a specific purpose than others. For example, pupils explain what types of materials would be suitable for making an umbrella and a fireguard and why. Pupils also found out that not all plastic carrier bags are as strong as each other when they tested the strength of several they had acquired from local shops.
102. Older pupils extend their knowledge about the human body by studying the structure of the skeleton and how it supports the muscles. They know that as they grow taller then their bones get longer. Pupils in Year 6 develop their skills in observation and classification. They use keys to identify and separate plant samples by their characteristics. The oldest pupils are given better opportunities to learn through investigating and experimenting, and as a result have a better understanding of scientific concept. The oldest pupils are able to talk with greater knowledge and understanding about solids dissolving, filtration and forces around us. Because of this strategy used by the teachers pupils were confident in discussing how they had recorded their findings and how they had interpreted the data they had collated.
103. Throughout Key Stage 2, pupils make erratic progress throughout the National Curriculum programmes of study. The oldest pupils are slightly more confident in performing a limited range of experiments and conducting investigative work but, by the end of the key stage, pupils do not have a clear understanding of the full range of scientific processes, nor are they confident to describe theoretical ideas. Pupils' have not acquired a broad enough scientific vocabulary and they lack the confidence to use it. The recording of their work is weak. Worksheets are overused by some teachers and lack adequate challenge for the range of ability of pupils in each class. Too few planned progressive opportunities are provided for pupils to write extended accounts of their work.
104. The attitudes of the majority of pupils to their science lessons are good. They clearly enjoy positive relationships with their teachers and show them respect. They are generally motivated; most listen attentively and show pleasure in achieving success. However, when pupils find their work less interesting they are fidgety and too few make good efforts to answer the teachers questions. On the occasions pupils are given to perform investigations and experiments themselves they demonstrate high levels of enjoyment and clearly achieve great satisfaction from the opportunity to learn through discovery. When this opportunity was given to the pupils the quality of their learning experience was much greater than in lessons over-directed by the teacher. On these occasions they demonstrate a genuine excitement about their discoveries.
105. Teaching is satisfactory overall, although during the inspection teaching was good and in one lesson it was excellent. Particularly good examples of teaching were seen in the

upper part of Key Stage 2. Here teachers have a secure knowledge and understanding of the subject. Explanations are effective in enabling pupils to develop an understanding of scientific ideas and concepts. Teachers' questions challenge and extend pupils' thinking through their own enthusiasm for the subject. In less effective lessons, the tasks provided by teachers do not adequately challenge the pupils. Some teachers do not have a secure knowledge and understanding of the subject or high expectations about the quality of the work pupils should achieve. They rely heavily upon mundane, uninteresting drawing and colouring activities or worksheets and are unable to relate the subject to everyday situations. In most classes opportunities for pupils to perform their own experiments are not well enough planned to extend their knowledge and understanding of the work.

106. There is an effective policy for the subject and the school has adopted the national guidance document since the time of the last inspection, and these are now beginning to have an impact upon raising standards, and ensuring there is sufficient breadth and balance within the curriculum. Procedures for the assessment of pupils' work are very good and help teachers in planning future lessons and ensuring there is consistency between Key Stages 1 and 2. There is a portfolio of samples of pupils' work. The coordinator for the subject is very well informed. She has had some time for monitoring teaching and evaluating how effective the science curriculum is in promoting pupils' learning. There is now significant emphasis upon promoting high achievement in all classes. Resources for science are inadequate for investigative and experimental work and the use made of information and communications technology to support investigative work and provide a point of reference is underdeveloped. Insufficient use is made of homework to support pupils' learning.
107. Within the past year commendable work has been done to raise standards, including the introduction and use of very good assessment procedures. There is clear evidence that the changes which have taken place are beginning to have an impact upon improving the quality of teaching and learning in the subject. The school is now well placed to build upon its achievements.

