

INSPECTION REPORT

OLD HALL DRIVE PRIMARY SCHOOL

Manchester

LEA area: Manchester

Unique reference number: 130394

Headteacher: Ms K Grindrod

Reporting inspector: Mr J Heap
18824

Dates of inspection: 25th – 28th September 2000

Inspection number: 224670

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Nursery, infant and junior

School category: Community

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Old Hall Drive
Gorton
Manchester

Postcode: M18 7FU

Telephone number: 0161 223 2805

Fax number: 0161 223 9445

Appropriate authority: The governing body

Name of chair of governors: Mr V Conway

Date of previous inspection: 2 February 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr J Heap 18824	Registered inspector	Physical education	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
Mr K Ross 19361	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?
Mrs M Leah 22740	Team inspector	Information technology Design and technology Music Areas of learning for children in the Foundation Stage	
Mrs V Brittain 21893	Team inspector	Science Religious education Equal opportunities	
Mrs J Taylor 30559	Team inspector	Mathematics Art and design	How good are the curricular and other opportunities offered to pupils?
Mr A Margerison 21666	Team inspector	English Geography History Special educational needs	

The inspection contractor was:

Nord Anglia School Inspection Services
Strathblane House
Ashfield Road
Cheadle
Stockport
SK8 1BB

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	14
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	17
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	19
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	22
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	24
HOW WELL IS THE SCHOOL LED AND MANAGED?	25
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	27
PART C: SCHOOL DATA AND INDICATORS	28
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	32

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Old Hall Drive is a primary school that caters for pupils between the ages of three and eleven. It is situated in the Gorton area of Manchester, which is about three miles from the centre of the city. There are 466 pupils on roll: 247 boys and 219 girls. This figure includes 60 children from the nursery, which is fully subscribed. This is much bigger than the average size of school in England. The roll has remained steady in the years since amalgamation in 1997. Pupils arrive at school reflecting the full range of attainment levels, but overall attainment on entry is well below average. Pupils are organised into 13 classes, all of which have a single age group of pupils. There are 46 pupils (9.9 per cent) on the register of special education needs and this is below the national average. These pupils have a range of difficulties, including specific, moderate and severe learning difficulties and emotional and behavioural difficulties. One pupil (0.2 per cent) has a Statement of Special Education Needs which is below the national average. Children enter the nursery at the age of three and a half years.

The pupils come from a large, inner-city catchment area which has a broad social mix. Census information and more contemporary local research suggests that there are significant signs of low employment and hardship. Housing ranges from local authority estates to private individual dwellings. It is also an area which is increasingly mobile: for example in 1999/2000, 45 pupils left the school and 42 joined. The majority of pupils are white and the rest come from a variety of ethnic heritages. One pupil has a first language other than English which is lower than most schools. There are 266 pupils (57.1 per cent) entitled to free school meals: this is more than double the national average.

HOW GOOD THE SCHOOL IS

This is a satisfactory school that has made significant progress in the short time since the last inspection when it was described as having serious weaknesses. Standards of attainment are below expectations, but this is a marked improvement on the standards identified on entry to the school. Pupils have satisfactory attitudes, behaviour and personal development. Overall, teaching is satisfactory, with particular strengths in the under-fives. The leadership and management of the senior management is good. The school has made improvements in a variety of areas since the last inspection. Given that there are significant signs of deprivation in the local area and the unit costs of educating pupils are broadly average in relation to comparative figures, the school gives satisfactory value for money.

What the school does well

- The teaching, learning and provision for the under-fives is effective.
- The provision for moral and social development is good.
- The provision for special educational needs is good.
- The leadership and management of the headteacher and key staff has brought about good improvements.
- The programme for activities outside lesson-time is good.
- The school has good procedures for promoting attendance, good behaviour and eliminating oppressive behaviour.

What could be improved

- Attainment in English, mathematics, science and information and communication technology is low.
- Higher attainers are insufficiently challenged.
- The curriculum lacks breadth, particularly the opportunities offered in information and communication technology, history and geography.
- The provision for cultural development is unsatisfactory.
- The aims of the school do not focus on the high achievement of pupils.
- The monitoring of teaching is unsatisfactory, particularly the opportunities for subject coordinators.
- Attendance is well below average and a significant number of pupils arrive late.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in February 1998, when it was judged to have serious weaknesses. Since that time there has been a follow-up visit from the school improvement team of the Office for Standards in Education which judged improvement to be good. The management of the school has responded to the findings of the previous inspection well. Overall, the school has made good improvement. This is particularly the case in:

- teaching; where there is greater consistency across the school and much less unsatisfactory practice;
- attainment; the school has improved its results since 1996, and the overall trend is in line with the national one;
- the effective teaching, learning and provision for the under-fives when compared to the unsatisfactory picture at the last inspection;
- the improved procedures for assessment, particularly in English and mathematics mean that targets are realistic for the majority of pupils and the school is on course to meet them.

The monitoring of teaching has improved satisfactorily, particularly in English, mathematics and science. However, there is still progress to be made because the majority of subject coordinators do not have the opportunity to watch lessons and do not have a clear view of standards in their subjects. The curriculum is adequately documented and appropriate attention has been given to the development of skills in literacy and numeracy. Teachers have ample guidance in their policies and schemes of work and they use the guidance well in their planning. Nevertheless, some areas of the curriculum remain under-developed, such as information and communication technology. However, the school is now well-placed to improve standards in information technology because of the recently opened computer suite. The school has worked successfully to improve the procedures relating to attendance and punctuality. There remains a minority of parents who are unwilling to respond.

Further improvements are:

- the rate of exclusions is diminishing;
- improved planning in literacy and numeracy;
- the provision of activities outside lessons is now good;
- good improvement in the information provided for parents about the curriculum, including that for parents in the nursery;
- the staff/child ratio is adequate;
- the governors' annual report to parents now fully meets requirements;
- the play area for under fives is a stimulating and secure resource;
- the targets set are low, but they represent significant progress for many pupils, and in terms of results.

STANDARDS

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

Performance in:	compared with			
	All schools			similar schools
	1997	1998	1999	1999
English	E	E	E	C
mathematics	E	E	E	D
science	E	E	D	B

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

Children enter the nursery with attainment that is well below average. The majority attain the early learning goals by the end of reception year, but a significant proportion do not reach these milestones and so the standards reached by pupils entering Year 1 are below average.

Results in national tests at the end of Key Stage 1 in 1999 were very low in reading and writing and well below average in mathematics when compared to all schools. The comparison with similar schools is a little better, but still well below average. The proportion of pupils achieving the higher Level 3 are well below average in reading and writing and below average in mathematics. Over four years the standards are low and consistently below national averages. Boys perform better than girls in mathematics.

In national tests at the end of Key Stage 2, results are still well below average in English and mathematics, and below average in science, when compared with all schools. However, the picture improves when comparisons with similar schools are made: English results are average; mathematics are below average and science are above average. The overall trend in results over four years is in line with the national one.

The work seen during the inspection

Standards in English, mathematics and science are below expectations at the end of both key stages. The expectations placed on higher attainers are not high enough and consequently they do not achieve as well as they might.

Standards in information technology are below average at the end of both key stages and insufficient attention is given to the subject. The school is well placed to improve on this judgement because of the developments such as:

- adoption of the national scheme;
- development of the computer suite, with plans to improve the stock even further.

Standards in religious education are in line with the expectations of the locally Agreed Syllabus at the end of both key stages.

Pupils with special educational needs make satisfactory progress overall, in relation to their prior attainment, but many make good progress in the small group sessions outside of the whole class.

At the end of both key stages, pupils' attainment is in line with the nationally expected standard for art, design and technology, humanities, music and physical education.

The targets set by the school are realistic.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Satisfactory. Under-fives respond well to the provision in the nursery and reception. There is a general keenness to come to school and most pupils are attentive and concentrate for sufficient periods. Very occasionally, when teaching is unsatisfactory, pupils become distracted.
Behaviour, in and out of classrooms	Satisfactory. Pupils are generally well behaved in classrooms, but there are occasions when the undisciplined actions of a few spoil the lesson for the majority. Outside the classroom, behaviour is boisterous at times, but teachers have the necessary strategies to cope. Last year there were three fixed-term exclusions affecting one pupil; this is an improving picture.
Personal development and relationships	Satisfactory. Pupils are courteous and respectful towards adults and classmates. Relationships are good. There are too few opportunities for pupils to engage in independent learning activities that would develop their initiative and desire to find out about their world.
Attendance	Unsatisfactory. Well below average attendance and significant numbers of pupils arriving late.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	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.

Almost 97 per cent of lessons were satisfactory, or better; 4.4 per cent were very good or better, and 3.8 per cent unsatisfactory or worse.

Teaching of the under-fives has many strengths, for example:

- the close liaison between teaching and non-teaching staff;
- co-ordinated planning in the nursery to guarantee each child's entitlement;
- good use of the information provided by regular assessment.

Teachers of the under-fives are aware that that they must forge stronger links in their lesson planning between nursery and reception classes.

Overall, the teaching of English and literacy is satisfactory, and the literacy strategy has been introduced soundly. Teaching in mathematics is satisfactory. The numeracy strategy has been implemented soundly and teachers are confident and secure when teaching basic number skills.

Throughout the school, the main strengths are the joint planning of lessons and the management of classes. The teaching in Key Stage 2 is satisfactory. The strengths are the effective planning and the use of assessment materials to guide the lesson content. The teaching of pupils with special educational needs is good. This is particularly true when pupils are taught away from their class and they benefit from more individual attention. Pupils' individual education plans are soundly written and support them effectively, particularly in reading and writing. However, they are less effective as a support for classroom teachers. Learning support assistants are very helpful, but on occasion they are not fully occupied.

Overall, learning is satisfactory. Children who are under five make good progress and learn well in the majority of the nationally recommended early learning goals. Progress is particularly good in personal, social and emotional development. At the end of Key Stage 1 learning is satisfactory. Pupils make particular progress in their acquisition of basic skills from a low base. By the end of Year 6, learning is satisfactory. Overall, pupils' progress is lessened by their limited vocabulary and by the insufficient challenge for higher attainers. Pupils with special educational needs learn well, particularly when they are involved in the small group work with the dedicated teachers.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory for under-fives. Unsatisfactory in both key stages because the provision is unbalanced; generous time for English, mathematics and science, but other subjects are under-emphasised. Too few opportunities for pupils to apply their knowledge, skills and understanding to more challenging problems and investigations.
Provision for pupils with special educational needs	Good throughout the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall satisfactory. Moral and social development is good. Spiritual development is satisfactory. Cultural development is unsatisfactory, mainly because the school does not take full advantage of the rich and varied cultures that are present very close-by. The contribution to an understanding of several faiths from subjects such as religious education is satisfactory.
How well the school cares for its pupils	Satisfactory. Procedures for child protection are satisfactory. The school has adequate methods to ensure personal development. Assessment is satisfactory overall and good in English, mathematics and science.
Partnership with parents	Satisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher and senior staff have shown strong leadership since the last inspection. This is amply illustrated by the rate of improvement in a relatively short time. They work well as a team and are planning for further improvement. The deputy headteacher sets a good example in the classroom.
How well the governors fulfil their responsibilities	Satisfactory. A small group are highly supportive of the school. Statutory responsibilities are met. The chair of governors has a realistic grasp of the problems that the school faces and is keen to make progress on important areas such as improving attendance and expecting more from higher attainers.
The school's evaluation of its performance	Satisfactory overall. Clearly the school has increased the effectiveness of the teaching by monitoring in limited areas and providing more support through guidelines. However, the monitoring of the overall provision is unsatisfactory and this leads to some inconsistencies in practice. The school has a satisfactory strategy for performance management. The biggest weakness is the lack of an aim which explicitly targets the highest achievement.
The strategic use of resources	Satisfactory. The improved planning documents target appropriate priorities and necessary funding is applied to them. Careful monitoring of the budget by governors, staff and local education authority means that finances are satisfactorily administered. The school has satisfactory measures to ensure that best value is achieved in purchasing.

