

INSPECTION REPORT

ST MARK'S C of E AIDED PRIMARY SCHOOL

Shelton, Stoke-on-Trent

LEA area: Stoke-on-Trent

Unique reference number: 124308

Headteacher: Mr Warren Griffiths

Reporting inspector: Mr Alan Fullwood
21184

Dates of inspection: 11 - 14 December 2000

Inspection number: 224398

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 - 11 years
Gender of pupils:	Mixed
School address:	Lawrence Street Shelton Stoke-on-Trent Staffordshire
Postcode:	ST1 4QD
Telephone number:	01782 234411
Fax number:	01782 234411
Appropriate authority:	Governing body
Name of chair of governors:	Mr D Cotton
Date of previous inspection:	June, 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Alan Fullwood 21184	Registered inspector	Science Music	What sort of school is it? The school's results and pupils' achievements. How well is the school led and managed?
Pat Edwards 10965	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
Tony Clarke 23917	Team inspector	English Design and technology Physical education Special educational needs	How good are the curricular and other opportunities offered to pupils?
Terry Mortimer 18849	Team inspector	Equal opportunities English as an additional language	
Liz Kounou 30810	Team inspector	Under-fives Mathematics Art and design History	How well are pupils taught?
Stephen Lake 22191	Team inspector	Information and communication technology Geography	

The inspection contractor was:

Full Circle
The Brow
23 Trewartha Park
Weston-Super-Mare
North Somerset BS 23 2RT

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

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is located in the Shelton area of Stoke-on-Trent and also serves the neighbouring area of Etruria. There are 222 boys and girls on roll. The pupils are taught in nine mainly mixed-age classes. The school serves an area of rich cultural diversity where Punjabi, Urdu and Bengali are the main languages, and approximately 73 per cent of pupils speak English as an additional language. Approximately 35 per cent of pupils are entitled to free school meals, well above the national average. Nineteen per cent of pupils are on the school's register of pupils who require some form of additional support. At the time of the inspection there were 17 pupils in the reception class. Approximately 20 per cent of pupils join or leave at other times than the usual time of admission to the school or transfer to the secondary phase of education. The attainment of the pupils on entry to the school, although varying from year to year, is generally below average.

HOW GOOD THE SCHOOL IS

St Mark's C of E Aided Primary School is an effective school. It provides a sound education for its pupils and enables them to make sound progress in English, mathematics and science. The school is satisfactorily led and managed. It provides satisfactory value for money.

What the school does well

- The provision made by the teachers and support staff for pupils who have English as an additional language.
- Standards of attainment in art.
- The provision for pupils with learning difficulties.
- The school maintains a caring secure environment in which pupils feel valued.
- The way in which the school encourages pupils to respect each other's values and beliefs.
- The provision made for pupils' moral development.
- The support given to pupils' learning by the very experienced and effective group of learning support assistants.

What could be improved

- The standards pupils achieve in English, mathematics, science, information technology, music and history.
- The quality of teaching, particularly during the Foundation Stage and Key Stage 2.
- The governing body's monitoring of the work of the school.
- The use of assessment information to plan work more closely matched to the needs of all pupils.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory progress since the time of the last inspection in June 1996. Standards of attainment in English, mathematics and science, although varying from year to year, have improved since 1996. Provision for design and technology has improved and standards are now in line with expected levels at the end of both key stages. Schemes of work now exist for most subjects and are developing in other subjects. Good assessment procedures have been developed in many subjects to track pupils' progress. However, the scrutiny of pupils' previous work shows that they are not being used consistently to inform teachers' planning. The school has made satisfactory progress in evaluating its own performance and identifying appropriate targets for development. The roles and responsibilities of senior staff have been defined, but the role of the senior management team

in monitoring the work of the school is still developing. The role of the governing body in this process still needs further development. Although the punctuality of a small number of pupils still remains a concern, close monitoring of pupils' attendance has ensured that this is now broadly in line with the national average. Health and safety hazards evident at the time of the last inspection have been removed, but at present there is still no secure outside play area for children during the Foundation Stage. The school is well placed to make further improvements.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	E	E	D	B	well above average A above average B average C below average D well below average E
Mathematics	E	D	E	C	
Science	E	D	D	C	

The above table shows that pupils' attainment in English and science in the year 2000 national tests was below average in comparison with that in all schools. Pupils' attainment in mathematics was well below average. Inspection evidence indicates that the attainment of the current group of pupils in Year 6 in mathematics is below average and their skills in mental mathematics are particularly weak, but progress is satisfactory. Attainment in information technology is below national expectations, but pupils are achieving appropriately. Pupils with special educational needs or English as an additional language make good progress in relation to the targets set for them where they receive additional support. Overall their achievement is satisfactory. By the end of the key stage, pupils' attainment in English and science is below average, but they make satisfactory progress. Pupils make good progress and attain above expected standards in art. Attainment in other subjects is at expected levels except in history and music, where it is below expectations. Pupils make unsatisfactory progress in music.

By the end of Key Stage 1, pupils make satisfactory progress in achieving below average standards in reading, writing and mathematics. Attainment in other subjects is average except in music and history, where it is below expectations. Standards of attainment in art are above expectations.

There was insufficient evidence to make a judgement about pupils' progress in geography at either key stage. The majority of children make satisfactory progress during the Foundation Stage, but by the time they begin work at Key Stage 1 their standards are still below expected levels.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Satisfactory. Pupils enjoy coming to school. They are satisfactorily involved in their own learning.
Behaviour, in and out of classrooms	Satisfactory. Pupils generally behave well in lessons and around the school when they are directly supervised, but have yet to develop sufficient self-discipline to be so when unsupervised.
Personal development and relationships	Satisfactory. Pupils generally have good relationships with their teachers and other pupils. A significant minority of pupils still find it difficult to share equipment and take turns.
Attendance	Satisfactory. Broadly in line with the national average. Pupils generally arrive at school on time and are punctual for lessons.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	Satisfactory	Satisfactory

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

The quality of teaching is satisfactory overall, although it varies from very good to unsatisfactory. It was satisfactory or better in 89 per cent of lessons, of which 30 per cent were good and three per cent very good. However, 11 per cent of all lessons observed were unsatisfactory. Teaching in the core subjects of English and mathematics is broadly satisfactory and the key skills of literacy and numeracy are taught soundly. Teaching overall is satisfactory when the core subjects of English and mathematics are taken into account, and a strength of the teaching is the good use made of support staff. However, the quality of teaching in Key Stage 1 is better than at Key Stage 2. Weaknesses which are seen in a significant number of lessons, not only those deemed unsatisfactory, are a lack of challenge for some pupils and expectations that are not high enough. Provision for pupils with English as an additional language and for those with special educational needs is good, but the school does not cater well for the needs of all pupils in mixed-age classes. Learning is satisfactory overall, but generally pupils are not achieving as well as they might.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. Policies and schemes of work are in place for most subjects. Curriculum provision for children in the Foundation Stage is satisfactory.
Provision for pupils with special educational needs	Good. Individual education plans contain specific targets for learning, and classroom assistants give good support to pupils with learning difficulties.

Provision for pupils with English as an additional language	Good overall and a strength of the school. The teachers and support assistants work well as a team. Pupils in the early stages of English language acquisition are given good support and make good progress in relation to the targets set for them.
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	Satisfactory overall. Provision for pupils' moral development is good. Provision for spiritual, social and cultural development is satisfactory.
How well the school cares for its pupils	Good overall. It maintains a caring, supportive environment. There are very good procedures for monitoring and promoting attendance, and good procedures for promoting good behaviour. Child protection procedures are satisfactory.

Parents' views of the school are good and the school has an effective partnership with them. They fully support the work of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher has an appropriate educational vision and provides satisfactory leadership. He is supported appropriately by the senior staff. The leadership of special educational needs is good. However, the monitoring of teaching is not sufficiently rigorous or systematic.
How well the governors fulfil their responsibilities	The governing body is supportive of the school and fulfils its statutory duties, except with regard to collective worship. Procedures for monitoring the work of the school are too informal and infrequent to develop a strategic view of the school's future development through a clear idea of its strengths and weaknesses.
The school's evaluation of its performance	Satisfactory. The school is involved in the school self-review process audited by the local education authority.
The strategic use of resources	Satisfactory. Budget planning supports the targets for improvement in the school development plan. Day-to-day financial management is smooth and efficient. The school seeks best value in all its purchases.

The school has a good number of suitably qualified and experienced teaching and support staff. A strength of the school is the provision of a very experienced and effective group of learning support assistants. They work closely with the teachers and provide high-quality assistance. The accommodation of the school has been improved since the time of the last inspection. The school has adequate resources to support teachers in meeting the demands of the National Curriculum and the teaching of religious education. However, there is still no secure outside play area and no equipment for children in the Foundation Stage.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children enjoy coming to school.• Their children are making good progress.• Pupils are well behaved.• They feel well informed about how their children are getting on.• They feel comfortable approaching the school.	<ul style="list-style-type: none">• The amount of homework their children receive.• The range of activities outside of lessons.

Inspectors' judgements generally support parents' positive views. The school operates an 'open door' policy and willingly addresses parents' worries and concerns. The quality of annual written reports is satisfactory, but much of the information tells parents what their children have covered, not what they know, understand and can do. Targets for future development are not identified. The school makes satisfactory use of homework to consolidate what pupils have learned at school, but parents are not always suitably informed of what homework has been set for their children. The school provides a satisfactory range of activities outside of lessons, including regular visits to places of interest and visitors to the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The attainment of the children on entry to the school is generally below average. Evidence from the inspection indicates that, by the end of Key Stage 2, standards in English, mathematics and science are below expected levels, but that pupils make satisfactory progress in these subjects. There is a higher than average number of pupils with special educational needs, and a high proportion of pupils who have English as an additional language. These pupils make at least satisfactory progress, and often their progress is good because of the good support they receive.
2. The majority of children begin in the reception class with poorly-developed skills in reading, mathematics and personal development. The majority of children make satisfactory progress, but, by the time they begin work at Key Stage 1, their standards are still below expected levels. Children make satisfactory progress in their personal, social and emotional development. They are generally well behaved but find it difficult to share equipment or co-operate with others; for example, listening to others' ideas. Pupils' behaviour deteriorates when they are expected to sit and listen for too long. Children enjoy listening to stories, are beginning to learn letter sounds and are encouraged to write for themselves. In mathematics many children count to five and can write these numbers. Higher-attaining pupils confidently count to 20. Children make satisfactory progress in their knowledge and understanding of the world, and a range of exciting activities are provided for them. They show great enjoyment when baking. Children make satisfactory progress in their physical and creative development. They are beginning to use their imaginations when moving, cutting, painting and drawing. However, they lack imagination when playing in the role-play areas. The lack of an outdoor play area limits children's physical development.
3. In the year 2000 national tests at the end of Key Stage 1, pupils' attainment in reading and writing was well below the average for all schools and below the average for schools who take their pupils from similar backgrounds. Inspection evidence indicates that the attainment of the present group of pupils in Year 2 is below average in speaking, listening, reading and writing. Pupils make satisfactory progress in speaking and listening. They learn to listen attentively, but, although they are eager to speak, many pupils are restricted in explaining their ideas and opinions by their limited vocabulary. They make satisfactory progress in reading, and develop their knowledge of phonics and other strategies for reading unfamiliar words. Higher-attaining pupils read a range of texts with some accuracy and understanding. However, a significant number of pupils in Year 2 do not yet have a firm understanding of phonics to read with confidence. Pupils make satisfactory progress in their writing skills. Many pupils can write simple sentences and spell some common words correctly. They generally make appropriate use of punctuation in their work.
4. In mathematics the results in the year 2000 national tests at the end of Key Stage 1 show pupils' attainment to be well below the average for all schools and below the average for schools which take their pupils from similar backgrounds. The percentage of pupils reaching the expected Level 2 was well below the national average. The percentage of pupils reaching the higher Level 3 was below average. However, pupils made satisfactory progress from their very low attainment at the age of five. Most pupils are confident in adding and subtracting numbers to 20 but have little understanding of the place value of numbers to 100. Few pupils are able to mentally recall number facts to ten.