ART AND DESIGN

108. Standards in art and design are in line with nationally expected levels at the age of seven and eleven. This maintains the standards seen in the previous inspection in 1998. The very high quality of display considerably enhances the appearance of the pupils' work around the school and raises the pupils self esteem. The extensive and high quality display is a significant feature of this very large school. This is testament to the teachers extended efforts to value the work of all pupils and raise their interest in the standards of presentation and quality of their work produced across the curriculum. The progress of pupils, including those with English as an additional language and those with special educational needs is better in Key Stage 2 than in Key Stage 1.
109. The quality of pupils' learning and the progress that they make in Key Stage 1 is satisfactory. Year 2 activities link art to design and technology tasks. Pupils have drawn an initial design for a hand puppet and used a range of materials and techniques to then make them. They have drawn initial sketches and then produced cut out paper designs in four parts to reflect the style of Matisse as part of the schools famous artists' day. There is some evidence that pupils' drawing skills are developed through activities such as using a viewfinder to identify from a photograph an area of their classroom, which they then sketch. Pupils' make limited use of sketchbooks for preparatory work, and have made preparatory sketches for working in the style of Matisse and observational drawings of leaves. Pupils have also produced portraits of their friends showing

reasonable awareness of facial features. During the inspection pupils illustrated parts of a school activity in the form of storyboard drawings.

110. As part of the famous artists day pupils in Year 1 have enjoyed throwing paint onto large sheets of paper in the style of Jason Pollock and have produced satisfactory quality work. Displays of recent work also show work linked to design and technology, mathematics and geography and of illustrating characters from familiar stories. There is limited evidence to indicate that pupils have experience of working in three dimensions. They have little experience of using media other than paints, and pencils and there is little evidence of any work using soft modelling materials and textiles.
111. Standards in Key Stage 2 are average overall but there are some examples of work that are above average. In Year 6 pupils have worked in the style of Mondrian and produced pictures showing large rectangular blocks of colour divided by black lines. In work linked to other subjects pupils have produced very attractive and carefully worked thread pictures and illustrations of Greek vases. Pupils' drawing techniques are satisfactorily developed and they draw simple illustrations of body movement, such as a discus thrower, and pictures in the style of famous artists such as L. S. Lowery. They use their sketch books well to make preparatory drawings and practise their drawing techniques. In Year 5 pupils have produced some very effective two-dimensional creations of cut shapes in mathematics. Pupils have produced designs for paper mache bowls and still life sketches of fruit and of toys sometimes with shadows. Key Stage 2 pupils have produced work in the style of a range of famous artists such as Mondrian, Paul Klee and Van Gogh, and some of this work in each year group is of a good standard carefully reflecting the range of techniques of the different artists.
112. The quality of pupils' learning and the progress that they make in Key Stage 1 is satisfactory. However, whilst the quality of work is sound many pupils are capable of making better progress if taught the specific techniques of how to improve their drawing through greater attention to visual and tactile elements including line and tone, shape, form and space. This progress is sometimes limited by teachers' own lack of knowledge of how to improve techniques or of a greater emphasis in lessons on other aspects including literacy than on the specific objective of improving art skills. Teaching in Key Stage 1 is satisfactory but with areas for improvement.
113. The progress that pupils make is better in Key Stage 2 where it is good. This is directly linked to better subject knowledge of teachers who have higher expectations of pupils and who specifically teach pupils how to improve their skills. Teaching in Key Stage 2 is good. Although it was possible to observe only a small number of art lessons the sample of pupils work indicates that the subject knowledge of several teachers is good. Teachers make good links between art and several other subjects.
114. Pupils have good attitudes to their work and are justifiably proud of the standard of display that does much to raise their self-esteem. Whilst in the small number of lessons observed pupils in both key stages did not always listen well to what they were required to do and some were very easily satisfied with work of quite low quality most pupils try hard to produce neat and careful work. Pupils speak with great enjoyment of the recent famous artist's day where they enjoyed working with visiting artists and helpers.
115. The school is following the nationally recognised guidelines introduced last year. The co-ordinator currently has little time to monitor the quality of planning, teaching and learning across the school. However, the senior management team has identified this as an area for development as part of the schools rolling programmes of such work.