Although there are some significant difficulties with maintaining the building, there is little impact on the curriculum. The area where there are noticeable problems is in using the upper hall for PE: at present the provision is reduced. The demands of the curriculum are adequately met by the staffing arrangements. Overall, the provision of learning resources is satisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The approachability of staff. • The expectations the school places on pupils of hard work and achievement. • The quality of teaching. • Leadership and management. • The progress their children are making. • The help their children receive to become mature and responsible. • Behaviour. 	<ul style="list-style-type: none"> • The information provided about their child. • The range of extra-curricular activities. • Homework

Inspectors agree with the majority of positive comments. We can only give qualified agreement to the expectations of achievement because higher attainers need to be challenged more. The behaviour of the majority is good, but there is an element of unruly behaviour that disrupted a very small number of lessons. Nevertheless, most teachers are dealing with incidents well and applying the appropriate procedures successfully. Annual reports of pupils' progress are satisfactory and meet requirements. The range of activities outside lessons is good. This has been a significant development at the start of this school year. The use of homework is good in the under-fives and satisfactory in Key Stages 1 and 2.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

- 1 Early assessment of children who are under-five indicates that they enter the school with skills, knowledge and understanding that are well below those expected of children of this age. This is particularly noticeable in personal, social and emotional development, language and mathematics. In these areas children achieve well and the majority attain their early learning goals by the time they enter compulsory schooling. However, a significant proportion do not achieve the early learning goals by the end of reception because of a very low starting point and, consequently, standards are lower than those found in most schools. Children make satisfactory progress in knowledge and understanding of the world, physical and creative development.
- 2 By the end of Key Stage 1 in 1999, standards in national tests were well below average in reading, writing and mathematics when compared to all schools. Compared with similar schools, standards were below average. Few pupils reached the higher than average Level 3. Over the last four years, standards have been very low. There is no significant difference in the attainment of boys and girls in reading and writing, but boys outperform girls in mathematics. National trends have remained steady and the school has been consistently and significantly below them.
- 3 At the end of Key Stage 2 in 1999, standards in national tests were well below average in English and mathematics and below average in science when compared with all schools. However, there is a more positive picture when comparing with similar schools: English results were average, science results were above average and mathematics results are below average. Very few pupils achieve the higher Level 5 in English and mathematics. However, in science there is a better picture and around 15 per cent achieve the higher Level 5. Over the last four years results are very low in English and well below average in mathematics and science. The girls outperform boys, particularly in mathematics. The school has improved its results since 1996 and the overall trend matches the national one.
- 4 The difference between the results in national tests and assessments and the improved findings of the inspection are:
 - improved teaching and support;
 - improved targetting of individual pupils, based on improved judgements of pupils work;
 - higher expectations of most pupils.

The evidence from regular assessment and meticulous recording is that pupils are making satisfactory progress through the school and some are making good progress. However, a major difficulty is the weakness in spoken language which is obvious in the early years and is proving difficult to overcome.
- 5 The targets set are low but realistic and the school is making satisfactory progress towards them.
- 6 At the end of both key stages, standards of work seen during the inspection are below national expectations in English, mathematics, science and information and

communication technology. Standards in religious education are in line with the expectations of the locally Agreed Syllabus.

- 7 In English, standards seen during the inspection are below the national expectation in speaking, listening, reading and writing at the end of both key stages. Pupils' achievement in both key stages is satisfactory and those with special educational needs make sound progress in relation to their prior attainment. Inspection judgements are that:
- by the age of eleven, pupils' performance is below the national average with a small proportion of pupils achieving the higher levels;
 - by the age of seven, pupils' performance is below the national averages in reading and writing and well below for those pupils achieving the higher levels. There is no significant difference between standards in reading and writing.
 - pupils' performance in achieving the national average in speaking and listening at the end of both key stages is below the national average;
 - pupils' achievement in both key stages is satisfactory;
 - pupils with special educational needs make satisfactory progress in relation to their prior attainment.
- 8 In mathematics, standards seen during the inspection are below average, but they show an improvement since the last inspection and pupils are reaching the targets set for them. However, the incidences of numeracy being used in the broader curriculum are few. Consequently, pupils do not have sufficient opportunities to develop and practice their numeracy skills and this restricts their knowledge and understanding.
- 9 In science, standards are rising. By the end of Key Stage 1, pupils are beginning to acquire important skills and understand the need for a fair test. By the end of Key Stage 2, standards are rising and getting much closer to national norms. However, there remains a weakness in the development of investigational skills. The obvious limitation in pupils' experiences and language hinders their future progress.
- 10 Standards in information and communication technology are below average. Progress is unsatisfactory. This is particularly obvious in Key Stage 1, where early experiences are lacking and pupils are only just beginning to learn the basic ways of working. By the end of Key Stage 2, there is clearly an improvement, but the absence of appropriate early experiences is difficult to overcome. Nevertheless, pupils are growing in their awareness of skills and the various applications of technology.
- 11 Standards in religious education are in line with the expectations of the locally Agreed Syllabus. By the end of Key Stage 1, pupils have some insights into other faiths, the importance of religious places and why Jesus chose parables to spread his message. By the end of Key Stage 2, knowledge and understanding has widened, particularly with regard to other faiths. They are aware that there are significant similarities in the various faiths they study. Furthermore, they are deepening their perception of issues such as care and responsibility for each other.
- 12 In subjects such as art, design and technology, humanities, music and physical education, pupils' attainment is in line with the nationally expected standard at the end of both key stages.
- 13 Standards of literacy and numeracy are below average. There are two main reasons for this:

- weaknesses in spoken language have a wide-ranging effect on most other areas of the curriculum;
 - insufficient opportunities to use number across the curriculum.
- 14 Pupils with special educational needs make satisfactory progress overall, but they make good progress in many of the lessons when they are taken out of the full class and taught in small groups.

Pupils' attitudes, values and personal development

- 15 Overall, pupils' attitudes to work, behaviour and personal development are satisfactory. The previous inspection reported that behaviour was good. Nearly all parents indicate that their children like coming to school and inspection evidence confirms this.
- 16 Children under five develop satisfactory attitudes and respond well to the positive environment of the nursery and reception class. In many cases, the children arrive at the school with poor understanding of the need to share or take turns, but this is usually overcome by the staff showing patience and skill in resolving difficulties. Children are lively and keen. Their response to rewards and praise is positive.
- 17 Pupils' attitudes to learning are satisfactory overall. Most pupils are keen to come to school, are generally attentive and sustain satisfactory levels of concentration. They respond particularly well to good teaching. For example, in a Year 5 history lesson, when artefacts that pupils had personally made in their art lessons, were being used to learn about Aztec life. Pupils with special educational needs develop the same satisfactory attitudes as other pupils, are generally well integrated and work well with other pupils. Overall, pupils have relatively few opportunities to develop a capacity for personal study or to extend learning through their own initiative.
- 18 The majority of pupils respond well to the school's expectations on positive behaviour. These are reinforced in the weekly reward and achievement assemblies, when the efforts and achievements of individual pupils are recognised and rewarded. Individual teachers reinforce what is expected by self-awareness strategies used in personal, health and social education and in discussion time. However, in a few classes pupils are still getting used to their teachers, and teachers used to pupils. Consequently, behaviour is not always of the standard expected. For example, in a religious education lesson the behaviour of the majority was good. Pupils wanted to participate and learn. However, the distracting behaviour of a small but significant minority of difficult pupils disrupted the lesson briefly. Because of the teacher's positive strategies order resumed quickly. It is clear that there are a number of pupils who need a lot of attention, otherwise they disrupt lessons. In the year prior to the inspection there were three exclusions involving one pupil. However, the school's exclusion rate is improving and there have not been any exclusions this year up to the time of the inspection. No incidents of bullying were seen or reported during the inspection. Pupils are courteous and friendly towards each other and to all adults working in the school and they make visitors feel welcome.
- 19 Pupils in both key stages undertake tasks that promote the smooth running of the school and develop responsibility. Class monitors help teachers to set up resources before the beginning of lessons each day and Year 6 pupils are effective in preparing the hall for assemblies. Relationships between adults and pupils are good.
- 20 Attendance is well below the national average for primary schools and is a cause for concern. A small but significant number of pupils arrive late but do not disrupt

lessons. The school has introduced good strategies to address these concerns but now needs the support of the parents of pupils who have unsatisfactory attendance and punctuality patterns.

HOW WELL ARE PUPILS TAUGHT?

21 Overall, the quality of teaching is satisfactory. In 5 per cent of lessons the teaching was very good, 41 per cent was good, 50 per cent satisfactory and 3 per cent unsatisfactory. This is a significant improvement on the previous inspection when 18 per cent of teaching was less than satisfactory.

22 Overall, the teaching of the under fives is good. A significant number of the pupils have weaknesses in spoken language and in social skills and these must be taken into account when programmes of work are set out. The staff in the early years successfully develop basic skills and the children make good progress in them. Particular strengths are:

- the effectiveness of teachers' planning; most particularly the setting of clear objectives, as in a numeracy lesson in reception where pupils learn quickly to recite numbers for words and it backwards;
- management of the children; this was very important in the nursery physical development lesson where children were riding tricycles, particularly their learning to use them and take turns.

The pace of lessons and use of resources is also good and helps to maintain children's interests and aids concentration.

23 Overall, the teaching in Key Stage 1 is satisfactory. In 35 per cent of lessons the teaching was good and in 64 per cent of lessons it was satisfactory. Particular strengths are:

- effective planning; for example in a Year 1 science lesson the teacher planned opportunities that would broaden pupils' language, and the learning of descriptive words such as 'delicious' was a feature;
- management of pupils; in a Year 2 numeracy lesson the good pace and pupils' interests are maintained because the class teacher makes pupils understand the requirements and responsibilities, and effective learning time is lengthened because of this.

24 The quality of teaching in Key Stage 2 is more variable than in other parts of the school. Overall, teaching is satisfactory. In the 10 per cent of lessons the teaching was very good, 43 per cent was good, 41 per cent satisfactory and 6 per cent unsatisfactory. In very good lessons, such as a science lesson in Year 6, the lesson was very well structured so that pupils could actually think for themselves and be involved in their own learning. As a consequence there were high expectations. Also, in a Year 6 mathematics lesson work was closely matched to individuals, and pupils were stretched by good questioning. In a Year 5 literacy lesson, the teacher had planned wide-ranging and coherent objectives that were returned to at regular intervals during the lesson. The class teacher had high expectations of spoken language and as a result pupils used words such as 'ferocious', 'ruthless' and 'imagination'. The two main causes of the unsatisfactory teaching are:

- weak classroom management that allows a minority to affect the learning opportunities of the majority, as in a mathematics lessons in Year 5 and a physical education lesson in Year 4;

- slow pace, allied to unclear learning objectives. Pupils lose interest quickly and they are unsure of what they're doing.

25 Overall, the teaching of literacy is satisfactory and this represents a good improvement from the last inspection. Significant strengths include:

- good planning;
- management, control and organisation;
- secure subject knowledge and how to implement the National Literacy Strategy;
- the teaching of groups with special educational needs.

26 Overall, the quality of numeracy teaching is satisfactory:

- teachers have a sound knowledge and understanding of the numeracy strategy;
- work is carefully matched to the differing levels of attainment in the class;
- pupils are aware of the learning that they are expected to engage in.

However, in a few lessons, the teacher does not follow the guidance of the numeracy strategy, most particularly the introductory oral practice. These lessons are sometimes unsatisfactory.

27 Overall, the quality of teaching in other subjects is satisfactory. The exceptions are good teaching at Key Stage 1 in science and art, and good teaching at Key Stage 2 in art, physical education and religious education. Although teaching is satisfactory overall in science at Key Stage 2, it is good in Years 5 and 6. There was insufficient evidence to make a secure judgement in information and communication technology at Key Stage 1.

28 Overall, the quality of learning is satisfactory. Under fives are learning well in all the areas of learning. In many cases children enter the nursery with standards of attainment that are very low, most particularly:

- poor communication skills and a limited vocabulary;
- short attention span in numeracy;
- insufficient development of physical skills.

However, they make good progress because they are lively, interested learners who are keen to explore. For example, they develop sound mathematical ideas through their structured play in sand and water. Consequently, they enter compulsory schooling with average attainment.

29 In Key Stages 1 and 2, learning is satisfactory. Pupils' rates of learning are held back by:

- weaknesses in spoken and written language; for example in science
- lower than average attainment in the experimental and investigative areas of science, although they are making satisfactory progress in similar activities in the humanities;
- insufficient challenge for the higher attainers.

30 Pupils show a great deal of physical, creative and intellectual effort. For example:

- in swimming, pupils are on target to meet the nationally expected attainment because they work hard, are confident in the water and persevere when the task

becomes difficult. Many have little experience of going to the baths outside of lesson times;

- in art, pupils respond positively to the good teaching on offer;
- intellectual challenges are set appropriately; in humanities, gains in knowledge and understanding about the United Kingdom are successfully built upon from Key Stage 1 into Key Stage 2 by comparing and contrasting our climate with that of India. In religious education, younger pupils learn stories about the major figures in several religions and this helps to develop their later awareness that various religions have more similarities than differences, particularly in relation to social and moral values.