5. Teacher assessments in science at the end of Key Stage 1 in 2000 show the percentage of pupils reaching Level 2, the expected level, to be in the lowest five percent nationally. The percentage of pupils attaining the higher Level 3 was below average. Nevertheless progress in Key Stage 1 is satisfactory when pupils' attainment is compared to their low attainment on entry to the school. Up to this year standards of attainment have risen each year since the time of the last inspection. Most pupils have some knowledge and understanding of the different aspects of the subject but are very dependent on their teachers when carrying out their own scientific enquiries. They have yet to learn to apply their knowledge in new situations.
6. By the end of Key Stage 1, pupils' standards of attainment are below national expectations in information technology. Pupils can turn a computer on and select a program. Their word processing skills are satisfactory as they compose short pieces of writing. The majority of pupils are growing in confidence when using computers and make appropriate use of tools, such as grammar and spell checkers.
7. By the end of Key Stage 1, pupils make satisfactory progress and attain standards in line with expectations in design and technology and physical education. Pupils' standards in history are below national expectations, but they make satisfactory progress across the key stage. Pupils' attainment in music is below expected levels and they make unsatisfactory progress because of the unsatisfactory provision for the subject. There was insufficient evidence to make a judgement of pupils' attainment in geography. They make good progress in attaining above expected standards in art.
8. In the end of Key Stage 2, national tests in English in the year 2000, pupils' standards of attainment were below the national average but above the average for schools which take their pupils from similar backgrounds. Standards of attainment have risen over the past five years at a higher rate than the national trend. The progress of pupils in relation to their attainment at Key Stage 1 is satisfactory. There is no significant difference between the achievement of boys and girls, or those who have English as an additional language. Pupils listen satisfactorily in lessons and many pupils readily contribute in class discussions but lack confidence in explaining their ideas and stating their opinions. They can talk well about matters of immediate interest, but a significant number do not take an active role in class discussions and teachers work hard to increase the length of many pupils' oral responses. Bilingual teaching assistants, who ensure that pupils who have English as an additional language take a full part in lessons, give good support. Although pupils make satisfactory progress in reading, their standards are below average at the end of Key Stage 2. However, a number of pupils attain above this level. Pupils' reading is more accurate and fluent, but their understanding of what they read is more limited. Pupils can use the library classification system and locate relevant books and information. However, there are few planned opportunities for them to do so. There are few opportunities provided for pupils to apply their literacy skills across the curriculum. Pupils' standards in writing are below the expected level at the end of the key stage. Pupils make satisfactory progress in relation to their prior attainment. Most pupils learn to write in a range of different formats, including stories, poetry, accounts and letters. They make satisfactory progress in learning to spell familiar words and acquiring skills in grammar, but this is not enough to make up for their below-average attainment at the start of the key stage. Pupils have some opportunities for planning and drafting their work but limited opportunities to write extended, imaginative stories. There are too few planned opportunities for pupils to develop their writing skills across the curriculum. The school has recognised this need and priority is given to it in the school development plan. Information and computer technology is sometimes used appropriately for drafting and producing final copies of creative writing and poetry, but this practice is underdeveloped. Pupils with special educational needs and English as an additional

language make good progress as a result of informed structured teaching and skilled experienced support.

9. In the year 2000 national tests in mathematics at the end of Key Stage 2, pupils' attainment was well below the average for all schools and in line with the average for those schools which take their pupils from similar backgrounds. Pupils make satisfactory progress in comparison with their attainment at the end of Key Stage 1. Since the time of the last inspection standards of attainment have risen slightly above the trend in national results. There are no marked differences between the performance of girls and boys. Pupils with special educational needs and English as an additional language are supported appropriately. The attainment of the current group of pupils in Year 6 is on track to be below expected levels at the end of the key stage. In a number of lessons observed across Key Stage 2 the pace of work is slow. This is confirmed by a scrutiny of pupils' previously completed work. The needs of more able pupils are not consistently met.
10. The school's targets for English and mathematics are appropriate and were exceeded in English in 2000 but not quite reached in mathematics. Evidence from the inspection indicates that targets for 2001 will be hard to achieve.
11. In science, the results of national tests at the end of Key Stage 2 have shown an upward trend over the last five years but have remained below the national average. The attainment of the current group of pupils in Year 6 is on track to be below expected levels. Pupils made satisfactory progress in comparison with their attainment at the end of Key Stage 1. Since 1996 the proportion of pupils reaching the standards expected in the national tests has risen each year. However, few pupils attain the higher Level 5. The performance of boys is better than that of girls, but not significantly so. Pupils have a developing knowledge of the different aspects of science but find it difficult to apply their knowledge to everyday situations or when encountering new work. Pupils' scientific enquiry skills are below average. Although pupils are able to record their findings in different ways, including graphs and tables, they need considerable adult help when organising their own investigations.
12. Pupils' attainment in information technology is below national expectations at the end of Key Stage 2. Pupils are making satisfactory progress now that full use is being made of the computer suite. Pupils are able to use art programs to draw pictures and a CD-ROM to access information. Their word processing skills are developing well. However, the attainment of the current group of pupils in Year 6 is below average. Standards are rising in the key stage and pupils in Years 3 and 4 are now working at expected levels for their age.
13. By the end of Key Stage 2, pupils make satisfactory progress and attain standards in line with expectations in design and technology, and physical education. Pupils' standards in history are below national expectations, but they make satisfactory progress across the key stage. Pupils' attainment in music is below expected levels and they make unsatisfactory progress because of the unsatisfactory provision for the subject. There was insufficient evidence to make a judgement of pupils' attainment in geography. They make good progress in attaining above-average standards in art.
14. Reference to the special educational needs register and to individual education plans, and discussions with the special educational needs co-ordinator and class teachers indicate that most pupils are making good progress towards meeting their individual learning targets. Provision is good for those pupils who have specific learning difficulties in English and mathematics. The provision for those pupils who have

behavioural difficulties is equally comprehensive and detailed, and they make the same good progress towards the targets they are set.

Pupils' attitudes, values and personal development

15. Throughout the school pupils, including those with special educational needs, enjoy coming to school, as found during the previous inspection. Parents report that their children are keen and eager to attend. Pupils' interest and attitudes in their lessons are satisfactory overall. In the best lessons, such as in an art lesson in Years 5/6, where pupils were eager to make greeting cards to celebrate Eid and Christmas, their attitudes are good, and they are enthusiastic and committed to their work. When pupils listen attentively to their teachers, persevere and concentrate; for example, in a Year 2 lesson on safety in the home, they collaborate well and value each other's contributions. This makes a positive contribution to their progress.
16. The school has high expectations of pupils' behaviour. There were 18 exclusions, mainly related to one incident, during the last reporting year. This was an unusually high number and not typical of the number of exclusions in other years. The standard of behaviour in classrooms and in the playground is generally satisfactory. In lessons where the school's behaviour policy is consistently applied pupils' behaviour is good. The majority of pupils move around the school quietly, calmly and politely. They show respect for the environment, for the school and for each other's property.
17. Generally pupils with special educational needs have good attitudes to learning. The behaviour of those pupils with specific behavioural difficulties is at least satisfactory. They show good responses to their teachers and learning support assistants. The response of other pupils towards pupils with special educational needs is good - when giving support in shared reading and in lessons where pupils with emotional and behavioural difficulties are included.
18. Relationships are good throughout the school. Boys and girls mix freely and pupils from all ethnic groups work and play well together. Most pupils are courteous to each other and adults alike. They consider each other's feelings and beliefs, and talk and play pleasantly together. Pupils are aware of whom they should approach with concerns about bullying. Staff deal with any reported incident effectively. The majority of parents are happy with the behaviour in the school.
19. Pupils' personal development is satisfactory overall. They accept responsibility willingly and enjoy helping with the routines of class and school. Older pupils act as prefects and help at wet play and lunchtimes by telling stories and playing games with the younger pupils. Older pupils have a younger pupil reading partner whose reading skills they help to develop. Pupils in Year 6 are chosen to act as house captains and vice captains and enjoy taking part in the weekly presentation of house-point awards. However, there are insufficient occasions when personal initiative is encouraged in lessons and this inhibits the development of pupils' independent learning and research skills.
20. Pupils' attendance has improved since the previous inspection and is now satisfactory. For the current academic year attendance is 94 per cent, which is broadly in line with the national average. Pupils' punctuality is satisfactory. The majority of pupils arrive within the first few minutes of the time set aside for registration, allowing lessons to start on time and continue without interruption.

HOW WELL ARE PUPILS TAUGHT?