The co-ordinator has good subject knowledge and has worked closely with colleagues on an informal basis and is rightly keen to monitor whether recent changes in the curriculum have squeezed the development of specific skills and techniques at the expenses of developing links with other subjects.

DESIGN AND TECHNOLOGY

116. Standards in design and technology are above average at the end of Years 2 and 6. This represents a significant improvement since the previous inspection when standards were judged to be below expectation. The quality of teaching is also good and this too represents an improvement since the previous inspection. Good quality teaching, assessment and planning have all contributed to the improvement. The quality of pupils learning and progress that the pupils make is good in both key stages. Pupils with English as an additional language and those with special educational needs make similar progress to that of their classmates.
117. The quality of teaching and learning is good at Key Stage 1. Pupils are given a good number of opportunities for advancing their skills in design and technology. Pupils select and use appropriate materials for their projects, selecting paper, fabrics and simple mechanisms for moving objects. Pupils have good opportunities to develop their skills in basic cutting, pinning and gluing in order to complete their designs. Teachers encourage pupils to realise that the design process is as important as the making part of the activity and even the youngest pupils evaluate their work against simple criteria such as what they want their design to be like. Pupils take part in a range of food technology activities.
118. Pupils continue to make good progress in Key Stage 2. Their designs become more sophisticated and they carefully review and refine their designs before they start to make them into products. Pupils properly evaluate their designs to ensure that they are fit for the purpose intended and they keep a record of the early stages of the design and development of their projects so that they can compare these with the completed objects. For example, in one Year 6 class pupils carried out detailed discussion and evaluations before embarking on the first stages of making a pair of slippers. There is good evidence of cross-curricular links with other subjects such as science when pupils have engaged in the making of structures as part of their work on shelters. In Year 5 pupils have the opportunity of spending time at a neighbouring high school where they have experienced computer aided design work. Although pupils are given plenty of advice and guidance by their teachers to help them to develop their ideas, teachers do not over direct the pupils and the finished products very much their own work and they take great pride in them. The quality of teaching is good throughout Key Stage 2.
119. Resources for design and technology are good and are accessible in a dedicated storage area. Materials and tools are in good condition and appropriate to the full range of curricular activities. There are good cross-curricular links with mathematics, science, art and history and the design stages help to improve pupils' skills in reading and writing. The evaluations in whole class settings also impact on pupils' speaking and listening skills. The subject co-ordinator has a secure knowledge of the curriculum in the subject and a good overview of teaching throughout the school.