- 31 Overall, pupils with special educational make satisfactory gains in their knowledge, skills and understanding, particularly in literacy and English. The majority of pupils on the Register of Special Needs have difficulties in this area of learning. For those pupils taught in small groups the work is focused upon developing specific basic skills. In these lessons the quality of learning is good. Where pupils with special needs are taught literacy within their own class, the pace of learning is satisfactory. Teachers' planning generally takes into account the needs of pupils with learning difficulties by ensuring that independent work matches their ability and effective use is made of whole class sessions to reinforce and consolidate basic skills. Class teachers prepare the Individual Learning Plans using their own knowledge and the assessment data provided by the special needs staff. However, there are few references in the short term planning to the Individual Learning Plans. Consequently, although the lessons consolidate pupils' knowledge and understanding, the tasks are insufficiently focused to maintain the good pace of the small group sessions.

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

- 32 The school offers a curriculum which meets the statutory requirements of the National Curriculum and has adopted the locally Agreed Syllabus for religious education. There have been improvements since the previous report, particularly in Key Stages 1 and 2, but the curriculum lacks breadth and balance, therefore it is regarded as unsatisfactory.
- 33 The curriculum provided by the Nursery for children under-five has improved since the earlier inspection and is now satisfactory.
- 34 The locally Agreed Syllabus for religious education has been implemented by the school but it should be developed to include further study of other faiths such as Hinduism and Judaism.
- 35 The curriculum for Key Stages 1 and 2 emphasises literacy, numeracy and science. The national strategies for literacy and numeracy have been successfully implemented and planning for these subjects has improved since the previous inspection. The strategies provide a framework for long term planning and the associated schemes of work identify the progression of skills, together with the development of knowledge and understanding as pupils progress through the school. These plans include opportunities for evaluation and monitoring; for example, in numeracy, the head teacher and co-ordinator regularly monitor teachers' planning. There is joint year-group planning to ensure pupils experience similar learning opportunities.

- 36 Since the previous report, policies and schemes of work have been implemented that provide sound guidance and support for all staff. Each subject now has a policy document and scheme of work that ensures continuity of learning as the pupils move through the school. Some subject areas, for example art, are totally dependent on policies published by the Qualifications and Curriculum Authority and have not been adapted to match more closely the needs of the school.
- 37 Planning, particularly in English, mathematics and science has improved. Long (year), medium(term) and short-term(weekly) plans are in place across all areas of the curriculum. The headteacher and curriculum co-ordinator monitor the plans at regular intervals. The previous inspection identified the variations in planning and that evaluation tended to be descriptive. Improvements have been made, but further work is needed to ensure that stated objectives are clear and precise. Teachers should then be able to evaluate more accurately whether stated objectives have been met and adapt their plans accordingly. Some teachers, particularly in mathematics, have begun to be more precise in their evaluation of lessons and pupils' work.
- 38 Information and communication technology is often omitted from teachers' planning and an opportunity to increase motivation, provide stimuli and extend pupils' learning is missed. This is an area of the curriculum that needs further development. The school has recently established an Information and Communication suite and this will enable the school to begin to make the necessary improvements for the provision of information and communication technology for its pupils.
- 39 There continues to be an imbalance in the time allocated for the core and foundation subjects. Time provision for the core subjects of literacy, numeracy and science is generous; consequently this restricts the breadth of the curriculum the school is able to offer. Insufficient time is identified for subjects such as history and geography. This makes the curriculum available to pupils too narrow.
- 40 The previous report identified the need to involve the Literacy Hour effectively in the support of other curriculum areas such as history and geography. It is apparent that the school focus is to enable pupils to develop basic literacy and numeracy skills, and cross-curricular links are not yet fully established. Opportunities for pupils to apply and extend the literacy and numeracy skills they acquire to more practical and meaningful situations are lacking.
- 41 There is inadequate provision within the present curriculum offered to higher attaining pupils. Teachers' planning shows some matching of activities for the various levels of attainment, including higher attainers, but this is not consistent throughout the subjects. Provision for extension activities to meet the needs of the higher attaining pupils should be considered further to ensure they match more closely the pupils' ability and interests.
- 42 Extra curricular provision is good. A number of clubs and activities take place during lunchtime and after school; for example, netball, chess, aerobics, dance, small games and football. Dedicated staff lead most of these activities and a visiting ex-professional football player provides the popular football coaching. At Christmas a choir from school sings in the local market. School visits have taken place but they are infrequent. Some pupils have visited a farm and older pupils have the opportunity to attend a two-day residential visit to Ghyll Head. Visitors to school have included a demonstration of birds of prey and a visiting theatre group.

- 43 Links with the local community and local schools and educational establishments are under-developed, but the school is not mainly at fault here. The local school for Key Stage 3 has recently been re-organised and because of the considerable changes it has undergone, links have been difficult to maintain and develop. A post of responsibility for marketing the school has been established and the postholder has had limited success in attracting sponsorship for journey transport and refurbishment of the library.
- 44 The provision for pupils with special educational needs is good. The school has recently revised its procedures and the definition of which pupils should be included on the register of special educational needs. The cornerstone of the provision is the use of small group teaching for literacy. The pupils work mainly with specialist teachers following specific programmes appropriately matched to their levels of attainment. In Key Stage 2 the specialist teacher uses a range of diagnostic tests to analyse the pupils' difficulties. This data is well used to establish learning targets that form the basis for the Individual Learning Plans. The targets in the plans are variable, but generally sufficiently specific to measure pupils' progress. Pupils are withdrawn from class to receive additional, specialist teaching to enable them to develop literacy and numeracy skills according to their need. Where pupils are withdrawn from classes their work is generally linked to what is being undertaken in the classroom. However there are occasions when pupils are withdrawn from other subjects, for example, physical education and information technology.
- 45 Records of achievement are available, but there are some areas of the curriculum, for example, art and design where pupils' progress and achievements are not recorded.
- 46 Provision for health education, sex education and drugs awareness is incorporated satisfactorily within the science curriculum. The sex education policy has been reviewed and the draft form is ready to be presented for approval and debate to the governing body. Previously the school nurse has been involved in helping the school cover this aspect of Health Education. Similarly the police have sent representatives to school to raise the pupils' awareness of the misuse of drugs.
- 47 Provision for personal, social and health education is just satisfactory, and requires further improvement. Although adequate time is allocated for this important area of work, there is not a policy that would promote greater efficiency and effectiveness.
- 48 The school makes satisfactory provision overall for pupils' spiritual, moral, social and cultural development. The very good provision for moral, and the good provision for social development have been maintained since the previous inspection. However the provision for spiritual and cultural development is judged to be weaker than that in place at the time of the last inspection. Parents are happy with the attitudes and values which the school is promoting and the positive effect which they are having on pupils' personal development.
- 49 Provision made for pupils' spiritual development is satisfactory. Acts of collective worship fulfil requirements and pupils are given time for reflection and for prayer. In religious education there are some opportunities for pupils to reflect on their own and others' beliefs and to empathise with other people. Pupils are encouraged to relate religious teaching to their own lives. The school endeavours to foster an appreciation of music, art and literature in class, in assemblies and in some extra-curricular activities.

- 50 The provision for pupils' moral development is good. The school promotes a strong moral code. A discipline policy is in place and there are clear expectations of what is acceptable and unacceptable behaviour. Pupils are taught effectively the difference between right and wrong. The need for rules in a school community is discussed with the pupils and they are involved in setting class rules, and these are clearly displayed in all classrooms. Pupils are very clear about what they should do in cases of bullying or racism, and incidents are recorded and monitored. Assemblies often have an explicit moral focus. One assembly each week is used to recognise and reward pupils' achievements, for example for good work, effort, behaviour and attendance.
- 51 The social development of pupils is good. It is enhanced by the good relationships between teachers and pupils. Time in class for personal and social development is often used to discuss relationships, for example pupils in Year 4 have thought about the qualities needed for friendship. Collective worship aims to promote a sense of community, and caring and sharing feature strongly in chosen themes. Working together in class helps to develop pupils' social skills. Residential visits for pupils in Year 6 also help in the development of positive relationships. Pupils are encouraged to think of those less fortunate than themselves and they regularly raise money for the Rainbow Trust. On occasions the choir and some year groups have entertained groups in the community.
- 52 Cultural development is unsatisfactory, particularly in relation to the development of an awareness of other cultures. The curriculum for religious education makes a satisfactory contribution to this in the study of world faiths but the contribution from other subjects is limited. The school makes little use of the rich ethnic and cultural diversity of the surrounding areas. The management have identified this as an area of weakness and the role of the equal opportunities coordinator has been extended to improve provision. Pupils are developing an awareness of their own culture through the planned curriculum and there is some extra provision from visiting theatre groups and occasional visits to museums but this is not extensive. Manchester offers, within a few miles of the school, a comprehensive range of cultural opportunities such as museums, art galleries and the theatre. Greater use of these facilities would enhance and enrich pupils' experiences.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 53 Procedures for ensuring pupils' welfare are satisfactory overall. All staff show care and concern for the welfare and safety of pupils and relationships are good.
- 54 The school has an appropriate child protection policy which adheres to local authority guidelines, and the deputy head teacher is the designated person responsible. The formal procedures for child protection are generally satisfactory. However, staff have not received in service training to maintain and update their knowledge of the possible signs and symptoms of child abuse.
- 55 During the previous term the school engaged the services of a consultant to advise on health and safety matters. An action plan is ongoing to address issues raised. Sound procedures are in place to report identified health and safety concerns and to record action taken.
- 56 Risk assessment is ongoing but has not yet been completed for all areas of the school. The safety of the equipment used in physical education and electrical equipment are checked periodically. Fire extinguishers are serviced annually, fire

drills occur at regular intervals and are properly recorded. Procedures are in place to care for pupils who become ill or get hurt during the day.

- 57 The school's procedures for monitoring and promoting good attendance and punctuality are good. Registers are completed using modern technology, ensuring the accurate recording and ease of monitoring of pupils' individual attendance and punctuality patterns. Administrative staff follow-up absences by phone calls home and a series of letters to parents. An effective system is also in place to monitor punctuality and follow up lateness. Up to the end of the previous term the school received good support from the education welfare officer who followed up absences which gave cause for concern. However, the school awaits the arrival of a new education welfare officer this term. The school participates in a reward system sponsored by McDonalds. This enables the school to issue certificates to pupils with good attendance rates which have a cash value.
- 58 Procedures for monitoring and promoting discipline and good behaviour are good. The school's behaviour policy reflects its positive approach to behaviour management. Teaching and non teaching staff have appropriate expectations of good behaviour. However, on occasions not all pupils respond positively. No instances of bullying or oppressive behaviour were observed during the week of the inspection. Appropriate procedures for dealing with bullying are in place.
- 59 The procedures for monitoring and supporting academic performance are satisfactory overall. The systems in place for mathematics and English are good and are helping to raise standards. There has been good progress made in this area since the previous inspection, when it was identified as a key issue for the school to address.
- 60 The school's assessment policy is detailed and gives appropriate guidance to staff. Progress has been made in all subjects on the use of assessment to aid planning. Teachers' half-termly and termly plans identify assessment opportunities. Learning objectives are clearly identified on lesson plans and are usually shared with pupils. Teachers evaluate progress related to these targets and, in some cases, good use is made of this information for future planning. However the use of lesson evaluations to target future learning is inconsistent and is still an area of development which is being monitored by the headteacher. There is a new marking policy which, when used well, assists pupils by questioning or by setting short term targets for improvement. In the core subjects of English, mathematics and science, detailed assessment sheets are completed for each child every half-term covering all learning targets to show the knowledge, understanding and skills they have acquired. Effective training has been undertaken to ensure the accuracy of teacher assessments. Regular meetings are held to agree the attainment levels of work in the core subjects and school portfolios of examples have been compiled which show pupils' progression. Records are kept of each pupil's attainment from nursery, enabling the tracking of progress through school. Information from teacher assessments and from tests is used by each class teacher, with a member of the senior management team, to set yearly targets in English and mathematics for every pupil. These are reviewed through the year and pupils making insufficient progress can be identified and supported. Class teachers set target levels for science.
- 61 Detailed assessment procedures are not yet in place for the foundation subjects. Pupils' attainment is recorded yearly against National Curriculum targets and copies of reports to parents, kept in individual pupil files, record what they achieve. This is an area for the school to develop.