21. The quality of teaching is satisfactory overall but varies from very good to unsatisfactory. It was satisfactory or better in 89 per cent of lessons, of which 30 per cent were good and three per cent very good. Eleven per cent of lessons were unsatisfactory. The teaching is better in Key Stage 1, with 40 per cent of lessons being of good quality. The proportion of satisfactory or better lessons has improved since the last inspection. Throughout the school the teaching of literacy and numeracy is satisfactory, with some that is good. There are weaknesses in the pace of lessons, particularly at Key Stage 2, which are often too slow; reflecting teachers' low expectations of what pupils can achieve.
22. The teaching of the children under five years old is satisfactory. The teacher has a sound understanding of how younger children learn and provides a suitable range of activities to develop their basic skills in language and numeracy. During the inspection too many lessons were taught as whole-class sessions, which were mainly unsatisfactory as children were unable to concentrate for the long periods of time and the groups were too large for the teacher to manage successfully. However, teachers' planning indicates that this is not the usual style of teaching in the reception class but what the teacher thought inspectors would want to see. Interesting and exciting activities are planned to extend knowledge and understanding; for example, balloons filled with water are frozen and the children happily investigate changes in the balloon and the ice. Other children mix icing sugar and water and decorate biscuits they have already made. The teacher carefully explains to children and parents how to use a story sack in a shared reading session, developing children's attentiveness and establishing a good rapport with parents. There are good relationships with the support staff, who provide good support for children with English as an additional language and children with special educational needs.
23. In the teaching of literacy, appropriate use is made of the National Literacy Framework to guide planning and focus the work covered in individual lessons. However, too much work is completed using textbooks and worksheets and this limits the progress that pupils make in writing.
24. Teachers use the National Numeracy Strategy to guide their teaching of mathematics. This is beginning to improve attainment in mathematics, especially at Key Stage 1. However, too often there is a lack of challenge for pupils because lessons are not planned to meet the needs of all of them. Generally the pace of lessons is too slow, particularly the mental and oral part of lessons. This limits the progress pupils make in using mental strategies in a variety of ways.
25. The teaching in Key Stage 1 is satisfactory overall and much of it is good. It was unsatisfactory in one lesson. Support teachers and assistants are used well and teachers have good relationships with their pupils. Teachers maintain suitable records of the work undertaken and what pupils achieve. Care is taken to ensure that pupils understand the language that is used; for example, in mathematics children learning the properties of three-dimensional shapes are supported well in small groups so that they learn the correct vocabulary. Teaching in the literacy hour is effective when teachers adapt their questions well to pupils' differing needs and involve them in the plenary part of the lesson, bringing them out to write on the white board.
26. The teaching at Key Stage 2 is satisfactory overall; five per cent of lessons are very good, but 11 per cent are unsatisfactory. In general the planning in Key Stage 2 is too broad and does not take enough account of pupils' differing needs. Teachers' expectations of what most pupils can achieve are too low, and too many lessons

proceed at a slow pace with work completed on undemanding worksheets or copied from textbooks. In too many literacy and numeracy hours all the pupils complete the same work. In mathematics lessons teachers do not use their time well to focus on teaching groups of pupils. There is little sense of urgency in the mental and oral start to the lessons, and as a result pupils are unable to work out unexpected problems in their heads. Literacy hours do not provide enough opportunities for pupils to write independently in demanding tasks, and consequently they do not achieve as much as they could.

27. Overall the teaching of other subjects is satisfactory. Teachers in Key Stage 1 organise some exciting lessons that are fun; for example, in history lessons children busily move around the classroom examining a wide range of artefacts from homes. In some lessons the work planned is not suitable; for example, in information technology lessons children do not use their own writing to edit text. Teachers in Key Stage 2 generally talk to their pupils for too long and there are too few opportunities for pupils to use their initiative. Pupils spend too long sitting passively and do not have enough opportunities to be actively involved in their learning. There are some very good examples of good learning in art and music. Older pupils in one class take control of their own designs for Christmas and Eid cards, planning and carrying out the work with great excitement, and younger pupils in another class take part in a lively music lesson choosing instruments and developing skills at a good pace. Throughout the school the management of pupils during lessons is good. Occasionally teachers are too firm with pupils, and this dampens their enthusiasm. In some lessons pupils behave remarkably well when the work lacks challenge and they are expected to sit and listen for long periods with nothing to do. In a few lessons pupils misbehave because they are bored.
28. Homework is satisfactorily used to consolidate and extend what pupils have learned at school. However, assessments made of pupils' attainment and progress are not always used rigorously to plan future work that meets the needs of all pupils in the mixed-age classes.
29. The teaching of pupils with English as an additional language is good. Partnership teaching, involving both class and support teachers works well and bilingual support assistants provide effective support for children throughout the school. As a result target groups are making good progress, especially in English and science. The staff work well as a team and have a good understanding of the different needs of pupils.
30. All teachers are aware of the pupils on the register of special educational needs and make reference to the individual education plans when appropriate. Teaching is informed and sensitive, and attention is given to ensuring that the work set is appropriate and progressive. Learning support assistants are well qualified, experienced and skilled at giving support and encouragement in a range of activities. They have a very positive impact upon pupils' attitudes and the good learning that takes place. Resources overall are satisfactory. However, the range of computer software available is limited and information and computer technology generally is under-used in the teaching of pupils with special educational needs.

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

31. The overall quality of the school's curriculum is sound and meets statutory requirements. There are sound policies and schemes of work in place for most subjects, but some of these are in the process of being reviewed and revised to meet

the requirements of Curriculum 2000. The curriculum is generally broad and balanced. This represents a considerable improvement since the previous inspection

32. There were no children under five at the time of the last inspection. Since that time there have been considerable changes in this area at the school. Recently the reception class has moved into a good new unit in the school. Staff have spent a great deal of time and energy organising the new area well and sorting out new resources. At the time of the inspection a safe secure outdoor area has not been provided. There are good links with the local nursery school, which is to move onto the school site in the near future. Children and staff from the nursery are regular visitors to the school and a good teacher exchange takes place regularly, providing good professional development for staff and establishing good relationships with children who will transfer to the reception class. This ensures that this transfer is effective and that children in the Foundation Stage settle quickly into the school.
33. The National Literacy and Numeracy Strategies are satisfactorily in place, and planning to deliver the basic skills in literacy and numeracy is satisfactory overall. The literacy and numeracy initiatives have ensured that there is good progression in skills and learning between year groups and key stages. Weekly plans give ample detail of what pupils will learn. Curriculum planning in other subjects does not always effectively build on pupils' knowledge and understanding gained earlier in their school life. There is a lack of consistency and lesson plans do not always identify clearly what pupils will know, understand or be able to do by the end of the lesson.
34. Sex education is taught within the context of family relationships and together with drugs education is covered through science and personal, social and health education. Teaching reflects the denominational status of the school. Personal development is promoted on a day-to-day basis through the good care and attention that staff pay to all pupils. Overall the curriculum successfully promotes the school's Christian ethos and the intellectual, physical and personal development of the pupils. It prepares them appropriately for the next stage of their education. Links with the local high schools are satisfactory and ensure the effective transfer of pupils in Year 6 to the next stage of their education.
35. The caring ethos of the school emphasises the importance of equality of access and opportunity for all pupils, including those who have special educational needs or English as an additional language. This is generally satisfactory and teachers are aware of the areas where gender and racial issues may affect learning.
36. There is good provision for pupils with special educational needs and those with English as an additional language. They are provided with well-constructed individual education plans, and the targets set for improvement are clear, attainable and regularly reviewed in order to meet specific needs. The pupils get good help from teaching and support staff, they have a broad and balanced curriculum and most make good progress towards meeting individual learning targets.
37. A satisfactory range of extra-curricular activities enhance the curriculum. There is a wide range of sporting and activities on offer and provision for music tuition. Older pupils take part in a residential visit.
38. Provision for pupils' spiritual development is satisfactory overall. Collective worship meets statutory requirements and provide satisfactory opportunities for reflection and prayer. The assemblies provide opportunities for pupils to gain knowledge and insight into the values and beliefs of other world religions. This knowledge of other religions such as Islam and Judaism is built upon effectively through religious education

lessons. The legal requirements for a daily act of collective worship are not fully met because some pupils have timetabled activities during these periods. Pupils are encouraged to be aware of themselves and their feelings during personal relationship lessons, and are given opportunities to reflect upon their lives and the lives of others.

39. The provision for pupils' moral development is good. The school places a high priority on equipping pupils with a clear set of moral values, and an effective approach fostering good behaviour ensures that teaching and support staff and parents have a consistent attitude and high expectations. The adults in the school present good models of behaviour and pupils learn by adult example that it is important to value and respect people and the environment. Pupils clearly know the difference between right and wrong, and most demonstrate this in their daily activities. There is a strong caring ethos based upon mutual respect and concern for one another.
40. Provision for pupils' social development is satisfactory and they are all well supported. Teachers clearly demonstrate respect for pupils, including those with special educational needs, and take every opportunity to encourage them to have a positive self-image. Pupils are encouraged to respect each other and consider one another's ideas and feelings. The school expects pupils to look after their own property and respect others' property. Appropriate use is made of visits to places of educational interest and of residential experiences to build upon good relationships. Effective opportunities are provided for pupils to think of others and show initiative; for example, when raising sums of money for various charities. Some pupils are chosen as prefects and there are monitors in each class. However, the opportunities for taking responsibility and showing initiative are limited and this restricts development in this area.
41. Satisfactory provision is made for the development of pupils' awareness of their own cultures through subjects such as literacy, art, history and music and through visits to local places of interest. Pupils' multicultural understanding is promoted appropriately through learning about festivals such as Eid, Diwali, Easter and Christmas. The school interacts positively with the local community through links with the local churches, mosques and synagogues. However, the displays seen during the inspection do not celebrate the traditions of other cultures sufficiently or emphasise the contribution they have made to art and literature. There is little evidence of the wide diversity of cultures within Britain and the wider world.
42. The effective links with the community found at the time of the previous inspection have been maintained. The school is part of the Staffordshire Partnership Scheme that helps schools develop links with the wider community. These include visits to a local pottery and the Stoke Evening Newspaper. Links with the local secondary school are sound and pupils are able to visit the school on a number of occasions before transferring, for example, to the annual science and technology day and the art exhibition.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. The school continues to provide a caring environment, as found at the previous inspection. The majority of parents feel that teachers know their pupils well and are fully aware of their needs, and that they are valued as individuals. Home visits are made by teachers to help children settle quickly when they begin in the reception class. Home visits are also made each week by Ethnic Minority Achievement Grant staff to parents of pupils with English as an additional language to follow up any concerns about their academic or personal development, and to assist parents in helping their

children in their education. Pupils' personal development is monitored and supported through discussion and target setting to raise their self-esteem and awareness of their own achievements. However, as yet the setting of individual targets for pupils is in early stages of development and is not used consistently across the school. The school has recently reviewed its behaviour policy to include a good balance of rewards and sanctions.