GEOGRAPHY

120. Standards of pupils' work in geography are in line with national expectations at the end of both key stages. This indicates that standards have fallen slightly since the previous inspection. Pupils, including those with English as an additional language and those with special educational needs in Key Stage 1, make good progress and those in Key Stage 2 make satisfactory progress.
121. By the age of seven most pupils can draw a simple map of their locality, and higher attaining pupils are encouraged to record their learning in their own words. They compare features and facilities of their own local environment with the seaside and have a clear idea of physical and human features. Teachers use resources well to make the lessons interesting and stimulate the pupils' imaginations. Pupils are interested in their study of the Hebridean Isle of Struay, and teachers encourage pupils to picture the location and its characteristics, so that pupils understand the features of an island, and the types of transport associated with different locations. Pupils make good progress as they move through the key stage.
122. Key Stage 2 pupils make satisfactory progress overall and this was good in the lessons observed during the inspection. However, pupils' awareness of the world outside their local area is limited, and they have insufficient opportunity to experience fieldwork. They have a sound understanding of the principles of the water cycle and recognise the effects of water on the landscape. They are aware of the links between weather and farming, and are able to identify global climate zones, although work on these areas is sometimes rushed. In Year 6 work on pollution holds pupils' attention well; they have linked it to effects on their local environment and use technical vocabulary with reasonable accuracy. Work on the environment is well linked to developing literacy skills, through presentation of an argument for and against the building of a new motorway in the area. Pupils are confident in the use of grid references and have some knowledge of symbols on Ordnance Survey maps.
123. Pupils have a positive attitude to their work in geography, especially where teachers are enthusiastic and use motivating strategies for learning. Where this is not the case, and worksheets are completed without full engagement and discussion of the issues, pupils' learning is less successful. In some classes excessive pace inhibits deep learning. Teaching is good in both key stages. This is enhancing the progress that pupils in Key Stage 2 make by extending their limited knowledge and understanding of the world around them and of the wider world. Good use is made of information and communications technology, with use of the Internet to gather information. Work on pollution in Year 6 involved evaluating information from different websites for bias, so that links were made with literacy. Teachers plan carefully with clear learning objectives and have good subject knowledge to support their teaching. They use questions well and foster good relationships through effective classroom management. Where learning objectives and activities are not well tailored to pupils' level of attainment there is insufficient challenge for higher attaining pupils. Thoughtful strategies to make learning activities accessible to lower attaining pupils, especially those with limited writing skills, contribute well to their learning of geography.
124. Progress since the last inspection has been satisfactory, and half-termly assessments have been introduced as part of the school's assessment policy, so that learning and progress are monitored and tracked. The previous co-ordinator established an effective and well-used scheme of work, and this has been retained for key stage two with modifications for National Curriculum changes. The national guidance from QCA has been adopted for key stage 1 and this is being used well to support teaching. The new co-ordinator lacks confidence in the subject, and acknowledges that she has insufficient awareness of how the subject is planned, taught and learned in key stage 2.

The sound beginnings with the new scheme of work in key stage one provide a good foundation for development and more effective co-ordination in key stage 2

HISTORY

125. By the end of both key stages pupils attain standards that are in line with national expectations. This maintains the findings of the previous inspection. All pupils including those with special educational needs and English as an additional language make satisfactory progress in both key stages.
126. By the end of Key Stage 1 pupils have developed an understanding of chronology through studying homes long ago and toys from the past. They are able to access primary and secondary sources of evidence to find out about their work. They know that children of different eras all enjoy playing with toys but that over time some types of toys have changed a lot whilst others, such as Teddy Bears have not. By looking at books and photographs they compare seaside holidays in the past with those enjoyed today. Pupils in Year 2 can recall facts about the Great Fire of London, where it began and why it spread. However, because pupils have limited writing skills they are not yet able to write adequate accounts of the event in the form of a personal diary or by trying to imagine they were present.
127. In Key Stage 2 pupils study other civilisations including the Romans, Vikings, Anglo-Saxons, Ancient Greeks and Ancient Egyptians. They develop satisfactory knowledge and understanding of British history through their study of the Tudors and Victorians. Pupils in Year 4 learn about Henry VIII. They study his appearance and discuss what sort of person they think he was. Many find it difficult to find and use imaginative vocabulary in their written work due to their limited use of historical terminology. Pupils in Years 5 and 6 have satisfactory understanding of aspects of Ancient Greek and Egyptian history. This includes some knowledge of vocabulary and hieroglyphics, the origin of the Olympic Games and the importance of Sparta and Athens.
128. Teaching is satisfactory in both key stages. Lessons are arranged to use the time and resources to best effect. All staff consistently implement agreed behaviour management strategies and pupils are provided with clear guidance about standards expected of them. On occasions teachers fail to adequately challenge the more able pupils. They do not consistently provide sufficiently testing activities. On occasion there is not enough emphasis on the importance of writing accounts of events and people rather than relying on pictures and illustrations for recording their work. The quality of teachers' marking of pupils' work is variable, ranging from very good to unsatisfactory and being little more than a tick. Where it is good teachers take time to write helpful comments in pupils' books, which enable them to see clearly how to improve and further develop their work. The access pupils have in lessons to information and communication technology is unsatisfactory and as a result they have too few opportunities to use research to develop their personal knowledge and understanding of the subject.
129. Over time pupils study a wide range of periods in history. Their general knowledge and understanding of the eras and culture are satisfactory. They enjoy good relationships with their teachers and classmates and are keen to answer questions and confident to talk about their work. However, their range of descriptive and imaginative vocabulary is narrow. When given the opportunity they work well co-operatively, offering and receiving help from each other willingly and enthusiastically. The use made of visits and visitors to enrich the curriculum is underdeveloped and does little to enhance pupils' limited

knowledge and understanding of different historical periods. Teachers do not think imaginatively of how they could use the rich local historical resources in the immediate neighbourhood to enliven the teaching of the subject.