- 62 Effective strategies have been developed to monitor performance in English, mathematics and science. National tests are completed in accordance with statutory requirements. Use is also made of the optional Key Stage 2 tests from the Qualifications and Curriculum Authority for mathematics and English. Information collected from these, and from teacher assessments, is analysed and this enables the identification of areas of weakness which can then be addressed when curriculum plans are reviewed. Areas needing improvement have been identified, notably the teaching of phonics in Key Stage 1, and the whole school development of creative writing. The results of the analysis are also used for the setting of general targets for groups and specific targets for individual pupils. This has led to the identification of some pupils who would benefit from additional literacy support. Test results are also analysed by gender and ethnicity.
- 63 At present pupils play a small part in the assessment procedure by choosing 'best' pieces of work for their files and explaining their choice. This year the school is beginning to involve pupils in the setting of personal targets.
- 64 The use of commercial testing to help pinpoint the individual difficulties of pupils with special educational needs is good. The specialist teacher in Key Stage 2 uses the information from the tests to provide good guidelines for class teachers to prepare individual learning plans.
- 65 The impact of support upon pupils with special educational needs in the classroom is positive. The support staff have good relationships with the pupils and use this to encourage and guide the pupils. Appropriate support is obtained from external services for pupils with specific difficulties.
- 66 Teachers know their pupils well and monitor their personal and social development effectively.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 67 The school's partnership with parents is satisfactory overall. The school is very welcoming to parents and visitors. The evidence from the parents' meeting with inspectors, in the questionnaire completed prior to the inspection, and in discussions with parents during the inspection week, is that parents are supportive of the school. They hold satisfactory views about the school. However, the inspection team is able to give only qualified agreement to the positive results in the questionnaire. For example, parents judge expectations of pupils to be high, but inspection findings are that the expectations of higher attainers are not as high as they might be. Parents feel that the school is helping their children to become mature and responsible, that the school expects their children to work hard and achieve their best and that it is well led and managed.
- 68 The quality of information provided for parents, particularly about pupils' progress, is satisfactory. The governors' annual report contains useful information about the work of the school and of the governing body and meets statutory requirements. This is an improvement since the previous inspection. The prospectus provides parents with a helpful insight into many aspects of school life. Suitable newsletters which are informative and written in appropriately friendly style are sent home regularly. These keep parents informed on such matters as homework, staffing changes, sports day, soccer coaching and the school's anti-bullying policy. At the beginning of term, teachers send home information to parents about the taught curriculum. This is an improvement since the previous inspection. Parents of nursery school children are kept well informed of what is happening in the nursery, information includes details of

topics for each term, helping to support learning at home, for example, 'task of the week' and an invitation to discuss any concerns. The previous report expressed concern that information about the curriculum was insufficient. The school has successfully addressed this concern.

- 69 Not all parents respond to the school's best efforts to involve them in their child's education. For example, the school has worked very hard, since the previous inspection, to improve pupils' attendance and punctuality. The school now needs the greater support of parents.
- 70 The school does not currently have a parent teacher association. Consequently, an opportunity is missed to get parents more involved in their children's education and to organise fund raising activities which contribute to school resources that benefit pupils.
- 71 Pupils' annual progress reports are satisfactory and meet statutory requirements. This is an improvement since the previous inspection. Reports indicate where pupils are developing skills and give some pointers for improvements. They also give an overview of pupils' personal and social development. Parents are also provided with an appropriate number of opportunities to discuss their children's progress at consultation evenings that are reported as being well attended.
- 72 The partnership with parents of pupils with special educational needs is satisfactory. The parents are invited to the reviews of those pupils on the register of special needs and are informed when the school wants to involve outside specialists.
- 73 Parental involvement in children's learning is satisfactory overall. Parents are encouraged to help in school and a small number do so effectively on a regular basis. They give time to activities such as listening to readers, helping with information and communication technology, setting up classrooms and assisting with a dance club. A small but significant number of parents attend sharing assemblies.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 74 The leadership and management of the headteacher and staff is good. There is a clear willingness to make changes and drive forward towards improvement. The headteacher has shown strength in supporting colleagues, particularly in:

- improving teaching;
- improving provision for the under fives;
- behaviour management.

She is ably supported in this by a senior management team of experienced and committed colleagues. Particularly valuable is the quality of the deputy head's classroom practice, which is a good example for all. Effective teamwork has enabled the school to overcome two significant challenges in the past few years:

- the amalgamation of the separate infant and junior schools;
- the designation of serious weaknesses at the time of the last inspection.

It is clear that there is a unified staff who have a shared commitment to improve and that this has taken time, effort and skill to achieve. The rate of progress from the last inspection is good, and areas such as the provision and teaching for the under fives have moved from unsatisfactory to good. This is ample testimony of strong, driving leadership.

- 75 At present the school's work reflects the published aims. However, these aims are without a very important ingredient: the drive for high achievement. The present aims have not been reviewed since the infant and junior schools amalgamated and there is a need to re-focus. Governors and management will then be better placed to closely evaluate their work and achievements against strict criteria.
- 76 Overall, the governors fulfil their duties in a satisfactory manner. Their support for the school is strong and they have tried, often successfully, to share the burden the school has been shouldering. The chair of governors is aware of the challenges confronted by the school and recognises that more is still to be done and achieved, for instance:
- raising attendance and achieving higher levels of punctuality;
 - that higher attaining pupils need to be more of a focus in the school.
- He admits freely that the governing body relies very heavily on the effort and advice of the headteacher, but a core of governors is becoming more active in curriculum and budgetary matters.
- 77 The level of monitoring of teaching is unsatisfactory. Progress has been made in the monitoring of literacy and numeracy, particularly in the efforts of the head teacher and the occasional input from the local education authority. However, there are still inconsistencies in practice. For example, in mathematics the teaching of the numeracy lessons is not consistent. This is particularly so with regard to the introductory mental mathematics. The main shortcoming is that the co-ordinators of most subjects do not have the opportunity to monitor teaching. Consequently their view of the standards is arrived at by supposition rather than knowledge.
- 78 Development planning is now good. The system of reviewing targets and priorities is good and these activities secure the many improvements successfully. Targets are well thought-out and there is a clear system of checks to ensure that they are met. Educational priorities are supported by prudent financial planning. The school has also been successful in attracting extra finance from local commerce to develop the library. Earmarked funding is used appropriately for its designated purpose. Structures are in place for the successful achievement of value for money in spending. For example, several quotes are obtained when buying significant, and expensive, items like shutters for doorways.
- 79 Day-to-day management is efficient and the administrative officers work hard to ensure that the teachers are not over-burdened with unnecessary paperwork. The school uses new technology soundly for tracking the budget.
- 80 The match of teachers and support staff to the demands of the curriculum is satisfactory. The induction of new staff to the school is treated seriously and the newly qualified teacher has an experienced mentor and she is paired with the deputy headteacher. The headteacher ensures that observations of teaching are carried out as early as is practicable. The draft performance management policy is satisfactory and plans to implement it are appropriately advanced. The provision of training for information and communication technology is unsatisfactory.
- 81 The accommodation is adequate. The strengths include:
- the specialist areas for subjects such as information and communication
 - technology and library;

- rooms for the teaching of small groups away from the full class;
- the safe, secure area for under fives to play.

The advanced age of the building has led to maintenance difficulties and there are several areas in the school that are out of bounds because of collapsed ceilings. The physical education curriculum is restricted as a consequence. The caretaker and cleaners maintain a high standard of cleanliness throughout the school. Externally the hard surfaced play area provides sufficient space for play and is marked out for two pitches and a variety of games. Furthermore, the field across the road from the school is used by the public and their dogs and constitutes a health hazard. Learning resources are adequate.

- 82 The school complies with the Code of Practice. The day-to-day management of the school's provision for pupils with special educational needs by the co-ordinator is satisfactory within the school. Administrative procedures, files and the maintenance of records are very comprehensive. Reports and information produced for review meetings or referral to external specialists are objective and based on evidence. However, the quality of Individual Learning Plans and the use of these plans by teachers in their planning to achieve a coherent whole school approach to the difficulties for individual pupils is not monitored.
- 83 The policy for special educational needs is good and provides comprehensive guidance for class teachers on the identification and assessment of pupils and meets with statutory requirements through the Code of Practice. Administrative procedures are good and the statement in the Annual Governors Report to Parents complies with statutory requirements.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

84 To continue the recent good improvement, governors, headteacher and staff should:

Improve attainment in English and mathematics by: (paragraphs 8, 26, 40, 99, 100, 108)

- increasing the use of basic skills in all areas of the curriculum;
- raising expectations and challenge, particularly of higher attainers in problem-solving and investigative work;
- ensuring that mathematics is taught according to the guidance of the National Numeracy Project.

Improve attainment in science by:(paragraphs 116, 118, 120, 122)

- developing investigational skills;
- further improving the assessment of pupils' skills, knowledge and understanding;
- increase the expectation and challenge for higher attainers.

Improve attainment in information and communication technology by: (paragraphs 142, 143, 146, 148)

- increasing the use of basic skills in all areas of the curriculum;
- increasing the opportunities for pupils to use technology for modelling and control;
- developing staff expertise.

Broaden and balance the curriculum for all pupils by: (paragraphs 38, 39, 51)

- ensuring that sufficient time is given to all subjects;
- developing the links between curriculum areas so that the basic skills of literacy and numeracy are used in more challenging activities, for instance in information and communication technology, geography and history.
- using the rich multi-cultural heritage of the area to improve the provision for cultural development.

Improve leadership and management by: (paragraphs 74, 76)

- promoting aims that focus on high achievement for all and bring even greater rigour to the evaluation of provision;
- providing all coordinators with opportunities to monitor teaching and thereby understand the levels of provision and achievement in their subject.

Continue to develop the relationship with parents so that improvements in the rate of attendance and punctuality can be achieved. (paragraphs 56, 68)

In addition to the key issues above, the following less important area for improvement should be considered for inclusion in the action plan:

- developing a policy for the organisation and teaching of personal, social and health education. (paragraphs 45, 46)

In the current school improvement plan, the school has appropriately identified the development of English, mathematics, science, information and communication technology, health education and the improvement of punctuality and attendance as priorities, amongst others.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	90
Number of discussions with staff, governors, other adults and pupils	40

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	4.4	41.1	51.1	3.3	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	60	406
Number of full-time pupils eligible for free school meals		266

FTE means full-time equivalent.

Special educational needs

	Nursery	YR– Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	3	46

English as an additional language

	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	42
Pupils who left the school other than at the usual time of leaving	45

Attendance

Authorised absence

	%
School data	7.8
National comparative data	5.4

Unauthorised absence

	%
School data	1.7
National comparative data	0.5

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	36	26	62

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	13	23
	Girls	21	13	23
	Total	35	26	46
Percentage of pupils at NC level 4 or above	School	57(37)	43(37)	75(44)
	National	70(65)	69(59)	78(69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	18	25
	Girls	14	17	22
	Total	27	35	47
Percentage of pupils at NC level 4 or above	School	44(n/a)	57(n/a)	77(n/a)
	National	68(65)	69(65)	75(72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	1
Bangladeshi	0
Chinese	1
White	348
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	3	0
Other minority ethnic groups		

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)	18.5
Number of pupils per qualified teacher	24.6
Average class size	31.2

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	157

Financial information

Financial year	1999/00
	£
Total income	823,915
Total expenditure	800,104
Expenditure per pupil	1,786
Balance brought forward from previous year	32,771
Balance carried forward to next year	56,582

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	466
Number of questionnaires returned	30

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	33	3	0	0
My child is making good progress in school.	63	30	7	0	0
Behaviour in the school is good.	53	40	7	0	0
My child gets the right amount of work to do at home.	37	37	17	7	3
The teaching is good.	60	30	7	0	3
I am kept well informed about how my child is getting on.	70	13	13	3	0
I would feel comfortable about approaching the school with questions or a problem.	73	20	3	0	3
The school expects my child to work hard and achieve his or her best.	67	33	0	0	0
The school works closely with parents.	60	27	7	3	3
The school is well led and managed.	63	37	0	0	0
The school is helping my child become mature and responsible.	57	40	3	0	0
The school provides an interesting range of activities outside lessons.	30	20	33	3	13

A very small number of comments were written on the forms and these are covered in the main text of the report.