44. Attendance is very well monitored by the school. The marking of registers and recording of absence comply with legal requirements. The education welfare officer works closely with the school where there is perceived to be a problem with attendance.
45. The child protection policy effectively follows the procedures laid down by the area child protection committee. The headteacher is the named member of staff with responsibility for child protection issues. The necessary procedures are well known by all members of staff. However, no recent training has been undertaken. The school maintains appropriate links with outside agencies such as the school health service. Effective procedures for promoting pupils' health, safety and well-being are in place. The school has a comprehensive health and safety policy and regular risk assessment is undertaken. The arrangements for first aid, including the recording of accidents, are satisfactory. All the necessary checks on fire appliances and electrical equipment are up to date. Sex education and drugs awareness are taught as part of the school's health education programme.
46. Assessments to gauge pupils' understanding of lessons are clearly identified in the teachers' lesson plans, including pupils who have English as an additional language. The headteacher and subject co-ordinators check teachers' planning on a regular basis. However, the monitoring of the quality of teaching is not sufficiently rigorous to identify what works and what does not. Pupils' special educational needs are met well.
47. The school checks on pupils' academic performance well. This is done through the school's assessment procedures, which include a careful analysis of pupils' achievements and weaknesses in national tests. However, a scrutiny of pupils' previously completed work shows that assessments are not consistently used to plan future work. All pupils in the mixed-age classes often cover the same work, and the needs of all pupils are not consistently met.
48. When pupils enter the reception class, simple tests are used to identify their specific strengths and weaknesses but are not always used to plan work accordingly. The assessment policy is at present under review. The school is seeking to use the Qualification and Curriculum Authority's assessments for its foundation subjects in order to improve assessment in these subjects. At present the school uses initial assessments on pupils entry to the school, Key Stage 1 national tests, optional national tests for Years 3, 4 and 5 and end of Key Stage 2 national tests for Year 6.
49. The school does not have a collection of pupils' previously marked work but does a book scrutiny as a school. It is moving towards developing individual targets for pupils as is the practice for some pupils with English as an additional language.
50. The organisation and the quality of the records kept by the co-ordinator for special educational needs are good. She ensures that individual plans are reviewed regularly and learning targets modified accordingly. The overall quality of the individual education plans is good; they are detailed and clear. They are compiled by the co-ordinator in consultation with the class teachers. The co-ordinator has overseen the

development of a most informative 'Friendship' file in each classroom giving details of the special educational needs register and listing the procedures.

51. The procedures for monitoring pupils' personal development are satisfactory. The school has an equal opportunities policy which is under review, and contains guidance on the action to be taken when instances of racism or sexism arise. The school is currently involved in a citywide initiative 'Learning For All' which is raising awareness of equal opportunities and racial equality in schools in Stoke on Trent.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

52. The effective relationship with parents reported at the time of the previous inspection has been maintained. The majority of parents indicate that they are pleased with what the school provides and achieves.
53. The quality of information provided by the school is satisfactory. Parents feel that the school's regular newsletters keep them well informed about developments. The most important letters are sent out in translation. A consultation meeting is held in the autumn term, when information on the topics to be studied and the amount of homework expected is provided verbally for parents. Some parents at the parents' meeting and in reply to the questionnaire did not feel sufficiently informed about homework. Inspection findings support this view, although parents of reception-class children are invited to a session where story sacks are discussed and they are offered information on how they can help their children at home. A parent-teacher meeting is held in the spring term and an opportunity is provided for parents to discuss annual progress reports with class teachers during the summer term. These reports do not all contain information on every subject separately at Key Stage 1, and they do not consistently report on what pupils know, understand or can do, or identify areas for development.
54. Parents do feel welcome in the school and are encouraged to help when they are able to do so. A small but regular number assist in class and on educational visits. This help is much appreciated by staff.
55. Parents were consulted regarding the home-school agreement, which was readily signed and returned by the majority of parents. They are able to comment in reading records and homework diaries, although few parents avail themselves of this opportunity to communicate with the class teacher. The Parent, Teacher and Friends Association holds a number of fund-raising events during the year to help resource the school and assist in pupils' learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

56. The school is soundly led and managed. The pace of change leading to improvements in the school since the last inspection has been satisfactory.
57. The headteacher has a clear view of the school's future development and the need to continue to raise the attainment and achievement of the pupils. He is very supportive of his staff and has ensured that they have a common sense of purpose in improving the quality of education which pupils receive. The headteacher is aware that the pace of change in the school needs to quicken and has begun to lead staff in the school's own evaluation of its strengths and weaknesses. Together with the teaching staff, the headteacher monitors the quality of teaching in the school. Officers of the local

education authority have given him assistance in this endeavour. While this process is useful it does not yet lead to the identification of clear targets for improvement by individual teachers or the spreading of good practice and what really works to other teachers in the school. Parents are appreciative of the way the headteacher responds to their worries and concerns, and is sensitive to their cultural inheritance. They feel he leads the school well.

58. The senior management team assist the headteacher in monitoring the work of the school and have clearly-defined roles and responsibilities. However, as yet there is no formalised plan of how often they will meet, and their decisions are not formally recorded. The role of senior managers in monitoring the work of the school is still developing. Subject co-ordinators are clear about their roles and there is good evidence of increasing confidence in their ability to develop their subject areas. Periodically they have opportunities to monitor their colleagues teaching. Generally co-ordinators monitor teachers' planning and sample pupils' work.
59. The school development plan correctly identifies areas for development, including issues from the previous inspection. Although prioritised, costed and having appropriate success criteria, its targets for completion are too open ended. Governors monitor the work of the school through reports from the headteacher.
60. The governing body is supportive of the school. They visit on an informal basis, to monitor the work of the school. Members have an appropriate committee structure in place and many individual governors have stated responsibilities, such as for literacy or special educational needs. However, these procedures are at present informal and too infrequent for them to monitor the school's work closely.
61. The management of the provision overall for special educational needs is good. The co-ordinator for special educational needs is well qualified, enthusiastic and diligent in her co-ordinating role. She ensures that all pupils have access to any necessary support and that their needs are met in lessons. The co-ordinator liaises well with fellow teachers and is in regular contact with concerned external agencies such as the Learning Support Service and the Educational Psychology Service. Early contact is made with all parents as soon as concerns are noted about their children and there is evidence of parental involvement in all stages of the Code of Practice.
62. Overall staffing in the school is good. Teachers' qualifications and experience broadly match the demands and range of the National Curriculum. Appropriately there are co-ordinators for all subjects and special educational needs. Effective use is made of senior and experienced staff to act as key stage leaders who co-ordinate and manage core subjects and special educational needs. Responsibilities are generally well matched to the interests and specialisms of the teachers. All teaching and support staff have agreed job descriptions.
63. A strength of the school is the provision of a very experienced and effective group of learning support assistants. They work closely with the teachers and provide high-quality assistance, particularly when supporting literacy and numeracy. The school secretary very efficiently carries out administrative duties. The most helpful caretaker maintains the school in good order and the cooks, mid-day supervisors and cleaners all perform their roles in a friendly, capable way and are valued members of the school.
64. Arrangements for the professional development of staff are satisfactory. They are overseen by the headteacher and senior management and reflect both the identified needs of the school and the personal needs of the staff. Documentation and discussions confirm that teaching and support staff regularly attend a wide range of

relevant courses. Sound appraisal procedures are in place and arrangements are under review to address the pending changes in the regulations. The school has satisfactory procedures for the induction of new staff to the school with an identified mentor. The school has good and effective provision for the training of new teachers.

65. Appropriate use is made of the range of information technology available to schools both in classrooms and in the management of the school. The school is linked to the National Grid for Learning and the Internet. The school takes part in initial teacher training and students are made welcome in the school.
66. The accommodation is good for the numbers on roll and allows for the curriculum to be taught effectively. The school has good playground areas, but currently there is no secure area for pupils at the Foundation Stage. The buildings are well maintained and clean.
67. Learning resources throughout the school are generally sufficient for the school's curriculum and the range of pupils. They are good in information technology and art, and for the under-fives. Recently the school has made significant purchases to support information and computer technology and this is having a positive impact on standards.
68. Budget planning is appropriately based upon the school development plan. The vice-chair of governors is aware of the need to plan carefully to allow for falling rolls and works closely with the capable administrative officer to monitor the budget. Governors are satisfactorily informed of the state of the budget through regular reports that are explained by the administrative officer. The school has only just received the latest audit and so it is too early to comment on whether or not relevant key issues have been addressed. However, a major recommendation to adopt a scheme of financial procedures is already listed for attention. The minutes show that the next meeting of governors has an agenda item to adopt the local authority manual of financial procedures. An area of concern is that there is no agreement yet on how the school will be re-imbursed for expenses that arise from the link of the new local education authority nursery to the heating and other services of the school. Day-to-day management is smooth and efficient. The capable office staff monitor expenditure closely in all areas and seek best value in all purchases. In major areas such as the purchase of computers, advice is sought from the local authority.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

69. In order to continue the improvements made since the time of the last inspection, the governors, headteacher and staff should:
 - (1) continue to raise standards of attainment in English, mathematics, science, by:
 - i. developing appropriate strategies for mental calculation in mathematics; (paragraphs 24 and 26)
 - ii. providing more opportunities for writing and raising teachers' expectations of what pupils can write in a given period of time; (paragraphs 21, 23 and 101)
 - iii. developing suitable strategies for improving pupils' initiative in order that they can take a more responsive role in their own learning; (paragraph 27)

- (2) raise pupils' standards in information technology by:
 - i. ensuring that all requirements of the National Curriculum Programmes of Study are met in information technology; (paragraph 139)
 - ii. continuing to raise the level of teachers' expertise and confidence in information technology in order to support the teaching of English, mathematics and science; (paragraphs 140 and 142)

- (3) improve the provision made for music by:
 - i. clearly defining who is to be responsible for managing the subject; (paragraph 149)
 - ii. developing a whole-school scheme of work; (paragraph 149)
 - iii. ensuring that all staff have appropriate expertise and confidence in teaching music; (paragraph 148)

- (4) improve pupils' standards in history, particularly at Key Stage 2, by:
 - i. raising teachers' expectations of what pupils can achieve; (paragraph 136)
 - ii. involving pupils' in their own learning through practical work rather than filling in worksheets; (paragraph 136)
 - iii. improving the range of historical reference books available for pupils to carry out their own research; (paragraph 137)

- (5) improve the overall quality of teaching by:
 - i. making better use of assessment information to match work more closely to the needs of all pupils; (paragraphs 26 and 28)
 - ii. increasing the pace of lessons and providing more challenge to all pupils, especially potentially higher-attaining pupils; (paragraph 21)
 - iii. monitoring the quality of teaching more rigorously than is presently the case; (paragraphs 46 and 57)

- (6) improving the governing body's monitoring of the work of the school by:
 - i. developing more effective and systematic procedures for governors to become aware of the strengths and weakness of the school; (paragraph 60)
 - ii. formulating their own strategic view of the future development of the school. (paragraph 60)