130. Since the time of the last inspection subject management is more effective, the subject is taught regularly and planned to provide satisfactory coverage of the National Curriculum using appropriate guidance. This represents satisfactory improvement in the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

131. The standard of pupils' work in information and communication technology is in line with national expectations at the end of both key stages. Since the last inspection improvements have been good. Standards of attainment are now satisfactory, teachers have received training and the information and communication technology suite has been set up, although only seven computers are networked. The progress of pupils in Key Stage 1 is satisfactory and that of pupils in Key Stage 2 is good. The progress of pupils with English as an additional language and those with special educational needs is similar to that of their classmates.
132. Pupils begin to use computers to support their work in literacy and use computers to produce simple sentences to support emergent writing in a satisfactory manner. By the age of seven pupils use simple word-processing for independent writing using the shift key, punctuation and centred headings. They can delete errors, change font style and size, and include pictures with their text, although some pupils need support to do this. Pupils are given good guidance to develop their skills for example, in a lesson observed in Year 1 pupils showed good understanding of the use of icons and the teacher emphasised the importance of icons in relation to giving instructions and controlling what you want a computer to do. Pupils' confidence and skill in using a mouse enable them to select and drag on screen as well as input from a keyboard. Pupils have experience of art packages such as Dazzle, and most are confident in drawing lines and filling spaces with colour. Teachers encourage pupils to work independently and make sure that the equipment is well prepared so that pupils are able to quickly access software and print their completed work with support. Where classroom assistance is available it is used well to encourage pupils' independent working. In Key Stage 1 outdated computer equipment in classrooms restricts opportunities for reinforcement of learning in the computer suite.
133. Key Stage 1 pupils are given satisfactory opportunities to develop their skills in the control element of the curriculum. Pupils in Year 2 give simple instructions to a floor robot, some with assistance from other members of their group, then write down a notation for their instructions. They talk confidently about their work in all areas of information and communication technology, and make satisfactory progress.
134. Pupils make good progress in Key Stage 2 and by the age of eleven, they use computers with confidence. All Key Stage 2 pupils have two lessons per week in the information and communications technology suite, one with a focus on developing pupils' skills and the other focusing on the use of information and communication technology in support of other subjects. Teachers' planning for all subjects clearly identifies the opportunities to use information technology. This is evident in Year 3 work linking right angles and direction in mathematics with giving instructions to a robot. The teacher's skills in making the activity more interesting by introducing obstacles added to motivation.