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

- 85 There has been good improvement in the provision for children in the foundation stage since the last inspection, when most of the work was unsatisfactory. All points raised as key issues for action have been successfully dealt with and improved. The curriculum is now firmly based in the six areas of learning appropriate for this age group and the structured activities in the daily programme meet the children's needs well. All unsatisfactory teaching has been eliminated and the overall good standard of teaching is reflected in the good progress which children make. Day-to-day assessment and formal assessments on starting the nursery and on moving to the reception class are used carefully to plan suitable work and inform the way children are grouped. The school is working hard to develop its links with parents.
- 86 Attainment on entry to the nursery varies tremendously both within and between intakes. A high percentage of children, however, start nursery with skills which are well below those expected at this age. Assessment on entry to the nursery indicates that this is especially so in the areas of personal, social and emotional development, language, and mathematics. Accordingly the school gives high priority to promoting skills in these areas and teaches them well. Teaching in the areas of knowledge and understanding of the world, physical, and creative development is satisfactory. Due to the overall good teaching over their time in the foundation stage most of the children achieve well. Whilst the majority of children attain the early learning goals, a significant number, due to their low starting point, do not, and standards overall when pupils enter Year 1 are below those found in most schools. Children with special educational needs are quickly identified and are supported in small groups and individually to make good progress, in relation to their prior attainment. An accelerated learning programme is successfully operated for children in the nursery in the term before they start in reception.
- 87 Children are admitted to the nursery full time in the term after their third birthday. Most children spend at least three terms, and some up to five terms, in the nursery, and move into the reception class in the September or January before they are five.

Personal, social and emotional development

- 88 Day-to-day teaching rightly gives considerable emphasis to developing the children's personal and social skills, and activities are well chosen and organised to meet the children's needs. The majority of children make good progress from a low starting point, but a high percentage do not fully achieve the early learning goal in this area by the time they start in Year 1. Staff throughout the stage establish positive relationships with children, and provide good role models of consideration and co-operation. They work closely as a team to provide an attractive and organised environment, where children feel cared for and secure. They are patient to listen and value a child's point of view. Frequent opportunities are provided for children to work closely alongside others in small and large groups. Many children, however, find it difficult to share or wait their turn, for instance, at snack time, in the home corner or at outside play. Staff are quick to support children in learning to negotiate fair settlements to their disputes. In more formal settings, some older children are becoming more co-operative and are helpful to each other, as when reception children work in pairs at the computer. They are appreciative of each other's efforts in acting out a story. Children in nursery and reception are lively, interested and keen to explore. Many nursery children, however, have short concentration spans

and without adult intervention move quickly from one activity to another without fully realising the potential of each. Almost all children respond positively to the simple and appropriate rewards and sanctions system, which is applied consistently by all staff. Routines are very clearly established, verbally in the nursery, so that children are aware of the staff's expectation of their behaviour. In the reception class, whilst rules are prominently displayed, there is still a small group of children who need, and receive frequent reminders of the boundaries set. Stories are chosen carefully to enable children to consider who they are and to value others. Most children are proud to take responsibility. From starting nursery, good opportunities are provided daily to be class monitors as leader of the line, taking the register to the office or serving snacks. Badges provided by the staff are received with delight. Many children have difficulty operating independently. They need help in dressing and undressing, and in the nursery, some children have difficulty managing their own personal hygiene.

Communication, language and literacy

- 89 Poorly developed communication skills and limited vocabulary hinder the children's progress. Much attention is given, and frequent opportunities provided for children to practise their speaking and listening skills in informal play settings and in carefully organised focused teaching groups. The majority are on line to achieve the early learning goal, but a significant minority are not. Throughout the foundation stage most of the children enjoy stories. Many, however, have poor listening skills and find it difficult to sustain concentration. In large groups they often call out with interesting but irrelevant comments, which disrupt the flow of the story. Teachers use a range of strategies, which gradually extend the children's ability to concentrate and communicate. By the time they join the reception class, most but not all children are fully absorbed in stories. They join enthusiastically, for instance, in the repeated refrains as the teacher reads from a big book of Goldilocks and the Three Bears. Teachers model positive attitudes in handling books with care and promote interest through the range of attractive books on display. Children often choose the books which have been read to the class to 'read' independently in the comfortable library areas. Older children follow the pictures and retell the story for themselves. Basic skills are taught well in short focused sessions in the nursery and reinforced by practical group activities throughout the day. The written word is appropriately introduced in captions and attention drawn to the initial letter sounds. Children are encouraged to recognise the first letter in their name. In art activities, for instance, they highlight the initial sound of their name in glitter. Clear demonstrations of how to hold a pencil enable the children to make good progress in controlling the way they make marks on paper. In play activities, many children use letter shapes increasingly in writing 'telephone messages' or composing shopping lists. These are generally not phonetically justifiable. In the reception class, daily suitably adapted sessions based on the National Literacy Strategy are well planned to support the development of language and communication skills. Higher attainers learn the names of characters and some familiar words in the first readers. Most children are beginning to recognise an increasing number of letters or their sounds. They use emergent writing skills to write a caption for their picture.

Mathematical development

- 90 Almost all of the children make good progress. The majority reach the early learning goal by the time they start in Year 1. A significant number do not. A good range of interesting practical activities is carefully planned to enable most children in nursery and reception to learn well. The curriculum is securely based on the teachers' sound understanding of how young children learn. Tasks are carefully structured to

promote good progress but occasionally lack challenge to meet the full range of attainment. In the nursery, teaching is based generally on small group work. The children develop sound mathematical concepts through exploring activities with sand and water. They discuss whether the bucket has lots of sand in or none at all, but few use terms of full and empty. Through practical printing activities, they are starting to recognise the shapes of circles, squares and triangles. The children sort, match and count everyday objects with increasing accuracy, and are beginning to order by size. For instance, they arrange teddy bears from tiny to very big. They record this work in paintings, which clearly show that they have appreciated the range of the sizes. In the reception class, elements of the National Numeracy Strategy have been successfully adopted. The children are learning to count to ten although not all are able to do this reliably. Higher attainers quickly spot errors in counting. They are beginning to recognise small number patterns without counting and recognise and match patterns to numerals correctly to five. Lower attainers are working on numbers one, two and three.

Knowledge and understanding of the world

- 91 Pupils make sound progress but many do not fulfil the early learning goal in all aspects by the end of the reception year. A variety of interesting activities are organised, which promote the children's interest and curiosity,. Teachers' planning, however, is not always clear about exactly what children are to learn or which skills are to be developed. Activities are not always challenging, especially for the higher attainers, and questions are sometimes superficial and do not lead children to extend their thinking. Children throughout the foundation stage are encouraged to learn through their senses. In the nursery, display tables concentrate on different senses over time. Opportunities to touch and describe their reactions to a range of materials promote children's discriminatory powers. They enjoy playing with clay and remember how it changes when baked in the oven. They explore descriptive vocabulary and decide the clay is soft, sticky, soggy and messy. In the reception class, the children compare the taste of porridge with and without sugar and describe which they like best. Evidence of the work from last year indicates that children in the foundation stage have ample opportunities to learn about the living world through first-hand experience of observing how their seeds grow, and how tadpoles change into frogs. Computers have been ordered for the nursery, but currently children do not have the opportunity to support their learning through information technology. Children in the reception class are adept at using the mouse to move objects on screen, for instance, to dress a teddy or to 'paint' a pattern.

Physical development

- 92 The school has recently improved its provision for outdoor play and extended daily use of the secure play area to reception as well as nursery children. Resources are good and are generally appropriately organised to support learning. Teaching is effective in building up the children's confidence, but not enough attention is given to the systematic development of skills. Lesson plans do not usually show clear objectives. Expectations of the children's abilities are not always high enough. Staff use praise and encouragement effectively to promote effort. Children climb, swing and balance with increasing confidence. They control wheeled vehicles adeptly but not always with positive attitudes to others. Older children are learning, with help, to throw and catch. Clear teaching, for instance, in the handling of tools such as pencils and paintbrushes enables the children to develop their fine motor control appropriately. Most children in nursery and reception handle construction toys with sufficient skill to realise their own purposes. The majority of the children start nursery with averagely developed physical skills. They make satisfactory progress and

almost all reach the early learning goal by the time they start in Year 1, although a few children still find it difficult to share space and are not always aware of the needs of others.

Creative development

- 93 A rich curriculum is provided in the nursery for children to experience a variety of media. This is less well developed in the reception class in terms of the range of practical experience. In the nursery, children reinforce their learning about colour and shape by exploring shades of yellow to make a pattern on circles of paper. They respond to the story of 'Molly's Hair' by making collages of her face using wool to represent her 'tangly wangly' hair. They discriminate between straight and curly lines and use a variety of mark makers from charcoal to felt tip pens to copy straight and curly patterns. Imaginative play is appropriately developed in nursery and reception. Opportunities in the hairdressers and home corner are enjoyed by the children, who respond positively to re-enact events from their own experience, for example, turning the home corner into the caravan where they spent their holiday. A good example of imaginative play was seen in the reception class where children clearly enjoyed acting out the story of the 'Three Bears'. The whole class joined in with enthusiasm to mime actions as the characters played out the story. Teaching in this area is effective in enabling most of the children to make satisfactory progress. Activities are linked appropriately to other areas of the curriculum, to promote a coherent approach to learning. Resources are well prepared and accessible so that children can pursue their own ideas, for instance, in painting at an easel or in assembling materials to make a collage. The majority of the children reach the expected level by the time they start Year 1, but a significant minority do not.
- 94 Overall, teaching is good. In 46 per cent of lessons the teaching was good and in 54 per cent of lessons it was satisfactory. A very successful feature of the teaching in all areas of learning is the close liaison between teaching and non-teaching staff. The nursery nurses are well informed about the curriculum and know the children well. They are efficiently deployed and make a significant contribution to the children's progress. Co-ordinated planning between the two nursery classes ensures consistency in the delivery of the curriculum. The early years co-ordinator is aware of the need to develop closer curricular links with the reception classes as the foundation stage becomes established. Long term planning, for personal, social and emotional development, in particular, is not structured enough in providing a basis for continuous improvement, step by step, as children move through the foundation stage.
- 95 Nursery staff work hard to make parents feel welcome and valued. Photographs of the staff and details of their roles are prominently displayed in the corridor so that parents know whom to approach. Parents are encouraged to accompany their children into the classroom and help them copy their name to self-register each morning. Tasks of the week for individuals and classes are also clearly displayed and home tasks are set weekly in language and mathematics, for children in the term before they start school.

ENGLISH

- 96 In the National Curriculum tests for eleven-year olds in 1999, pupils' results were well below the national average in comparison with schools nationally. They were close to the average in comparison with similar schools. The proportion of pupils who achieved the higher than expected levels of achievement was very low in comparison with the national average and well below that for similar schools. Taking the 1996 to

1999 results together, the performance of pupils was well below the national average, but the trend over this period is above the national average. The school's results in the 2000 national tests support this rising trend over time, although the percentage of pupils achieving the Level 4 or above fell slightly to 47 percent. This was a little above the school's target for the year group.

97 In the 1999 National Curriculum tests for seven-year olds, the school's results in reading and writing was very low (the lowest five per cent nationally) in comparison with the national average and well below those for similar schools. Results were well below the average for pupils achieving the higher than expected levels in reading and below the national average in writing. Taking the four years 1996 to 1999 together, the performance of pupils in both reading and writing was very low in comparison with the national average. However, the trend since 1998 is of rising standards in both reading and writing and the school's results for the Year 2000 national tests maintain this pattern with 58 per cent of pupils achieving Level 2 or above in the reading test and 59 per cent achieving this in writing.

98 Although standards of attainment are similar to those at the last inspection, these judgements reflect an improvement, particularly for pupils' performance in Key Stage 1 where progress was considered unsatisfactory in both reading and writing. There is a difference in the attainment levels seen in classes which are below average, and in national test results that are well below average. The reasons for this difference are:

- improved teaching, and support, that is based on more accurate judgements about attainment;
- expectations are rising, in response to the improved target-setting.

Overall, the standard of pupils' skills, knowledge and understanding in literacy is below average

99 Standards in speaking and listening are below the national average although progress is satisfactory. From a very low base pupils develop their speaking skills well so that by the end of Key Stage 2 they are able to explain their ideas in basic terms using, where required, appropriate technical language. However, a significant proportion of pupils throughout the school lack confidence when expressing their ideas and do not have the confidence or the vocabulary to expand fully upon their thoughts. This is particularly evident when trying to express their feelings or to empathise with how others might feel. Standards in listening skills are below the national average. By the end of Key Stage 1 a significant proportion of pupils find it difficult to listen attentively without prompts by their teachers for more than a few minutes. As the pupils move through Key Stage 2, this develops appropriately. By the end of the key stage the majority are able to listen to their teachers and their peers, but some pupils need to be reminded and questions have to be frequently re-phrased to get a useful response.