- 70. In addition to the key issues above, the following minor areas should be considered for inclusion in the action plan:
 - (1) improving the facilities for children's outdoor play during the Foundation Stage; (paragraph 66)
 - (2) providing more information in annual written progress reports about what pupils know, understand and can do; (paragraph 53)
 - (3) ensuring that all pupils take part in an act of collective worship each day. (paragraph 38)

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

71. The school makes good provision for pupils with English as an additional language and they achieve appropriately in relation to their abilities and previous attainment. English as an additional language is viewed as central to the school's provision for its pupils. Eighty one per cent of pupils come from ethnic minority backgrounds, the great majority of whom have English as an additional language.
72. The school employs two full-time ethnic minority achievement teachers, one at each key stage, who are also employed as literacy co-ordinators for the appropriate key stages in the school. Alongside these teachers are employed three bilingual assistants who work with groups in classrooms.
73. Ethnic minority achievement staff (EMAS) try to support all the bilingual children in both key stages. However, it is recognised that some pupils have more need of support than others. The staff have identified three levels of appropriate support based on the assessments made. These groups are regularly reviewed, and pupils make progress through them, from Level 1, where pupils need the most support, to those children needing the least support at Level 3. However, children at Level 1 in Key Stage 2 who are on Stage 3 or above of the special educational needs Code of Practice are not normally targeted unless there is a clearly identifiable language need.
74. EMAS teachers in the school are involved in partnership teaching which improves the attainment and progress of pupils with English as an additional language. This involves guiding, planning and preparation with classroom teachers and other support staff where appropriate. The class teacher and language teacher have equal status in the classroom and roles are interchanged. Both teachers teach all the children. The class teacher is always aware of the targeted bilingual children and supports their needs well. Within literacy lessons group work is planned with the class teacher and tasks are adapted according to language or ability needs where necessary. Only in certain circumstances where there are pupils who are in the early stages of English language learning will support staff prepare specialised work. The quality of teaching observed is good.
75. All pupils who have English as an additional language are assessed on entry to the school. The progress of pupils with English as an additional language is checked on regularly through the assessments, which take place in May and December. Results of the assessments help the staff produce targets for the pupils. At the end of each year these target sheets are passed on appropriately to the next teacher. Targets are set with partnership class teachers and assessments in December indicate whether a pupil is on line to reach the target. The school carries out bilingual assessments if they are deemed necessary. No pupil is assumed to be in need of special educational needs support just because their first language is not English.
76. National test results are broken down according to ethnicity and gender, monolingualism and whether pupils have English as an additional language. The results of this analysis, show that the percentage of pupils achieving Level 4 and above in English, mathematics and science and who have English as an additional language has increased by 35 per cent. In the results other monolingual pupils have increased by 50 per cent over the same period of time, that is since 1996.
77. The ethnic minority achievement support is of good quality and good provision is made for these pupils.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	73
Number of discussions with staff, governors, other adults and pupils	24

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	3	30	56	11	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	222
Number of full-time pupils eligible for free school meals	78
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	43
English as an additional language	No of pupils
Number of pupils with English as an additional language	162
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	23
Pupils who left the school other than at the usual time of leaving	20

Attendance

Authorised absence

	%
School data	5.8
National comparative data	5.4

Unauthorised absence

	%
School data	0.5
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	14	16	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	9	12
	Girls	14	12	11
	Total	21	21	23
Percentage of pupils at NC level 2 or above	School	70 (78)	70 (83)	77 (85)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	12	6
	Girls	14	13	11
	Total	22	25	17
Percentage of pupils at NC level 2 or above	School	73 (83)	83 (83)	57 (76)
	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	27	23	50

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	20	23
	Girls	12	10	15
	Total	33	30	38
Percentage of pupils at NC level 4 or above	School	66 (63)	60 (67)	76 (75)
	National	75 (70)	72 (68)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	20	23
	Girls	15	12	15
	Total	36	32	38
Percentage of pupils at NC level 4 or above	School	72 (73)	64 (66)	76 (69)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	3
Black – other	4
Indian	1
Pakistani	147
Bangladeshi	7
Chinese	1
White	41
Any other minority ethnic group	0

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	2	0
Indian	0	0
Pakistani	12	0
Bangladeshi	0	0
Chinese	0	0
White	4	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	12.9
Number of pupils per qualified teacher	17.2
Average class size	24.3

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	182

FTE means full-time equivalent.

Financial information

Financial year	1999 – 2000
	£
Total income	545,027
Total expenditure	547,163
Expenditure per pupil	2,073
Balance brought forward from previous year	57,592
Balance carried forward to next year	55,456

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	222
Number of questionnaires returned	76

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	79	20	1	0	0
My child is making good progress in school.	51	43	4	0	1
Behaviour in the school is good.	49	43	5	0	3
My child gets the right amount of work to do at home.	39	37	17	4	3
The teaching is good.	61	29	11	0	0
I am kept well informed about how my child is getting on.	62	32	7	0	0
I would feel comfortable about approaching the school with questions or a problem.	55	38	4	0	3
The school expects my child to work hard and achieve his or her best.	58	36	5	0	1
The school works closely with parents.	50	39	7	1	3
The school is well led and managed.	54	39	4	0	3
The school is helping my child become mature and responsible.	51	39	4	0	5
The school provides an interesting range of activities outside lessons.	43	20	28	1	8

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

Attainment

78. The majority of children begin in the reception class with poor skills in reading, mathematics and personal development. This is confirmed by the initial assessments that are made when children start school. A second assessment at the end of the reception year shows that children make satisfactory progress due to the broadly satisfactory teaching. Nevertheless, by the time they begin work at Key Stage 1 standards are still below expectations for this age group. The range of ability varies from year to year and within each year group, from those well below the Early Learning Goals to those above.

Personal, social and emotional development

79. Nearly all the children start school with immature skills in personal and social development. Almost all are well behaved, but few have the confidence to initiate activities. Progress in this area is not as good as it could be mainly because of the lack of focus in planning.
80. Most children find it difficult to share and co-operate with each other without supervision; for example, children in the shop play individually rather than together. Children sharing books with an adult find it difficult to listen to others, and some are unkind to each other when working with the teacher.
81. The teacher sometimes has unreasonable expectations of children, expecting them to sit still for too long. When children begin to fidget and chatter the teachers' response is too harsh; for example, children are expected to sit in silence and there is a threat to deny them a planned visit to the nursery. During the inspection a number of whole-class lessons were planned with unreasonable expectations of the length of time that these young children are able to concentrate in a large group. This is not effective planning for children who lack skills in personal and social development. Teaching in this area of learning is unsatisfactory. However, longer-term planning indicates that children are not usually expected to spend so long in whole-class lessons.

Communication, language and literacy

82. Children enjoy listening to stories and particularly enjoy the story-sack sessions with their parents. There is good support for children for whom English is an additional language, sometimes from bilingual support assistants. The teacher makes suitable use of daily routines to extend children's skills in speaking and listening to English; for example, a daily discussion of the weather board has resulted in most children being able to use words like 'dull' to describe the weather.
83. Children lack skills in negotiating with others, and planning for language and literacy is not sufficiently detailed to show how these skills will be developed. Teaching overall is satisfactory in this area, with both the teacher and the support assistant providing help for children in writing and reading. Good use is made of resources; for example, individual white boards are used for emergent writing. Some lessons are organised with a suitable range of activities related to reading and writing; for example, one lesson focused on the letter *b*.

84. Children make satisfactory progress in writing, reading, speaking and listening due to the range of activities that are provided. Many happily chatter to one another in their own mother tongue.

Mathematical development

85. Satisfactory teaching in this area ensures that children make reasonable progress during the reception year. Many count to five in Urdu and English and recognise number symbols. However, few can talk about numbers confidently. Planning for mathematical development is developing, but the lack of a clear focus for each session limits the progress children make.
86. Some exciting activities are planned; for example, a Christmas tree is decorated after being measured using string and the children themselves. The children gasp with delight as the tree is brought in to the room.
87. Some opportunities to develop mathematical thinking are missed; for example, there is too little focus on the number of decorations used on the tree, mainly because the teacher has not identified which mathematical skills will be developed in the lesson. Children are not good at solving mathematical problems because generally they are not expected to do so.

Knowledge and understanding of the world

88. The majority of children have little experience in this area of learning. A good range of exciting and interesting activities are planned for them. For example, balloons are filled with water and frozen, so that children can observe and feel what happens to them when they are placed in a tray of water. There is a great deal of excitement and wonder as the ice makes noises and changes. Children are fascinated by the patterns in the ice.
89. Baking is a regular activity and children had made gingerbread biscuits before the inspection. They mix up some icing sugar and water with the nursery nurse, observing how the mixture changes before spreading it all over their biscuits, which are finished off with a generous decoration of sweets! Pupils show good co-ordination in operating a keyboard or 'mouse' when using computer programs. When using a programmable toy they understand that different controls have different effects and can make the toy move forwards or backwards, or turn to the left or right.
90. Staff talk to children throughout these activities, asking questions and expanding children's responses. However, the talk is not always sufficiently well led to develop children's vocabulary. This is mainly because the group is too large for the teacher to manage effectively.

Physical development

91. Staff in the reception class work well together to provide good experiences for the children in the school hall. The nursery nurse leads the children in moving to music well as the teacher plays the piano. Children follow her example in warming up, walking quickly on tiptoes like a mouse or moving slowly in big steps. Children follow the instructions well and behave well in the hall. Most dress and undress themselves to get ready for the lesson.

92. In other lessons children have plenty of opportunities to paint, cut and draw, developing control of the tools they need. Skills in this area are variable, with some children able to write letters quite well whilst others have little control of the pens.
93. The lack of an outdoor play area has an impact on the quality of work that is provided for children in this area of learning. Whilst the unit itself is spacious and well equipped it is not possible to run safely around the furniture.

Creative development

94. Children have lots of opportunities to sing songs, a piano is available in the unit and the teacher is able to accompany the singing. However, some action songs are unsuitable for the space available and children do not always move safely; for example, when children are singing and acting out *The Big Red Bus* they scramble around the tables and chairs too quickly. The whole-class music lesson is too long for these young children, and there is no clear focus to the lesson. The opportunities for children to be creative are limited and some children do not behave well as a result.
95. Children have plenty of opportunities to paint and create pictures with other materials. They lack imagination when playing in the role play areas and planning does not show how the teacher will play with the children to increase their confidence.