135. Year 4 pupils enhanced their work on the water cycle in geography by selecting and dragging labels onto a diagram of the water cycle, independently printing their labelled diagram. They opened the class folder and selected appropriate programs with confidence, showing clear satisfaction in their achievements. Good use is made of data handling software throughout the key stage, and pupils use this to produce bar charts from tables in science, and in Year 6 line graphs are produced to support work on dissolving. In these cross-curricular lessons teachers combine information and communications technology and subject objectives well and maintain a focus on both areas so that pupils are clear about their learning. The information and communication technology suite is very well used and carefully timetabled, but the absence of computers in classrooms in Key Stage 2 means that information and communications technology is not used as an everyday tool for learning.
136. Key Stage 2 pupils experience a wide range of computer applications and make good progress as they move up the school. They are confident in using word-processing and can work independently. Desktop publishing is used well in Year 3 to produce a good quality newsletter related to swimming, with imported images from a digital camera. In learning to use 'SUM' with spreadsheets in Year 5, realistic data sets were provided by the teacher to make the process more meaningful to pupils and to reinforce the nature of the information. Pupils develop their research skills throughout Key Stage 2 by retrieving information from the Internet to support work in other subjects, and in Year 6 they can use hyperlinks to access information and compare this to using search engines. They have not yet been able to use e-mail but this will be available in the next term when addresses are provided.
137. Teaching is good throughout the school. Teachers have good knowledge of information and communications technology, and use and reinforce technical vocabulary well so that pupils learn the language of the subject. They use questions effectively to draw out recollections of prior learning and challenge pupils to offer ideas. The information and communications technology suite is well organised to allow half of a class to work on computers while the rest work at tables on related activities. Transition between these activities is generally well managed but where it is not there is some loss of focus on learning. Carefully selected pairings by teachers to support lower attaining pupils contribute to effective learning in the information and communications technology suite, but less attention is given to providing more challenge for higher attaining pupils. Teachers use ongoing assessment well, noting pupils' errors and misconceptions and using them as a basis for reinforcing learning.
138. Pupils' attitudes to information and communication technology are very good. They co-operate well when working in pairs and are particularly willing to support classmates for whom English is an additional language and those with special educational needs. Although all are eager to use the computer they accept the organisational restrictions in the computer suite and make good use of their learning opportunities.
139. The subject is led with enthusiasm and good subject knowledge, and well-organised resources and guidance support teachers. There is a clear plan to move the subject forward, including progressing towards a full personal computer environment and improving resources, and useful links are established with the local high school. The national guidance is well used to ensure continuity and progression in children's learning. Assessment follows the school's policy for foundation subjects and useful portfolios of annotated work have been started as a record of attainment.

MUSIC

140. Standards of attainment are in line with national expectations by the end of both key stages. Since the last inspection the school has maintained standards. Pupils entering Year 1 are at a very early stage in their musical development but all pupils, including those with special educational needs, and with English as an additional language make good progress throughout both key stages. Some pupils achieve good standards towards the end of Key Stage 2.
141. Pupils in Key Stage 1 sing tunefully and are aware of the dynamics and rhythm of simple tunes. Pupils project their voices well and whilst practically all pupils are sufficiently confident to sing individually, a few are not yet able to pitch their voices correctly and they sing flat. Most pupils have a good sense of rhythm and refine their performing skills through practice. They know the name of a range of untuned instruments that they use to accompany their songs. More able pupils are able to give reasoned opinions as to why they like certain musical instruments, including the happy feeling one pupil felt when listening to the octochyme.
142. By the end of Key Stage 2 pupils have a good understanding of how different musical sounds can be used to reflect mood and feelings. In one lesson pupils in Year 6 were selecting appropriate music to illustrate their story on space travel and explored different sounds to illustrate the changing aspects of their description. Pupils worked in small groups and improvised and refined their ideas through practice. Groups performed confidently when their composition was recorded and the whole class appraised one another's efforts sensibly and constructively.
143. The quality of teaching is generally good with some very good teaching in Key Stage 2. Teachers have a good understanding of the subject and their enthusiasm is conveyed to the pupils who respond positively. Lessons proceed at a good pace and are well planned and in most lessons pupils sustained a high level of interest. Most pupils respond well in music with only a minority of pupils in some classes misbehaving. In such instances teachers handle the situation competently, but time is lost and some other pupils concentration lapse. The previous inspection report indicated that teaching ranged between very good and unsatisfactory. No unsatisfactory lessons were seen during the present inspection and the standards of teaching in a third of the lessons in Key Stage 2 were very good. This represents an overall improvement in the standards of teaching.
144. In Key Stage 1 the teachers use a range of strategies to reinforce pupils' idea of rhythm, including clapping, stamping and walking around the carpet area. Instruments were named and their sounds described and this effectively improved pupils' musical vocabulary and consolidated previous knowledge. In Key Stage 2 teachers use questions well to develop pupils' ideas and to challenge them to extend their musical repertoire, such as how to reflect mood in a sound scape. In another instance very good use was made of a short piece of music brought into school by a pupil. This enabled the pupil to demonstrate what he had analysed at home and to extend other pupils' ideas of musical phases in the song.
145. The music co-ordinator, who does some specialist teaching, oversees the curriculum and gives advice to colleagues as necessary. Teachers' plans are monitored and there are plans to monitor teaching in the near future. A notable feature of the school is the instrumental tuition some pupils receive. Of particular merit is the school's steel band. Pupils are developing a very good sense of rhythm and learning to perform together. The peripatetic teacher has established very good relationships with the different