100 Despite recent improvements in reading, overall attainment is still below average by the end of Key Stage 1. Although they enjoy books and reading, average pupils read with some hesitancy and have a limited sight vocabulary. They use letter-sounds to work out unfamiliar words and can give a basic explanation of the story and the main characters. Higher attaining pupils read with more fluency, but have an under-developed understanding of how punctuation is used to add expression to their reading. They can describe the plot of stories and the main characters and write simple book reviews. Most pupils are aware of the contribution of authors and illustrators to books and the average and higher attaining pupils know how to use the

index and contents to find information about specific topics in books. Pupils with special educational needs can recognise most letters, but are not secure with letter names or sounds. By the end of Key Stage 2, pupils' standards in reading are still below average, although they make satisfactory progress. Some pupils enjoy reading, but others tend to consider it an activity they do at school and read little at home except their school reading books. They develop a range of strategies to help them gain meaning from print and most break down words into syllables and use the meaning and flow of the story to help them understand unfamiliar words. Higher attaining pupils read passages of prose and poetry with fluency and use punctuation effectively to give expression and sense to the text. Average pupils know a satisfactory range of words by sight. They read fluently until they encounter unfamiliar words. However, their ability to rapidly break down these words is underdeveloped which disrupts the flow and the meaning of the reading. Lower attaining pupils are hesitant. When they have the opportunities, pupils use their reading skills well in other subjects such as history to support their studies and can use dictionaries and information books well.

- 101 By the end of Key Stage 1, pupils' overall attainment in writing is below average. Presentation is weak; older pupils do not transfer their practiced handwriting skills to general written work. The majority of pupils use capital letters and full stops correctly. There is a clear sense of narrative in pupils' stories and a few higher attaining pupils write well and use successfully a series of sentences that expand and develop their ideas logically. They use a range of vocabulary including adjectives to add interest for the reader, and their spelling of simple words is accurate, but errors are made with more difficult words. The use of punctuation is limited. Handwriting is printed and no pupils are developing joined script. Pupils with special educational needs can write their names, but they need a lot of support to record and a few pupils need to copy their work. By the end of Key Stage 2, although a few pupils are achieving the higher levels, pupils' attainment in writing is below the national average. However, inspection evidence indicates that progress is satisfactory. Higher attaining pupils present their work well using neat, legible and joined handwriting. Pupils write for a variety of audiences and in different styles such as letters, narrative and play-dialogue. In their writing these pupils use long sentences involving linking words and use punctuation correctly. The majority of pupils spell accurately and basic punctuation is used consistently. Frequently mistakes are due to carelessness rather than lack of understanding. Spelling of simple words is generally accurate. The range of writing is broad, but lower attaining pupils do not extend their ideas fully. Pupils with special educational needs can write and spell a limited range of words, print their work and need a lot of support to express their ideas.
- 102 Pupils' attitudes to work and their behaviour is good in the majority of lessons. Most pupils enjoy lessons, contribute to discussions, and take turns to answer. They get organised for work quickly and during the independent group work sessions in the Literacy Hour they work with little need for adult attention. In the isolated lesson when pupils' attitudes and behaviour is unsatisfactory, they do not listen to their teacher, talk over each other and the teacher, and a significant number of pupils do not join in with the whole class elements of the lesson.
- 103 Overall, the quality of teaching and learning is satisfactory. In 5 per cent of lessons, the teaching was very good, 39 per cent was good, 56 per cent was satisfactory. This represents a good improvement since the last inspection when a minority of lessons were poor. In Key Stage 1, half the lessons were satisfactory and half were good. The teaching of pupils with special educational needs is satisfactory. In Key Stage 2, six out of nine lessons were satisfactory, with two lessons being good and one very good. The main strengths of the teaching are:

- planning is good with extensive detail on the content of lessons and teaching
- the management, control and organisation of pupils is a consistent strength of the teaching.
- the teaching of the groups for pupils with special educational needs is good.

Teachers have secure subject knowledge of the subject and how to use the National Literacy Strategy guidelines to develop pupils' basic skills in reading and writing. They work well in teams to plan lessons that ensure classes in the same year group benefit from a similar curriculum. This also applies to those pupils with special educational needs in Key Stage 1 who are taught literacy in small groups. The teachers ensure that the same text is used in all lessons. However, the use of objectives, particularly for the whole class text work, to define exactly what it is intended to be taught is under-developed. Therefore, although teachers evaluate lessons and make some changes to their planning, their ability to assess the achievements and success of individual pupils is limited. In the majority of lessons, teachers' expectations are explicit and consistently reinforced so pupils' attention and concentration is maintained. This ensures that they make satisfactory gains in their learning. In the best lessons, the main strengths are:

- well focussed teaching, brisk and full of interest for the pupils;
- teachers using probing questions to extend and assess pupils' learning.
- well chosen and organised resources, but in some lessons the independent activities, particularly those for the higher attaining pupils, do not provide sufficient challenge to fully extend pupils' learning.

In the small groups for pupils with special educational needs, they benefit from the good subject knowledge of their teachers. In Key Stage 1 the focus is appropriately upon teaching very basic skills such as letter recognition. In Key Stage 2, the teacher effectively ensures that pupils are equipped with the basic literacy skills that are needed in all subjects. However, when they are working with the main class, the Individual Learning Plans are not used sufficiently to provide tasks that match their specific learning difficulties. Consequently, although the teaching of these pupils in the small groups is good they make only satisfactory progress overall. Classroom assistants in Key Stage 1 are well deployed to support pupils during activities. Homework is used appropriately.

- 104 At the time of the inspection the co-ordinator had only been in post for three weeks, but the previous co-ordinator has ensured that the school has implemented National Literacy Strategy effectively. Monitoring of teaching and planning has formed an important part of this and has a positive impact on the quality of teaching. Since the last inspection the school has further developed the assessment procedures in reading and writing to supplement the end of Key Stage National tests, but there is no approach to assessing pupils' progress in speaking and listening. Testing is used effectively to identify the learning difficulties of pupils with special educational needs. The curriculum has been enhanced by the use of the additional literacy support project in Years 3 and 4. Pupils are given opportunities to use their literacy skills in other subjects such as geography in Year 2 where the "Katie Morag" books are used as the theme for a topic on "Our Island Home". However, within the literacy lessons themselves, insufficient use is made of texts drawn from other subjects such as history as the focus for work. Information and communication technology is under-used as a teaching and presentational tool. The library is well equipped with a good range of books, but during the inspection no use was made of it as a learning resource. However, the new co-ordinator has already identified a number of

appropriate areas for further development so the subject has a clear direction, and is well placed to further raise standards of achievement.

MATHEMATICS

105 The standards achieved in the National Curriculum tests of 1999 indicate that results for pupils at the end of both key stages are well below the national average and below the average when compared to similar schools. However, when comparing the results of the National Curriculum tests since 1998 there has been a significant improvement in standards in Key Stage 1. In Key Stage 2, results over a similar period have fluctuated considerably, dipping to a disappointing level in 2000. Nevertheless, when results of the same group of pupils are compared at the end of each key stage it shows that all pupils continue to make good progress.

106 Standards have improved and the work seen in classrooms and in the scrutiny of pupils' workbooks are below average. The reasons for this improvement in standards in relation to the results of the national tests are that:

- pupils are achieving the targets set within lessons;
- the teaching and support are generally more effective and this helps the majority of pupils to overcome the particular difficulties when they have to apply their mathematical skills to problem-solving situations. The school identified correctly that many pupils experience these difficulties, particularly in test conditions.

Challenging targets and higher expectations are required to ensure further development.

107 By the end of Key Stage 1, standards are below average, but pupils have made satisfactory progress and read and write numbers to 50. They understand that addition can be done in any order, through discussion and have rightly concluded that it is more efficient to add smaller numbers to larger ones.

108 By the end of Key Stage 2, attainment is below average, but pupils make good progress. Younger pupils are able to recall addition and subtraction facts to 20 and to understand that subtraction is the reverse of addition and vice versa. Older pupils understand fractions and can identify the common denominator. They are able to order fractions, identifying the common denominators.

109 In a few lessons there were too few opportunities for pupils to become involved in investigative mathematics allowing them to extend and deepen their understanding. Few open-ended questions are included which encourage the use of investigative and problem-solving skills, particularly with older Key Stage 2 pupils. Standards of numeracy are below average, mainly because opportunities for pupils to use and extend their basic numeracy skills are restricted. There is little evidence to show that numeracy skills are integrated into other areas of the curriculum. Information and communication technology is under-used in mathematics lessons. As pupils progress through the school they are encouraged to use and extend their mathematical vocabulary within class discussion. Most classrooms also have a display of appropriate mathematical terminology and associated symbols.

110 Overall the attitudes and behaviour of the pupils is good, particularly in Key Stage 2. When pupils have clear objectives and direction, combined with high expectations, they work well. The majority of pupils are able to sustain their concentration and motivation for adequate periods and they work well together. The majority of teachers

and pupils have good relationships with each other which contributes towards establishing a good learning environment.

- 111 Overall, teaching is satisfactory. In 7 per cent of lessons the teaching was very good, 50 per cent was good, 29 per cent was satisfactory and 14 per cent was unsatisfactory. In Key Stage 1, 25 per cent of teaching was good and 75 per cent satisfactory. This is an improvement on the last inspection where the report stated that teaching was generally sound with some unsatisfactory lessons. Teaching in Key Stage 2 is more variable. In 10 per cent of lessons the teaching was very good, 60 per cent was good, 10 per cent satisfactory and 20 per cent unsatisfactory.
- 112 Where teaching is good, lessons are well planned and the teachers have sound knowledge and understanding of their subject that reflects in the good quality of questioning. There is a clear structure to the lessons which are delivered at an appropriate pace and following the format advised in the National Numeracy Strategy. These lessons also take into account the differing needs of higher and average attaining pupils. Pupils are made aware of the clear objectives and expectations and these are reviewed and evaluated with the teacher in the recap at the end of the lesson. When pupils are unsure of the actual objective of the lesson it is usually displayed in the classroom, but it is rarely referred to either during the lesson or in the plenary session.
- 113 Where teaching is unsatisfactory, the reasons are:
- low expectations of the pupils; consequently, the standard of work seen both in class and in work scrutiny is unsatisfactory.
 - slow pace in the lessons and poor management of time;
 - the structure of mathematics lessons suggested by the National Numeracy Strategy has not been closely followed; for example, the introduction of the lesson should include a short period of oral practice. This short period of mental calculation practice is overlooked in a few of the classes, particularly in Key Stage 2. It has been absorbed into the main teaching activity.

Although the presentation of work is good and it is regularly marked the tasks given do not fully challenge the pupils and enable them to achieve the national standards expected for their age and level of attainment. The written comments by teachers in pupils' workbooks lack focus and rarely do the comments provide useful directives as to how the pupil could improve their standard of work.

- 114 The co-ordinator has ensured that the National Numeracy Strategy has been implemented satisfactorily in most classrooms in the school. Adequate training has been organised to ensure staff are familiar with the requirements. The co-ordinator is actively involved with the headteacher in establishing a formal programme of monitoring of teachers' plans and moderating the work of pupils. There are few opportunities for the co-ordinator to work collaboratively with other members of staff.
- 115 Since the last report planning has improved; for example, incorporated in daily and weekly planning is evaluation of the lesson and assessment of pupils' progress. The co-ordinator and the headteacher regularly monitor the planning for mathematics. There are instances when, following evaluation, short-term plans have been modified to provide further opportunities for consolidation of learning. The quality of evaluation is variable. As noted in the previous report, some evaluation is largely descriptive but more teachers are using evaluation as an assessment tool to inform future planning.