ENGLISH

96. Standards in English have improved slightly since the last inspection. Results in the latest national tests show that standards were below average at Key Stage 1 and above at Key Stage 2 when compared with those in similar schools. However, pupils achieve standards that are below national averages at both key stages in speaking, listening, reading and writing. Test results have risen over the past four years at a higher rate than the national trend and, although standards are below national averages, the school did well to exceed its target at Key Stage 2 for 2000, thus addressing well one of the key issues of the previous report - to raise attainment in English. The progress of pupils at both key stages is satisfactory. There is no significant difference between the achievement of boys and girls.
97. Pupils enter the school with levels of attainment which are below national expectations in speaking, listening, reading and writing. Inspection evidence indicates that standards achieved are below national expectations at both Key Stages 1 and 2 but that pupils make satisfactory progress.
98. The school has fully implemented the National Literacy Strategy, and as a result there have been gains in standards, most significantly in reading. At both key stages in speaking and listening pupils make sound progress in relation to their initial skills, but they still achieve standards which are below expectations. The literacy hour provides many opportunities for pupils to listen carefully and the emphasis that some teachers place on encouraging active listening has a positive effect on this aspect. Most pupils attend well when listening in small and class groups and are interested in what is being said. Many are keen to speak and do so with some confidence, but their limited vocabulary restricts their responses. For example, pupils in Year 2 found it difficult to substitute the word 'unhappy' when talking about the story 'Dogger' by Shirley Hughes.
99. By the end of Key Stage 2, although standards are below national expectations, pupils readily contribute to the lessons, but again their limited responses show that they have a low level of understanding, as when one pupil suggested that a salary was a salad

vegetable. Pupils who lack confidence tend to wait for those who are more assured to respond to the teachers' questions. Higher-attaining pupils can suggest suitable alternatives for 'miserly', and 'miserable' when discussing a Dickens text. When encouraged, pupils are able to talk about their experiences and can discuss matters of immediate interest to them with humour and detail. During the inspection small groups of pupils talked confidently with inspectors about a number of topics including family pets, favourite books and travels abroad. However, throughout the school a significant proportion of pupils do not take an active role and appear to have difficulty responding to the teachers' questions other than in monosyllables. Underdeveloped vocabulary limits pupils' ability to put forward arguments, offer opinions, and present information in English and in other subjects. Currently teachers' daily planning does not show how pupils might improve their speaking and listening skills in each lesson. Good support is given during the lessons by the bilingual teaching assistants who ensure that pupils who have English as an additional language take a full part.

100. Although pupils make satisfactory progress in reading during their time at school, standards are below the national average at the end of Key Stages 1 and 2. However, a number of pupils attain above the average levels. During Key Stage 1 pupils develop their reading skills with a strong emphasis on the sounds words make and word building, as when Year 1 pupils are encouraged to record words with the phonemes 'sh', 'th' and 'ch'. More able pupils in Year 2 use a cube game to form words and then check them in a dictionary. Throughout the key stage, as a result of the literacy strategy, pupils are introduced to a range of texts through which their reading skills are systematically developed and reinforced. The guided reading sessions are used well in this regard. Many pupils at Key Stage 1 understand terms such as 'character', 'author' and 'illustrator'. Higher-attaining younger pupils can read simple books with fluency and are able to draw upon their recognition of words and knowledge of letter sounds to make sense of unknown words. However, a significant number of pupils in Year 2 do not yet have a firm understanding of letter sounds and blends, and often make inappropriate guesses at words when reading. The school has recognised the need to provide suitable tasks for the more able readers and in Year 2 a monitoring system is in place to ensure that pupils are presented with suitably challenging texts. Although pupils have a much firmer knowledge of basic skills by the end of Key Stage 2, standards remain below national expectations. Pupils read words more accurately but find it difficult to use inference and deduction when considering different stories; for example, when pupils in Year 6 considered the character of Scrooge in 'A Christmas Carol'. Pupils understand the library organisation and can describe the processes of locating and retrieving information. However, there are few planned opportunities to develop independent research skills and this has a negative effect upon further development of their reading skills. Opportunities for applying literacy skills across the curriculum are limited and this restricts progress.
101. Standards in writing are below national expectations at the end of both key stages. However, standards are rising and, given the low starting point, most pupils make satisfactory progress in relation to their prior attainment. At Key Stage 1 many pupils can write simple sentences, spell some words correctly and use capital letters and full stops with increasing accuracy. Spelling is taught through phonic work, which emphasises links between reading and writing. When pupils mis-spell words they often do so in a way that is phonetically sound, but a significant number do not yet understand how words are built up from individual letter sounds and blends, and consequently their spelling is erratic. Older pupils are encouraged to learn spelling patterns, as when Year 6 considered the linking of root words and suffixes. Throughout Key Stage 2 within the literacy hour grammar and punctuation are taught systematically and pupils extend the range of their writing. In Key Stage 1 pupils write simple poems and record a visit to a museum. Pupils in Year 4 recognise imperative

verbs and different tenses when modifying a set of design and technology instructions. Pupils in Years 5 and 6 complete exercises converting the first person to the third person and create a wanted poster for Scrooge. There is some evidence of pupils planning and drafting their work to improve the content and punctuation. The focus in most literacy lessons has been to improve reading skills and this has been reasonably successful. However, the analysis of pupils' work indicates they have had few opportunities to write creatively or to any length. There are insufficient planned opportunities for pupils to develop skills in writing across the whole curriculum and ensure that gains made in literacy lessons are consolidated. The school has recognised this need, and priority is given to it in the school development plan. More planned opportunities for extended writing are being provided by teachers each week. Overall, pupils make satisfactory progress in handwriting and presentational skills, although a significant number of older pupils have yet to consistently transfer the skills practised in exercises to everyday usage. Information and computer technology is sometimes used appropriately for drafting and producing final copies of creative writing and poetry, but this practice is underdeveloped.

102. Pupils with special educational needs and English as an additional language make good progress as a result of good teaching and skilled experienced support. The targeting of individual pupils using a range of assessments and carefully structured phonic work has a positive impact upon standards. In the previous inspection in 1996, pupils were judged to have made satisfactory and sometimes good progress towards meeting their targets. The school has therefore maintained its good provision in English for pupils with special educational needs and English as an additional language. Despite this their literacy skills are still below average and this makes learning across the curriculum difficult.
103. Generally pupils' attitudes to English and behaviour in lessons throughout the school are satisfactory. Pupils enjoy their lessons, and many respond well to the structure and organisation of the literacy hour and take part enthusiastically in the shared aspects. They are generally positive about their work and prepared to discuss it with adults. However, partly as a result of the literacy hour structure, some pupils when working independently in groups on English tasks either fail to complete them or produce less than they are capable of. Overall the relationships between staff and pupils are good and contribute significantly to the good management observed.
104. Teaching in English is sound overall and in almost a half of the lessons observed it was good. Only one lesson was unsatisfactory. All staff have a secure knowledge of the content and requirements of the English curriculum and the literacy hour. This enables teachers to make good use of questioning to develop understanding and extend learning. They pay good attention to using subject specific vocabulary such as 'phonemes', 'digraphs' 'root words' and 'dialogue'. Teachers show enthusiasm for the subject, which has a positive effect on pupil confidence and interest. Other characteristics of the good teaching seen are well-planned lessons and good management of pupils and support staff. Teachers use praise well to reward pupils' efforts and to encourage them to achieve as well as they are able to. This has a positive impact upon learning and progress. Whilst good examples of teachers using assessments to plan future work for pupils was seen, the use of assessment of pupils' work to plan lessons is not generally well established. There are examples of supportive and analytical marking, but it is not used consistently and systematically to inform pupils of their learning or how they might progress. In most lessons the plenary sessions are used well to reinforce what has been learned during the lesson.
105. The management of English is satisfactory. The recently appointed co-ordinators, who have considerable experience in teaching English as an additional language and

additional literacy support, provide effective leadership. They are beginning to monitor standards through scrutinising teachers' planning and samples of work. Whilst there are samples of pupils' work available, some are dated. Procedures to involve all teachers in assessing pupils' work to National Curriculum levels are not in place and, whilst there are some samples of pupils' previously assessed work available, they do not support teachers in their judgements. This is leading to some inaccurate judgements of attainment and possible under-expectation of pupils' performance reflected in the discrepancy between teacher assessment and test results in writing. Assessments of pupils' work are not used consistently to plan for group and individual targets. The school has recognised the need to improve standards in English, and the priorities included in the school action plan indicate that the school is in a good position to move forward.

106. Resources for the teaching of English are satisfactory and they are used well within classrooms. However, there is a shortage of suitable fiction texts and there are few appropriate play texts available for pupils to engage in drama-type activities. This restricts access to this kind of activity and consequently limits pupils' chances of engaging in activities which might extend their speaking skills. The library area is under-used for pupils to carry out independent research activities. This has a negative impact upon non-fiction reading and writing in particular but also on the effective use of literacy skills across the curriculum.

MATHEMATICS

107. Pupils in Years 2 and 6 attain below the standards that are expected for their ages in numeracy and all areas of mathematics. The year 2000 test results show that standards are below those achieved in similar schools at the end of Key Stage 1 and broadly match those in similar schools at the end of Key Stage 2. Nevertheless progress in Key Stage 1 is sound. Although pupils achieve lower results than seven year olds in similar schools, they make sound progress from the very low scores that they achieve in baseline assessments at five years of age. Pupils aged 11 make satisfactory progress in the year 2000 tests at Key Stage 2 when their achievements at the age of seven in 1996 are taken into account. Since 1996 the proportion of pupils reaching the standards expected in the national tests has risen overall, with some variation from year to year. However, standards are still not as high as they should be in Key Stage 2. Teachers do not expect enough of pupils in lessons, especially at Key Stage 2. There are no marked differences between the performance of girls and boys. Pupils with special educational needs and English as an additional language are supported appropriately.
108. By the age of seven most pupils are confident in finding patterns using a 100 square, and halve numbers up to 20. However, few pupils understand place value, and work on measurement, shape and space is limited. By the age of 11, pupils understand fractions and use the four rules competently up to four digits. More able pupils find the sum of two simple fractions and are able to divide a decimal by a whole number. However, pupils' mental mathematics strategies are weak, and they lack confidence, speed and ability in working out unfamiliar mathematics problems orally. This is mainly because they do not have enough practice in a variety of quick-fire mental mathematics calculations. This part of the numeracy hour is often too slow and as a result pupils work with little sense of urgency. The quality of teaching in this part of the numeracy hour is unsatisfactory. Work on data handling is very limited. By the age of 11, pupils have little experience in this area and information technology is not used effectively to support this aspect of mathematics.