groups who respond enthusiastically to his relaxed manner. In some instances pupils lose classroom time when receiving music tuition, which is unsatisfactory, particularly when key skills are being taught and these arrangements need to be reviewed.

PHYSICAL EDUCATION

146. Standards in physical education throughout the school are in line with expected levels. This indicates that the attainment of the pupils has remained largely as observed in the 1998 inspection. The school has introduced planning based upon the national guidelines for the subject and makes good attempts, within the restrictions imposed by the lack of outdoor facilities, to teach all areas of the curriculum.
147. The quality of pupils learning and the progress that they make is good in both key stages and is best in Year 5. In all classes there are pupils who do not have a high level of physical fitness. Teachers of the older pupils in particular are aware of this and seek to boost pupils' progress through raising the expectation of the pupils' work rate. In some gymnastic lessons for instance pupils are worked hard and they make appreciable gains in their level of fitness.
148. In Key Stage 1 pupils enjoy using appropriately sized apparatus in the large school hall. They carry out a series of warm up stretches and put the apparatus out in a very safe and careful manner. In Year 2 pupils are able to get on a range of balance beams and jumping tables with reasonable skill, they travel along the apparatus, hold a balance and then dismount using a range of jumping and twisting movements. In dance activities other pupils adapt appropriate shapes and movements to represent characters in response to a musical stimulus. Teachers of younger pupils are particularly adept at ensuring that pupils with English as an additional language are well integrated within lessons and through good demonstrations by the teacher pupils are clear about what they have to do. The large majority of pupils make good progress in linking their movements into simple sequences. Pupils also make good progress in using a range of small equipment to develop catching, throwing and rolling a ball.
149. In Key Stage 2 pupils make good progress overall and the older pupils often make very good progress in gymnastics due to the very good level of subject knowledge of some teachers and the high expectations they have of pupils. Pupils in Year 6 often make very good progress in developing gymnastic routines particularly those who have worked closely with the subject co-ordinator the previous year. The best progress is made by some pupils in Year 5, who are able to carry out, revise, and refine symmetrical and asymmetrical movements and balances. All pupils create and perform a sequence including a roll, a jump, weight on their hands and a balance using the floor and large apparatus, starting and ending their sequence with appropriate positions. Pupils are keen to develop their own individual sequences and try new body shapes especially when holding a balance.
150. Pupils in Year 3 swim in the summer term, and Year 4 pupils build continue to develop their skills when they attend weekly swimming lessons for two terms and make good progress in swimming. Approximately half of the current classes are on line to achieve the recognised 25-meter benchmark, which indicates many make good progress from a low starting point. More advanced swimmers practice their leg strokes when using a float, submerging their heads whilst swimming and practice backstroke body movements. An intermediate group learns how to tread water for five seconds. Lower attaining pupils including those with special educational needs make slower but nevertheless good progress although several lack confidence in the water.