SCIENCE

- 116 At the end of Key Stage 1 in 1999, teacher assessments indicated that the number of pupils achieving the nationally expected level (Level 2) was well below the national average, with only 2 per cent achieving the higher Level 3 as against the national average of 20 per cent. The school performed well below the average for similar schools. Teacher assessment in 2000 shows the number of pupils achieving expected levels have risen but with no higher Level 3's. Evidence from talking to present Year 2 pupils shows that more pupils are working at expected levels, however the sampling of pupils work from last year indicates that insufficient work is planned at a higher level to enable pupils to achieve at Level 3.
- 117 At the end of Key Stage 2 in 1999, 75 per cent of pupils reached the expected Level 4 in the National Curriculum tests, with 15 per cent of these achieving the higher Level 5. Their results were just below the national average but above those for similar schools. Over the four years from 1996, results have shown a trend upwards at both key stages. There were no significant differences in attainment between pupils of different gender or ethnic background. In the 2000 National Curriculum tests the number of pupils achieving the expected level dropped to 67 per cent, because there was a high proportion of pupils with special educational needs in this year group and the school had correctly predicted this drop. Pupils' records showed their progress over Key Stage 2 to be satisfactory. Evidence gathered during the inspection shows that standards are higher again this year for the present Year 6. Standards at the end of both key stages are generally nearer to the national average than those found in the previous inspection although there is still a weakness in the development of investigational skills, particularly in Key Stage 2.
- 118 Attainment seen in lessons in Key Stage 1 is generally below expected levels for the majority of pupils. In a Year 1 class the lack of experience and language limits pupils' recording their favourite tasting crisps on a chart. Only higher attaining pupils were able to complete the task. Most pupils knew their five senses and which organ serves the sense. Other Year 1 pupils can correctly match pictures of animals to their young. Pupils in Year 2 can confidently name parts of a flowering plant and some can explain why plants have roots. By the end of the key stage, pupils are beginning to acquire the scientific skills of observation, sorting and classifying. They are able to make simple predictions and have a simple understanding of the need for a fair test.
- 119 Standards seen in lessons in Key Stage 2 are generally below expected levels, particularly in knowledge and understanding. Year 3 pupils show a sound understanding of the properties of common materials and how these affect their use. In a Year 4 class, pupils are confident in making simple electrical circuits and can explain why the bulb lights. By the end of the lesson they had successfully found out which materials conduct electricity. By examining and then making a flower head, Year 5 pupils were able to use correct scientific names to identify parts of the flower such as the stigma and stamen and were beginning to understand the process of pollination. Through investigation, most Year 6 pupils have a sound and often good understanding of the process of dissolving. Discussions with Year 6 pupils show that attainment for the majority in their knowledge and understanding of science is slightly below what might be expected at this stage. Although there are no significant weaknesses in any of the aspects of science, their understanding of some ideas is weak, for example the processes of evaporation and condensation. Pupils are restricted by their lack of a scientific vocabulary, and words such as 'insulator', 'conductor' or 'materials' have to be explained before they can give examples. However a small number of pupils are already achieving at the level expected at the end of the year in most aspects of science. The development and use of

experimental and investigative skills has been limited by insufficient opportunities for pupils to function as independent learners over the key stage, and present Year 6 pupils are working below expected levels. In one lesson some pupils were unsure of the term 'prediction'. Pupils have some experience of fair testing but are unused to planning and carrying out their own investigations. The recording of data shows little development from Year 3.

120 Pupils' attitudes to their work are good overall in both key stages. In many lessons there is a real sense of enjoyment and enthusiasm for work. This is seen particularly when pupils are investigating. Year 2 pupils were keen to discuss how they had set up a test to find out the conditions needed for seeds to germinate. Most pupils demonstrate good cooperative skills when working in groups. Behaviour is usually good. Occasionally, pupils become restless and talkative when writing tasks have insufficient challenge.

121 Overall, the quality of teaching is satisfactory. In 10 per cent of lessons teaching was very good, 50 per cent was good and 40 per cent was satisfactory. At Key Stage 1 teaching was good in three out of four lessons seen and satisfactory in the other. At Key Stage 2, it was satisfactory in Years 3 and 4, and good in Years 5 and 6. This is an improvement since the last inspection, when some teaching was unsatisfactory, and is playing a part in raising attainment. In all lessons there was a direct link between the quality of teaching and the progress which pupils made. Most lessons were well planned, with specific learning objectives for both the knowledge taught and the science skills to be developed, and these were usually shared with pupils. In the majority of lessons good class management helped pupils' progress. In lessons which were good or better, teachers showed secure subject knowledge. In Years 2 and 6 particularly, pupils were constantly challenged to think for themselves. These teachers involved pupils in the planning of investigations and allowed them independence in carrying out the tests. Work was related to previous learning, for example in a very good Year 6 lesson, pupils were asked to think about their earlier experiences of evaporating water from a salt solution when considering how to make an 'ink' solution more concentrated. The teacher had high expectations of what the pupils could achieve and set tasks which ensured that they made very good progress. Some of these good features were present in lessons where pupils made satisfactory progress. In a Year 3 class, pupils' ideas were used well to help to plan a fair test but the opportunity was missed to begin to develop in their minds a clear structure for planning investigations. Pupils were not asked to use their everyday experiences to predict which paper might be the most absorbent. Testing was tightly controlled, including the collection and recording of data. This tight structure was reflected in other lessons and in much of the work sampled. Consequently pupils are often working at the same level and higher attainers are insufficiently challenged. Although the amount of investigational work has increased there is no consistency between classes and skills are not being developed systematically. The use of prediction is inconsistent and pupils are rarely asked for reasons for their conclusions.

122 Teaching makes a satisfactory contribution to the development of literacy skills. In most lessons pupils are encouraged to talk about what they see and do. The use of correct scientific vocabulary is emphasised in some classes, but not all, and this needs to be addressed. Pupils in Key Stage 2 record their own work. Mathematical skills are not well used and data is often recorded on prepared charts and graphs, showing little development. Pupils have opportunities to measure, for example, temperature and distance. There is little evidence of the use of information technology for data handling and display.

- 123 Since the previous inspection a new scheme of work has been introduced which has improved the breadth and balance of the curriculum. The specific guidance given by the scheme has improved the subject knowledge of less secure teachers and has helped to raise the quality of teaching, some of which was unsatisfactory at the time of the first inspection. The assessment of pupils' attainment has also improved and is now satisfactory. Half-termly planning identifies the focus for assessment and, after each topic, detailed assessment sheets are completed for each child to show the knowledge, understanding and skills they have acquired. Meetings are held to agree the attainment levels of work in science and a school portfolio of examples of pupils' work has been compiled which show their progression. Records are kept of each pupil's attainment in science from Year 1, enabling the tracking of progress through school. Information from teacher assessments, and from tests, is used by each class teacher to set yearly targets for every pupil. These are reviewed through the year and pupils making insufficient progress can be identified and supported. The school has recognised the need to improve the assessment of science skills. The role of the subject coordinator in leading and managing science is satisfactory. The monitoring of science is underdeveloped and fragmented, consequently the coordinator is not confident in knowing the strengths and weaknesses of the subject. Key stage coordinators monitor planning. Pupils' work is not sampled on a regular basis and the science coordinators' role does not include lesson observation. As a result the lack of structure in the development of investigational skills has not been addressed.
- 124 In order to improve further both standards and the quality of teaching the school needs to:
- Improve some teachers' understanding of the scientific process and put in place a structure for the systematic development of science skills.
 - Enhance the monitoring role of the coordinator to include planning, pupils' work and lesson observations.
 - Continue to develop assessment.

ART AND DESIGN

- 125 Since the previous inspection, staff have received satisfactory guidance on planning and teaching. The policy and scheme of work are based on the documentation provided by the Qualifications and Curriculum Authority and they satisfy National Curriculum requirements. Assessment and recording of achievement remain a weakness.
- 126 Attainment, as at the time of the last inspection, is in line with national expectations at the end of both key stages. It is difficult to reach a judgement about the extent and value of art being linked with other subjects at this early stage of the academic year. There were displays showing the history and culture of the Aztec people, and in Key Stage 2 pupils were engaged in designing and making Aztec head dresses to the accompaniment of Aztec music. There were displays around the school but these too were incomplete. Work from the previous academic year was displayed and showed the good results of pupils working with a visiting artist.
- 127 Pupils' work reflects a range of media, but principally the pupils used paint, pastels, crayons and felt pens. Staff and pupils are actively encouraged to widen their experience of a range of materials and there are examples of clay masks and soap carvings. There were few examples of two and three-dimensional work. Some pupils have studied the work and style of other artists, notably Paul Klee and Matisse.

- 128 In Key Stage 1, pupils can use paint, pastels, and impasto effects to create seaside illustrations. They were encouraged to make observational pencil drawings of shells to include in their pictures. They combine these skills with cutting and using tissue paper to include a collage, textured effect. They also understand and can lighten and darken colours as required.
- 129 In Key Stage 2, pupils produce interesting observational drawings and understand the fundamental ideas in pattern design, including rotational patterns. They use their sketch books to design and plan their work; for example Aztec head dresses, and they have the opportunity to select from a range of materials, including beads, feathers and metallic papers to create their own design.
- 130 Provision for pupils with special educational needs is planned satisfactorily. In most classes this group of pupils receive additional support from either the class assistant or other adult and the task they are given is appropriately modified to ensure they are successful.
- 131 Overall, the quality of teaching is good. In 71 per cent of lessons the teaching was good and 29 per cent of lessons were satisfactory. The strengths were:
- very good preparation and planning means that lesson objectives are thoughtfully and imaginatively introduced to the pupils.
 - instructions and explanations are clearly stated and the tasks were pleasurable and challenging.
 - pupils are encouraged to review and appraise their efforts in an attempt to raise standards. For example, in Key Stage 1, pupils discussed and compared their self-portraits and the techniques they might employ to improve them.

As a result of this good practice, pupils show a high level of interest and are highly motivated.

- 132 Management is satisfactory. The co-ordinator is enthusiastic and knowledgeable and encourages staff to develop their own skills and confidence. She is creating a useful resource of 'How to ...' books for teachers. There is a visit planned by an artist to work with pupils to show them a different approach to painting, but regrettably there are no plans for pupils to visit the extensive range of museums and art galleries in the vicinity of school. A weakness of the art curriculum is the lack of assessment, particularly of skill development, and records to show earlier achievements either through pupil portfolio or photographic records. Resources are accessible and in good condition. Pupils show respect for the tools and the materials and they make every effort to ensure that paints remain clean. The resources are adequate for illustrative purposes but there is a limited range of more adventurous media.

DESIGN AND TECHNOLOGY

- 133 Standards at the end of both key stages are in line with the national expectation. The majority of pupils make satisfactory progress. This is an improvement since the last inspection when standards were below the national expectation and progress was unsatisfactory. Pupils with special educational needs continue to make satisfactory progress in relation to their prior attainment. The school has made good improvements to the curriculum and developed the confidence, knowledge and understanding of its teachers. Scrutiny of photographic evidence and discussions with pupils reveal that a suitable range of practical activities is provided as pupils

move from class to class. Teachers' planning is carefully based on national guidance and provides for the development of skills over time.

- 134 By the end of Key Stage 1, pupils design a useful container to carry a chocolate egg safely. They draw a labelled diagram of their design, which they use to plan their work. They measure, fold, cut and join skilfully. They complete the task by testing and evaluating their product. By the end of Key Stage 2, pupils design and begin to make a pair of slippers for themselves. They draw detailed and labelled sketches of their design from side and 'bird's eye' views, and construct cardboard prototypes to test their ideas. This results in some modification of their original plans. They measure carefully and cut out stencils with an awareness of the need for accuracy. They select appropriate materials for the task. Earlier products show sound 'making' skills and an appropriate evaluation of the final product.
- 135 Pupils' attitudes are good. They are interested and enthusiastic. They enjoy handling tools and materials when testing out their ideas.
- 136 Only one lesson was seen during the inspection but analysis of teachers' planning and scrutiny of pupils' past work indicates that the quality of teaching is satisfactory overall. In the lesson observed, teaching was good because:
- the teacher showed good knowledge and understanding of the subject which enabled her to develop the pupils' skills from session to session through the slipper making project.
 - clear explanations make sure that the pupils know exactly what is expected of them and good management skills focus their attention well.
 - good relationships are established which promote positive attitudes to learning and give pupils the confidence to solve problems.
 - effective questioning techniques challenge pupils to extend their thinking.
- 137 The curriculum co-ordinator has only been in post three weeks and her role in monitoring the development of the subject is not yet established. There is little use of information technology. Assessment procedures are unsatisfactory.