109. Whilst the quality of teaching and learning throughout the school is satisfactory, they could be better, particularly at Key Stage 2. In many lessons throughout the school the pace and rigour of mental mathematics sessions are too slow. The analysis of pupils' work shows that pupils have too few opportunities to work at using and applying mathematical skills. Most exercises are from undemanding textbooks or worksheets and restrict pupils' ability to organise their own work. The rate of work recorded, particularly at Key Stage 2, is slow, indicating that pupils are not working quickly enough in lessons. The demands made on potentially higher-attaining pupils are too low because generally pupils of different abilities are set the same work.
110. In the good lessons that were seen, teachers focused their attention on specific groups of pupils, raising attainment by addressing their needs. Pupils in these lessons are managed well, creating a positive and purposeful atmosphere in lessons. The better plenary sessions build on the work pupils have been doing in the lesson; for example, in Year 6 the class work through a probability quiz that more able pupils designed during the lesson. No lessons were unsatisfactory. However, many lessons were not as effective as they could be, mainly due to a slow pace and low expectations of what pupils are able to achieve in lessons. Teachers rarely set challenging targets for pupils to achieve. As a result too many pupils waste time and do not focus on the tasks.
111. Teachers are familiar with the National Numeracy Strategy, and plan work from the recommended sections for each year group. Setting pupils for mathematics lessons in Key Stage 2 has begun to address difficulties in planning appropriate work for mixed-age classes. However, the slow rate of work in lessons results in pupils being unable to cover the recommended amount of work each term. As a result they are unable to achieve the expected standards at the end of Key Stage 2. Teachers have not adapted the medium-term plans well enough to provide a systematic framework for all pupils to make enough progress. The main teaching activity is often the same for all pupils, with the more able being given more work if they complete the task. This does not provide much motivation for these pupils, who too often lack interest in the work. Teachers do not use their time effectively to challenge potentially higher-attaining pupils and support those with lower ability. Most teachers use their time to supervise work rather than in direct teaching in group and independent activities. The balance of time spent in whole-class teaching in some lessons prevents pupils from making as much progress as they should because they are unable to work quickly enough.
112. Information and communication technology is not yet used effectively to support learning in mathematics. In most mathematics lessons the computers are not switched on, or are used as an activity for when pupils have finished rather than being a resource to enhance learning. Opportunities to use information technology to support data handling in Key Stage 2 are underdeveloped.
113. Teachers test pupils regularly and keep records of their scores and a range of other information. Assessment files vary in quality, but generally teachers are not using the information from assessments to help pupils improve in the next lesson. There are some good examples, particularly in Key Stage 1, of teachers responding to children's needs. The school tracks progress carefully and makes a good analysis of the progress of pupils with English as an additional language. However, there is no analysis of why these pupils do not achieve as well in mathematics as they do in English and science.
114. The school has made some improvement since the previous inspection. Progress is now satisfactory in Key Stage 2 and the co-ordinator is providing good leadership, monitoring teaching well and providing training to address weaknesses.

SCIENCE

115. Pupils at the end of both key stages attain below the standards that are expected for their ages in science. The year 2000 teacher assessments at the end of Key Stage 1 show that the percentage of pupils attaining the expected Level 2 or above was very low in comparison with the national average. The percentage of pupils attaining the higher Level 3 was below the national average. Nevertheless progress in Key Stage 1 is satisfactory when pupils' attainment is compared to their low attainment on entry to the school. The results of the year 2000 national tests at the end of Key Stage 2 show pupils' attainment to be below the average for all schools but average when compared to attainment in schools which take their pupils from similar backgrounds. Pupils made satisfactory progress from their attainment at the end of Key Stage 1. Since 1996 the proportion of pupils reaching the standards expected in the national tests has risen each year. However, few pupils attain the higher Level 5. The performance of boys is better than that of girls, but not significantly so.
116. By the end of Key Stage 1, most pupils can name the major parts of the body and are aware of the need for daily exercise and a balanced diet to stay healthy. Pupils are aware that a force is a push or a pull and that forces, such as gravity, are all around us. They know how to construct simple electrical circuits and that if there is a break in the circuit it will not work. Pupils are aware of some of the dangers of electricity in the home.
117. By the end of Key Stage 2, most pupils are knowledgeable about the human body and the function of the skeleton in aiding the body's movement. Most pupils know the properties of some everyday materials and can identify changes which are irreversible when materials are heated. They know that matter can be grouped into solids, liquids and gases, and that materials, such as water, can exist in all three states. However, pupils find difficulty in applying their developing knowledge to everyday life. They need considerable help in carrying out their own investigations and identifying and controlling the variables in carrying out a 'fair' test. Higher-attaining pupils make sensible predictions about what might happen in a given situation and most pupils can record the findings of the tests they carry out.
118. Pupils' progress is generally satisfactory, including that of those with special educational needs or who have English as an additional language. At Key Stage 1, Year 1 pupils learn to sort sounds according to whether they are made by banging, plucking or scraping. Pupils in Year 2 use their knowledge of electrical circuits when stating why a bulb does not light, such as when it is not properly screwed into the bulb holder. Pupils' abilities to apply their developing knowledge are below average and they are very dependent on their teachers when carrying out practical activities.
119. Pupils enjoy lessons, especially when involved in practical work. They are enthusiastic and involved but find it hard to listen to instructions. Most pupils are learning to share equipment, take turns and discuss their ideas with others, but this is not a skill they find easy.
120. The quality of teaching is satisfactory overall, although it varies from good to satisfactory. It was good in approximately four out of ten lessons. Lessons are planned well and the activities observed during the inspection were adapted to meet the needs of different ability groups within classes. Within the mixed-age classes, teachers' expectations of what pupils can achieve are not consistently high. A scrutiny of pupils' previously completed work shows that the same work is completed by all pupils within the mixed-age classes, whatever their ability. The good assessment procedures in place are not being used effectively to plan suitable work for all pupils,

and the needs of more able pupils are not consistently met. There is a tendency to over-direct pupils when carrying out investigations and this limits the level of challenge these activities offer. Good use is made of the resources available to promote practical enquiry. The school makes good use of classroom assistants to give appropriate support to pupils with learning difficulties. Lesson planning highlights key vocabulary to be learned by all pupils, but this is not always given a high profile in lessons.

121. The subject is managed well by the enthusiastic co-ordinator. There is a subject policy in place and the school makes good use of the Qualification and Curriculum Authority's guidelines when planning pupils' work. This term, as the subject is a focus for development, the co-ordinator has had opportunities to monitor her colleagues' teaching. She monitors teachers' planning and carries out a detailed analysis of national tests in order to identify strengths and weaknesses in the school's provision. The school has adequate resources to support pupils' learning.

ART AND DESIGN

122. The attainment of 11 year olds is above that expected for their age and they are making good progress. No lessons were observed at Key Stage 1. Standards have improved significantly since the previous inspection.
123. Pupils use sketchbooks in Key Stage 2 and these are a potentially useful resource for the children. However, the range of work that has been completed in them is somewhat limited, mostly restricted to pencil drawings. The quality of sketchbooks is variable, with some classes barely using them as a resource whilst others experiment in them regularly before beginning a piece of work. The quality of work on display in Key Stage 2 is good. In addition to the bright displays of Christmas work older pupils have used oil pastels with skill to create work in the style of Picasso. Younger pupils have created good self-portraits and striking portraits of their mothers, using different techniques. The faces show appropriate attention to proportion and detail. In one Year 3 and Year 4 class some very good Christmas and Eid decorations have been made. These were made in design and technology lessons, but show very good creativity and imagination in using collage materials. Photographic evidence of three-dimensional work indicates that pupils cover a suitable range of techniques, but clay work is restricted to self-hardening clay. The school has a kiln room, but the kiln has not been fired for more than a year, which limits the progress pupils can make in working with clay.
124. In Key Stage 1 pupils in Year 1 have used a range of techniques to create patterns and have used them to decorate the initial letter of their names. A display of paintings linked to the theme 'Memories' shows that pupils paint with great care, composing their pictures well and mixing colours as they need them. In Year 2 paint has been used imaginatively to create fireworks pictures.
125. Teaching is satisfactory in both key stages and some very good teaching was seen. However, some lessons lack challenge for older pupils; for example, pupils in Years 5 and 6 were not encouraged to use their imagination in designing a Christmas and Eid card. In another lesson pupils in Year 5 simply follow the class teacher's instructions to make a clown card before they are allowed to experiment. This is in direct contrast to another similar lesson where pupils used their sketchbooks first to try out ideas and then made full use of a wide range of available resources to design and make their own cards. These lessons do not reflect the quality of work on display and in children's portfolios. The seasonal theme was appropriate and most children were happily engaged in the work. However, it was restrictive and limited the progress pupils could

make in the lessons seen. Planning for art shows clearly how each theme will be developed over half a term, developing skills and covering a wide range of work. In addition a good assessment record is being tried.

126. The resources available to teach art are good throughout the school. The co-ordinator has identified a need for training in the use of the kiln and plans to address this need in the New Year. Good links have been established with the local high school, where GCSE pupils invited older pupils in Key Stage 2 to view their work. This was very successful. Other links with local trade and industry have been forged in the past. Pupils visit local galleries and have good links to the local pottery trade. All these good experiences add to the quality of learning in art.

DESIGN AND TECHNOLOGY

127. Only two lessons were observed in each key stage during the inspection as the design and technology focus is planned for next term. These observations, the scrutiny of displays, photographic evidence, exercises books and discussion with pupils indicate that standards of attainment are broadly in line with expectations at the end of both key stages. This represents an improvement since the last inspection, when standards at Key Stage 2 were judged to be unsatisfactory.
128. Pupils at Key Stage 1 demonstrate sound manipulative and making skills when using card to make decorative 'lion' plates. Pupils in Year 2 use templates and show care and skill when cutting and pasting greetings cards for Eid celebrations. Pupils in Year 4 produce some sophisticated designs and use a range of textiles and materials when designing and making calendars. The same class showed good design skills when creating hanging decorations for Eid celebrations. The finish and overall quality are good and incorporated aspects of both European and Asian designs. A display of work by Year 5 and 6 pupils shows good evaluative and drawing skills as a result of a 'Crashed vehicle' project. Various models were tested and the impact results recorded. Pupils demonstrated good design understanding when suggesting improvements to the vehicles. An understanding of cam mechanisms is applied when designing and making moving toys. The designs are simple, but nevertheless detailed, and measuring is appropriately accurate. Pupils talk critically of their efforts and make informed suggestions for improvement. However design skills and consideration of appearance, function, safety and reliability at the design stage are underdeveloped, as are investigations into the functioning of certain mechanical products. Older pupils also have limited experience of using information technology to refine and extend design ideas.
129. In the aspects of design and technology that the pupils experience learning is satisfactory at both key stages. Pupils have a positive attitude to the subject; they cooperate well and are well aware of the need for safety when using tools. In conversation they take obvious enjoyment in explaining and recounting what they have been making or have made. With good provision and support pupils with special educational needs take a full part in design and technology lessons and make satisfactory progress in relation to their prior attainment.
130. The quality of teaching overall is satisfactory. Teachers plan and prepare thoughtfully and materials and equipment are well managed. The planning and management of group activities are sound and resources are used effectively. There are some examples of pupils' work on display within classrooms, but the opportunity to celebrate pupils' achievements around the school is missed.