151. Pupils take part in activities practising ball skills. They work well in pairs to control and dribble the ball. Despite working on a sloping and undulating playground most control the ball with reasonable skill.
152. Pupils enjoy physical education activities and almost all have good attitudes to their learning. Many pupils in Years 5 and 6 have very good attitudes and try hard to improve their performance and have a clear sense of pride in their work. The majority of pupils listen well to their teachers and follow instructions carefully. Most have a sense of anticipation and enjoyment when beginning a lesson. While a very small number in some classes become slightly excited when moving around the large majority move sensibly and with awareness of other pupils and their safety. A small number of pupils do not remember to bring their kit and this limits their involvement in lessons.
153. The teaching of physical education is good. The teachers of younger pupils understand the need to change and vary the task to interest the pupils and do this well. Most lessons are conducted at a good pace with teachers often sharing the pupils' enthusiasm and using praise well to improve their skills. Pupils are encouraged to demonstrate to rest of the class what works well or how to refine a particular movement and this is a very effective way of improving all pupils' performance. The subject co-ordinator has a high level of skill in teaching the subject and has worked informally with colleagues to enhance the overall quality of teaching. Whilst the co-ordinator currently has few opportunities to directly monitor the quality of planning, teaching and learning this has clearly been identified as part of the school's development plan.
154. A major area of concern to the staff, some parents and inspectors is the poor state of the school playground and surrounding areas which limits the quality of outdoor games activities and severely limits the full development of athletic skills. The condition of the playground is poor and even though teachers and pupils are aware of this and work in a sensible manner, paying good attention to health and safety concerns this is very limiting. The condition of the field adjoining the school is also currently poor and is unusable because of inappropriate community use. The school has plans to make improvements in the outdoor environment, which is currently a key issue for development.

RELIGIOUS EDUCATION

155. By the end of both key stages, pupils attain standards that are in line with the expectations of the locally agreed syllabus. This is the same judgement as that noted at the time of the school's previous inspection. Since this, the leadership and management of the subject have been affected in that the co-ordinator for the subject has been absent. At present, the subject is being managed on temporary basis by the headteacher. Aspects for development in the subject have been identified on the school development plan for the coming academic year. Pupils at both key stages, including those with special educational needs and English as an additional language make satisfactory gains in their learning of the different elements of the religious education programme.
156. By the end of Key Stage 1, pupils have a secure understanding of the basic elements of the Christian faith. They are able to describe the main events leading up to Christmas and they know that Jesus is a special person to Christians. They also know that the Bible is a special book and that a church is a particular place of worship for

Christians. Children have a satisfactory understanding that not all people follow the Christian traditions and they are able to give a brief description of other faiths such as the Muslim tradition. Equally satisfactory gains are made in their appreciation of the need to live by a moral code and develop an appreciation; for example, that many of the messages that Jesus told did in fact contain an important message of being mindful of the need of others.

157. As they move through Key Stage 2, pupils of all abilities continue to make satisfactory gains in their learning of both different religions and how different religious groups apply the principles of their faith into their daily lives. Pupils are able to talk quite well about the Five Pillars of Islam, and appreciate the importance of temples and mosques to Sikhs and Buddhists. They are aware of the importance and significance of religious festivals celebrated in various faiths. However, they are uncertain about some of the symbolism of different religious artefacts or the significance of, for example, the sacrament of baptism to Christians. Pupils understand the importance of prayer to many religious groups and are sensitive enough to describe that across many religions an underlying feature of these faiths is the fact that a 'God' is very much a key feature.
158. The quality of teaching is satisfactory. Teachers have a satisfactory knowledge both of the faiths they are introducing pupils to and of the requirements of the scheme of work for the subject. In lessons, sufficient time is given for pupils to discuss issues and place them in the context of their own lives. Although teaching is satisfactory, it could be strengthened by a greater emphasis placed on ensuring that pupils record more formally aspects of their work. Much of the work that pupils are asked to undertake is rooted in discussion and opportunities are missed to develop pupils' literacy skills. When pupils are given such opportunities, they write well. In one Year 5 lesson, for example, when asked to write in the style of the Guru Granth Sahib as part of their studies on Sikhism, one Year 5 pupil wrote, 'You are the wind that rushes right through me' as part of a description of Autumn. However, work of this type is the exception rather than the norm.
159. Resources to support teaching and pupils' learning are satisfactory. At present, there is very little formal monitoring of pupils' learning, and assessment of their progress is very much left to the discretion of individual teachers. Moreover, the school makes limited use of the strong multi-cultural nature of the community that many of the pupils come from to support their learning. As a result, opportunities to develop and enrich pupils' learning in religious education are missed.