HUMANITIES

- 138 Standards in history and geography, as at the time of the last inspection, are similar to those found in most schools. By the end of both key stages, the majority of pupils are achieving national expectations in both subjects appropriate for their age. As they move through the school pupils of all levels of attainment, including those with special educational needs, gain a sound knowledge and understanding of the topics they study and they develop the skills to carry out investigations and research.
- 139 In Key Stage 1, pupils gain a sense of the past and how things change over time by looking at toys from different periods. By the end of the key stage, they have a sound knowledge of some interesting and important people and events from the past and have developed an understanding of chronology by looking at family trees and the different generations in their own families. Pupils know and understand the location of the countries of the United Kingdom, their capital cities, and the continents of the world. These gains in knowledge come from a topic on the travels of Barnaby Bear. Pupils understand the physical and human features of a landscape and they know enough technical language to describe different types of housing and land use. They understand different peoples' lifestyle and types of transport. This work is

helpfully supported by ,“An Island Home”, which is developed from the ‘Katie Morag’ stories set on the Isle of Struay,

- 140 In Key Stage 2, pupils develop their knowledge, skills and understanding in both subjects. Building successfully on the local geography work in Key Stage 1, pupils learn about the physical characteristics of the different climatic zones around the world such as the rainforest and can describe them using appropriate vocabulary. Pupils in Year 5 can use their numeracy skills to plot temperature graphs of contrasting climates such as the United Kingdom and India and use the information to compare the two. They develop an understanding of issues such as pollution and the impact of human beings upon the environment. Pupils in Year 6 have a secure grasp of the conflicting views taken when projects such as a new motorway are suggested. In history, pupils develop a broader awareness of chronology through learning about some of the civilisations that have had an impact upon British and world history, such as the Vikings, Roman and Egyptian people. They are able to compare and contrast the lives of these people to their own. They understand how different social groups of specific times, such as the Romans and the Tudor periods, lived and how it compared to their own lives. Their knowledge of British history extends to particular periods such as the Tudors and Victorians. They know about the key individuals and events that shaped these periods of history such as King Henry VIII and they develop the ability to empathise with what it was like to live in the different periods. The oldest pupils have an understanding of what life was like for children in the early industrial periods of the nineteenth century. Although lower attaining pupils and those with special educational needs require some support; the majority of pupils can use given sources of evidence to gather information about specific topics. Higher attaining pupils, in particular, empathise with how people might of felt about their lives and can use a range of sources of evidence such as books and diary extracts to gather evidence to support their view.
- 141 Overall, the quality of teaching is satisfactory and consequently pupils make satisfactory gains in their acquisition of knowledge, skills and understanding in both geography and history. In 14 per cent of lessons the teaching was very good, 29 per cent was good and 57 per cent satisfactory. The strengths of the teaching are:
- in the majority of lessons the management and control of the pupils is effective;
 - expectations of behaviour are explicit and generally consistently reinforced by teachers.
 - relationships between the teacher and the pupils; and between the pupils are good. These two factors have a positive impact upon the, attitude, attention and concentration of the pupils.
 - the good behaviour of the pupils enables the teachers to use their subject knowledge to ask open-ended questions that effectively encourages them to use the what they have learnt in previous lessons.
- 142 Since the last inspection the co-ordinator has made some changes to the schemes of work and the subject policies to incorporate the Qualifications and Curriculum Authority guidance for topics, and further revisions are planned in the light of the Curriculum 2000 guidelines. However, the role of the co-ordinator in monitoring of planning and the effectiveness of the teaching is under-developed. Teachers evaluate individual lessons and then revise their weekly plan, but there is no whole school approach to assessing pupils’ progress in geography or history. The school’s resources are adequate to teach the planned curriculum, but insufficient use is made of the rich opportunities of the local area, particularly the city of Manchester as a focus for fieldwork and visits, so the subject’s contribution to the pupils’ cultural

development is unsatisfactory. Information technology is not used effectively as a method for pupils to present their work and as a method of research.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 143 Standards at the end of both key stages, as at the time of the last inspection, are below the national expectation. No lessons were seen in Key Stage 1. Evidence from scrutiny of work, and discussions with pupils indicates that progress is unsatisfactory.
- 144 By the end of Key Stage 1, the majority use the mouse with reasonable control to click on icons to make and colour pictures and patterns on screen. With help they use the keyboard to write their name, and print out their work. Their ability to control a programmable toy vehicle is very limited. Since the installation of the computer suite, the pupils in Key Stage 2 are beginning to make satisfactory progress, and this was reflected in the three lessons observed. Pupils are working very basically at acquiring skills at the appropriate age-related level of the curriculum, but their lack of earlier experience hampers their attainment. Pupils in Year 5 are beginning with help to use a spreadsheet to produce a table of data. They follow verbal instructions successfully to enter information carefully into cells, but are not competent at working independently to present and analyse data. By the end of the key stage, in Year 6, with much help and detailed instructions, the pupils are taking their first steps to log on to the Internet. The majority, with support, find the correct website and locate specific information in preparation for a science lesson. The pupils are becoming much more aware of the many applications of information technology and its importance in everyday life.
- 145 Pupils work co-operatively in pairs, and share equipment sensibly. They enjoy using computers and sustain concentration well. Few are independent in their learning.
- 146 The quality of teaching in all three lessons seen was satisfactory. The teachers are slowly becoming more confident, although more training is needed to improve their knowledge and understanding of the subject if pupils are to make good progress. Lessons are very carefully prepared and classes well organised in pairs or groups to use the equipment in the computer suite efficiently. Procedures are usually clearly explained and demonstrated, but some over-repetition of instructions slows the pace of learning for some pupils. A calm and purposeful working atmosphere motivates pupils well to sustain concentration and work hard. Opportunities to use computers are frequently missed. Whilst computers in class were usually switched on, little use was made of them during the inspection and in two classes computers were broken and out of use.
- 147 There are weaknesses in the provision for the teaching of the modelling and control in Key Stage 2, and more resources are needed to strengthen these elements of the subject. Scrutiny of work in all subjects, and teachers' planning indicates that information technology is not used sufficiently or systematically to promote learning across the curriculum.
- 148 Considerable improvements have been made in resources with the installation of a computer suite a year ago. This is in need of extension in order to provide enough computers for a whole class, working in pairs, to have practical hands on experience together. The scheme of work now in place follows national guidelines for the systematic development of skills and knowledge over time.

- 149 The school has carried out an audit of its current position and is clearly aware of what needs to be done. A detailed plan for the development of teaching and learning in information and communication technology has been prepared. It is essential that this is implemented in all aspects as soon as possible in order to improve standards.

MUSIC

- 150 Due to the organisation of the curriculum it was not possible to observe the work of pupils at the end of each key stage. Evidence of the standards reached in Year 1 and Year 5, however, indicate that the majority of the pupils are in line to meet national expectations by the time they are seven and eleven years old. Progress of all pupils, including those with special educational needs, in lessons and over time is satisfactory.
- 151 In Year 1, pupils recognise and name percussion instruments, and listen attentively to the different sounds they make. They copy rhythms accurately and clap the rhythm of their own name. They are beginning to be aware of dynamics and respond to hand signals to control their instruments whilst contrasting loud and soft sounds. In Year 5 the majority of the pupils identify changes in pitch whilst listening to a familiar song. They represent changes in pitch with some accuracy to draw the 'shape of the tune'. According to teachers' planning, appropriate attention is paid to the development of performance skills as well as to appreciating music, but discussion with pupils in Year 6 reveal that their appreciation of a wide range of music is not well developed.
- 152 The majority of pupils enjoy listening to and making music although a significant minority of pupils, in both key stages, find it difficult to sustain concentration, and behaviour sometimes deteriorates towards the end of lessons.
- 153 The quality of teaching is satisfactory overall. Pupils are well managed and some challenging behaviour in excitable situations is dealt with quickly and effectively. There are occasions, however, when the noisy atmosphere in class hinders the efficient making of teaching points. Occasionally, lessons are sometimes over-directed and not enough emphasis is put on enabling the pupils to develop their own ideas. Lesson plans have clear and relevant objectives which spell out what is to be achieved. Good use of the voice is made to demonstrate tuneful singing.
- 154 Opportunities for pupils to appreciate music on a daily basis are created when their attention is drawn to the music played in assembly. The curriculum is enhanced for some pupils by the opportunity to join the choir and take part in weekly singing practices at lunch time. These are well received and attended by up to 20 pupils who sing tunefully with enthusiasm. About ten pupils take high quality violin lessons organised by the school with a visiting teacher. These pupils share their talents with the school by playing occasionally in assembly.
- 155 The role of the curriculum co-ordinator is not well developed. The curriculum lacks cohesion in Key Stage 1 where national guidelines have been adopted only in some classes. In Key Stage 2, some, but not all classes, use a radio series to support continuity in teaching skills.

PHYSICAL EDUCATION

- 156 At the end of both key stages, attainment is in line with the standards expected nationally. During the period of the inspection it was possible to observe lessons in games, gymnastics, dance and swimming.
- 157 Pupils in the Years 3 and 4 go swimming for a total of three terms. About one-third of the group swim at least a breadth without support and the rest swim adequately with appropriate swimming aids. All pupils are on target to swim the nationally recommended 25 metres by the age of 11 and a significant proportion will achieve it this year.
- 158 At Key Stage 1, Year 1 pupils are beginning to develop imaginative sequences of gymnastic movements on the floor and on apparatus. In games, they have adequate throwing and catching skills for their age. They interpret music skilfully in the dance lesson by changing the pace of their movements and using space well. The majority of pupils are good at skipping.
- 159 By the end of Year 6, pupils' throwing and catching skills are good, but they are not strong in batting, mainly because they do not watch the ball onto the face of the bat. Nevertheless, there was obvious improvement in batting as the lesson progressed. In gymnastics, pupils are agile and alert and can refine their movements. This is particularly noticeable when they are doing balancing exercise successfully and usually in pairs.
- 160 Pupils clearly enjoy physical activity. They get highly involved in competitive situations, and react fairly at all times.
- 161 Overall, the quality of teaching is satisfactory. In 22 per cent of lessons teaching was good, 67 per cent was satisfactory and 11 per cent was unsatisfactory. The good lessons were in Key Stage 2 and the strengths were:
- the swimming instructor has a coherent plan that relies heavily on good assessment so that pupils can be supported appropriately; this leads to high confidence and good progress;
 - good use of pupils as exemplars helps the others to understand the way to improve their strokes;
 - a very good warm-up in the Year 6 gymnastics lesson which required pupils to think before completing a movement;
 - the introduction of 'fun' activities that were entirely justified, never unsafe and motivated pupils.

The unsatisfactory lesson was also in the Key Stage 2 and it had:

- weak planning that failed to take into account the restricted hall space;
- slow pace;
- lack of subject knowledge.

Consequently, pupils did not learn anything new and much time was wasted. The lessons in Key Stage 1 were all satisfactory and had adequate planning, resources and, generally, good behaviour management.

- 162 Management is unsatisfactory because the co-ordinator has no opportunity to monitor teaching and this leads to inconsistencies in teaching quality. However, the co-ordinator works very hard to channel pupils into good coaching situations outside the school. The staff are also to be commended for the level of sporting and leisure activities they are promoting outside of school time. Resources are satisfactory. The present difficulty with collapsing ceilings is causing restrictions on the activities in the upper hall.

RELIGIOUS EDUCATION

- 163 Standards in religious education have been maintained since the previous inspection and, by the end of both key stages, they meet the expectations set out in the locally Agreed Syllabus.
- 164 In Key Stage 1, pupils begin to learn about some of the major religions of the world by considering the lives of children living in Christian, Muslim and Hindu families. They become familiar with the important festivals and celebrations of these faiths. Year 2 pupils know that there are special places for worship and can talk about their visit to a church, explaining the significance of some symbols and artefacts. They discuss places special to themselves such as the home or school and, with support, can explore ideas about what makes them special. By the end of the key stage, pupils know stories from the Bible and from other religions. Some pupils understand that stories such as the Good Samaritan were told by Jesus to encourage people to care for each other.
- 165 By the end of Key Stage 2, pupils show a sound understanding of the beliefs and practices of Christianity and have widened their knowledge and understanding of other religions to include Buddhism and Sikhism. They recognise and explain some religious signs and symbols. They know about the lives of major figures such as Jesus and the gurus. Pupils continue to explore their relationships with other people as family, friends or as members of a community and are beginning to understand the significance of religious teaching in relation to social and moral values. They show awareness that major faiths have more similarities than differences in this respect. In their writing on friendship they are beginning to explore the issues of care and responsibility for each other.
- 166 Overall, the quality of teaching is satisfactory. In 20 per cent of lessons the teaching was good and it was satisfactory in the other 80 per cent. The teaching seen in Key Stage 1 was satisfactory. In both lessons there was good use of open-ended questioning to enable pupils to consider why places might be special, a concept which some pupils found difficult. One lesson was seen in Key Stage 2. Teaching in a Year 5 class was good. The lesson was well planned with a clear objective which the teacher shared with pupils. Good subject knowledge was shown as she explained the historical background to the Jewish Passover, or Seder, meal and a well-chosen excerpt from a video on Judaism reinforced this. Key vocabulary was emphasised and explained to make sure that pupils fully understood. Tasks were appropriate to allow all pupils to consolidate their learning and make good progress in their understanding of Passover and the symbolism of the foods eaten at the Seder meal. Good class management in all three lessons contributed to pupils' learning.

- 167 Subject leadership is satisfactory. Teachers' half termly planning is monitored but this has not yet been extended to teaching or to the sampling of pupils' work. There is no ongoing assessment of pupils' individual attainment although the evaluation of lessons to aid future planning has begun. In the classes seen this is used well. Although pupils visit a local church and have visitors from the Christian faith, opportunities are missed to make use of the religious diversity of communities within the areas surrounding the school.