131. The most enthusiastic and effective curriculum co-ordinator for design and technology has prepared a clear policy statement and scheme of work, which ensures appropriate curriculum coverage. Sound cross-curricular links are made between science and art, and there are instances of design evaluations incorporating writing skills. With the exception of machinery for disassembling, the resources for design and technology are adequate, they are accessible and of an acceptable quality.

GEOGRAPHY

132. The timing of the school's curriculum cycle means that no geography is being studied this term and no example of pupils' work are available. As a result it is not possible to make any secure judgements on geography. The school is reviewing the curriculum schemes of work and is intending to base future work in geography upon the Qualifications and Curriculum Authority's guidelines.

HISTORY

133. Standards in history are below national expectations and have declined since the last inspection when they were in line with expectations. Pupils make satisfactory progress, building on their prior attainment at a steady rate. This is largely due to the structure of the scheme of work that spells out how each topic will be developed.
134. At the end of Key Stage 2 pupils in Year 6 underachieve in history. This is mainly because of the large number of undemanding worksheets that pupils are expected to complete in lessons. A wide range of information is covered in each topic, for example pupils in Year 5 and Year 6 have touched on many aspects of Victorian life in Britain. Nevertheless pupils lack confidence and experience in using various sources of information, and have limited skills in recognising why people in the past acted as they did. By the end of Key Stage 1 pupils in Year 2 have some knowledge of important people in the past, for example Guy Fawkes. They are beginning to develop skills in making comparisons between their own lives and those of people in the past but find it difficult to use simple sources of information to answer questions.
135. Teachers in both key stages plan potentially interesting activities for the children. In Year 2 a teacher dresses up in period costume and demonstrates washing day. In Year 3 and Year 4 a teacher dresses up as King Alfred and comes to talk to the children. In Year 5 and Year 6 the children dress up in Victorian costume and act out life in a Victorian classroom. In Year 2 the lesson is fun, children help to demonstrate how the dolly peg and washboard are used and then have great fun moving round the classroom in groups examining artefacts from homes in the past. In contrast pupils in Key Stage 2 play a more passive role in their lessons. Year 3 and 4 pupils had no opportunities to interview King Alfred, and Year 5 and 6 pupils sat and listened to the teacher reading from the school's Victorian log books for far too long before being allowed to briefly look at them closely.
136. Teaching at both key stages is satisfactory, and at Key Stage 1 some good teaching was seen. This good teaching was exciting and pupils took responsibility for recording information themselves as they moved around the classroom in groups. Teachers in Key Stage 2 generally have low expectations of what pupils can achieve. For example in Year 5 pupils discuss a Victorian seaside picture in small groups making suitable notes about similarities with resorts today. However pupils are then expected to complete a worksheet together as a whole class, limiting opportunities for developing writing skills through history.

137. Resources for history are satisfactory but the limited range of history books in the library greatly restricts pupils research skills. They rarely use the library as a place of research and have too few opportunities to seek information in factual books. Good use is made of local resources for history, for example visits to local museums such as the Hanley Museum take place regularly. However there are too few resources linking British history to that of the pupils' own rich cultural heritage. For example work on Victorians in Year 5 and Year 6 has centred mainly on Britain with little contrast to the corresponding history of areas of India that are now Pakistan. In Key Stage 1, of the exciting range of artefacts to compare the history of homes only one was from Pakistan. This lack of cultural relevance has an impact on the interest and motivation particularly of older pupils.

INFORMATION AND COMMUNICATION TECHNOLOGY

138. Standards of attainment are below national expectations at both key stages, but are rising as teachers begin to use the new information technology suite. The standards are lower than those noted in the last report but this is misleading as the requirements of the National Curriculum have changed. The true picture is that standards have been maintained in those aspects of information technology that can be compared with the last inspection.
139. At Key Stage 1 pupils can log onto the computer network and choose the program that they need to use. By the end of the key stage many pupils use word processors at a satisfactory level to write in a variety of styles. Although a small number are still not confident when using the computer, many can identify errors their work through grammar and spell checkers. Pupils at Key Stage 2 have access to much of the National Curriculum Programmes of Study and by the end of the key stage many of the pupils can use a graphical programme such as Colour Magic to produce a portrait or interrogate a CD-ROM or the Internet for information. For example, Year 6 pupils have used the Internet to find information on Mary Seacole. Word processing skills are developing well and by Year 6 most pupils can write stories and add pictures through clip art. However, much of the work observed is below the standard expected of pupils of this age. Standards observed with children in Years 3 and 4 show that pupils are gaining more experience in word processing and at that age pupils are working at the expected level in this aspect.
140. Little evidence was seen of computers being used to support work in mathematics or science, but the contribution to literacy skills is satisfactory, particularly for pupils with special educational needs. For example, Year 6 pupils use small portable word processors to enable them to produce better quality pieces of written work. Pupils have not yet had experience of email and although equipment is recently available they have not had experience of monitoring external events such as changes in temperature or using computers to control external events.
141. A significant factor affecting attainment and progress is that the school is just starting to use the new information technology suite. At present one of the two co-ordinators is undertaking much of the teaching in suite in order to support colleagues as they learn to use the new equipment. These lessons, although valuable are short and take place only once a week. This means that many pupils have not yet had sufficient time using computers to develop their skills to an appropriate level. The co-ordinators are aware of this and have sound plans to develop the use of information technology.
142. The quality of teaching observed is satisfactory but very little of this currently takes place in the classrooms. Many of the teachers have identified that they need to

improve their own skills in information technology in order to support the pupils. They have given up their own time to undertake additional training in advance of the planned training for all teachers that is to be funded from the National Opportunities Fund. This demonstrates a great willingness to embrace the new technology and use it to support learning in other subjects. The effects of this training are already apparent in the well-produced teaching materials and displays seen in many of the classrooms that have been produced using the computers.

143. Pupils have satisfactory attitudes towards this subject. Most behave appropriately and concentrate on the tasks set, but for a significant number of pupils the computer suite is still a novelty and they find it hard to settle to the task in hand.
144. The computer suite has been funded under a Single Regeneration Budget initiative and is shared with the community. This enables parents to use the machines and learn how to support their children's learning at home. The suite is housed in a converted room that at present is not well ventilated. In order to improve the facility further, the school has wisely invested in a multi-media projector that enables the teachers to demonstrate the use of programs to a whole group rather than just one or two pupils. Resources are satisfactory overall but the range of CD-ROMs to support subjects such as history, geography and science, is limited. This limits information and communication technology being used effectively in these subjects.

MUSIC

145. Standards of attainment are below expected levels and pupils make unsatisfactory progress by the end of both key stages.
146. At Key Stage 1, Year 1 pupils demonstrate appropriate pitch when singing songs from memory. They know the names of some tuned and untuned percussion instruments but many do not know how to handle them correctly. Year 3 pupils are unable to choose appropriate instruments to accompany lively or calm movement and have to be reminded of how to hold a drum stick or beater when playing a drum or xylophone. By the end of Key Stage 2, many pupils do not know that four/four time means four beats in a bar. They are unable to leave instruments alone when constantly reminded to do so. Pupils do not know the names of many of the instruments they are playing. In one Year 6 music lesson pupils tended to shout rather than sing, and their diction was unclear and lacked correct phrasing or expression.
147. Pupils make unsatisfactory progress overall. In some lessons the teachers' good subject knowledge enabled pupils to make good progress, as in one Year 3/4 lesson. In another similar lesson Year 3/4 pupils made unsatisfactory progress due to the teacher's lack of subject knowledge and confidence in teaching the subject. Many pupils are clearly not used to playing instruments and singing clearly. Consequently their behaviour deteriorates as they are silly and fail to listen to their teachers' instructions.
148. The quality of teaching is unsatisfactory overall but varies from very good to unsatisfactory. It was unsatisfactory in a third of the lessons observed. Where teachers have good subject knowledge pupils make satisfactory, and sometimes good, progress. Where teachers lack confidence and are uncertain of what it is they are trying to achieve, pupils' behaviour deteriorates and they make little progress.
149. The school's management of the subject is unsatisfactory. Roles and responsibilities are not clearly defined and, although there is some good provision in certain classes,

overall curriculum provision is unsatisfactory. Resources for the subject are satisfactory. The school is aware of the weaknesses in the subject.

PHYSICAL EDUCATION

150. Standards at the end of both key stages are in line with national expectations. Standards in swimming are in line with those expected of 11 year olds and most pupils meet the requirement of swimming 25 metres.
151. At the end of Key Stage 1 most pupils demonstrate sound co-ordination when using large body movements. They move with control and make good use of general space. In the playground they move freely, engage in a range of chasing games and are able to stop and start movements safely. In games lessons pupils are appropriately accurate when throwing and catching small balls or beanbags. In Key Stage 2 pupils move with increasing control, and demonstrate an expected range of passing and catching skills. In lessons developing hockey type skills they show expected levels of control and understanding. Older pupils achieve expected levels of gymnastic movements and move confidently on the floor and on apparatus. Year 5 and 6 pupils competently erected the apparatus and in the main were well aware of the safety concerns. Working sensibly in groups, pupils demonstrate a range of stretched and curled movements. Whilst the variety of shapes is appropriate many pupils are more concerned with the activity rather than with the quality of the shapes. Pupils with special educational needs take a full part in physical education lessons and make sound progress overall.
152. Most pupils work with enthusiasm, enjoyment and commitment in physical education. They clearly enjoy the sessions and nearly all change into appropriate clothing. Pupils are willing to share ideas, work co-operatively and make good use of opportunities to practise their skills. Behaviour is satisfactory and apparatus is sensibly and responsibly used and in competitive situations pupils show due regard for laws and fair play.
153. The quality of the teaching seen in physical education is satisfactory overall. Most teachers are enthusiastic about teaching physical education, and plan appropriately. In the best lessons planning is good with clear learning objectives outlined, appropriately challenging tasks set and a brisk pace maintained. In these lessons pupil performance is sometimes used to demonstrate and reward achievement. However, pupils are not always given the opportunity to comment upon performances and consider how the quality might be improved. In one unsatisfactory lesson the pace was very slow and a lack of subject knowledge resulted in inappropriate activities being set. Consequently pupils' learning was restricted.
154. The co-ordinators have recently taken on responsibility for physical education. They have overseen the revision of the physical education policy document and currently a scheme of work is being devised to take into consideration the requirements of Curriculum 2000. The provision for a good number of extra-curricular activities enhances the physical education curriculum, as does the experience gained by pupils at a local sports centre. Resources for physical education are satisfactory, although there is no playing field on site. The hall is appropriately equipped and apparatus is readily accessible.