

INSPECTION REPORT

RINGWAY PRIMARY SCHOOL

Wythenshawe, Manchester

LEA area: Manchester

Unique reference number: 131931

Headteacher: Mr G Aspinall

Reporting inspector: Mr M Cole
3369

Dates of inspection: 26th February – 2nd March 2001

Inspection number: 230155

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

© Crown copyright 2001

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: Infant and junior school

School category: Community

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Rossett Avenue
Cornishway
Wythenshawe
Manchester

Postcode: M22 0WW

Telephone number: 0161 4371899

Appropriate authority: The governing body

Name of chair of governors: Mr M Murray

Date of previous inspection: None

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
3369	M Cole	Registered inspector	Science Design and technology Geography Music Equal opportunities	What sort of school is it? The school's results and pupils' achievements Pupils' attitudes, values and personal development How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
13526	R Barnard	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
32057	J Gold	Team inspector	English Art and design History The Foundation Stage	
23887	P Nettleship	Team inspector	Mathematics Information and communication technology Physical education Religious education Special educational needs	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

Bench Marque Ltd
National Westminster Bank Chambers
Victoria Street
Burnham-on-Sea
Somerset TA8 1AN

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 Complaints Manager
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	6
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?	11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	16
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	19
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	21
HOW WELL IS THE SCHOOL LED AND MANAGED?	22
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	24
PART C: SCHOOL DATA AND INDICATORS	26
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	30

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Ringway Primary School educates a total of 194 boys and girls aged between three and eleven. It has a nursery currently attended by 22 children between three and five, and an informal parent-toddler group meeting three mornings each week. The school is a little smaller than average for a primary school.

This is a new school opened in September 1999 following reorganisation of primary education throughout the area. The school serves an area of mainly rented housing built by the local authority during the 1950s on the outskirts of Manchester. Official statistics show the area to have social and economic circumstances that are well below the national average. This is illustrated by the fact that 39 per cent of the pupils qualify for free school meals. This proportion is above the national average. Unemployment in the area is above average and employment is often seasonal or part-time, and is low-paid. A range of measures of disadvantage in the area has led to the establishment of the Wythenshawe Education Action Zone¹ to give additional support to this and other local schools.

The youngest pupils beginning at the school show attainment which is well below average, and especially low in basic language and mathematics skills and in social development. On the limited evidence available, older pupils starting at the school when it opened in 1999 also had attainment well below average. Currently, 14 per cent of pupils, a below-average proportion, are identified as having special educational needs, mainly because of learning difficulties. As procedures for identifying special needs are becoming established, the number of pupils identified is increasing. Two pupils have statements of special educational needs, an average proportion. A very small number of pupils is of minority ethnic origin. A very small number use English as an additional language but do so competently, needing no special support.

HOW GOOD THE SCHOOL IS

This new school is proving to be a good one. Pupils are achieving well. The oldest pupils show standards which are generally better than those achieved in similar schools. The standards of pupils' attitudes, behaviour and relationships are good. The quality of teaching is good. Good leadership and management are giving the school a very good basis for the quality of education provided and for its further improvement. The school provides good value for money.

What the school does well

- Pupils achieve well; the oldest pupils' standards of work in mathematics and science are better than in similar schools.
- Children in the Foundation Stage¹ make good progress helped by effective, well-planned teaching and good facilities.
- Good support for pupils with special educational needs helps them to make good progress.
- Pupils have good attitudes to school and schoolwork, behave well and make very good relationships.
- A good quality and range of opportunities for learning caters well for all pupils.
- Good provision is made for pupils' moral and social development, and for their support, guidance and welfare.
- Parents think highly of the school and relationships and communications between school and parents are very good.
- Good leadership and management has established a good quality of education and created a

¹ **Foundation Stage:** education before pupils enter Year 1; **Key Stage 1:** Years 1 & 2; **Key Stage 2:** Years 3-6.

very good basis for its future development.

What could be improved

- Standards in information and communication technology and in religious education are too low.
- Key Stage 1 pupils' achievement, though generally satisfactory, is not as good as in other parts of the school, and a low standard in writing is the result of unsatisfactory achievement in this skill.
- The level of attendance is too low.
- Too little staff time is given to some aspects of management and administration, especially management of subjects and checks on short-term pupil absence.
- Assessment of pupils' progress is satisfactory but more development is necessary to guide further improvement in teaching and learning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

As this is a new school it has not been previously inspected.

STANDARDS

The table shows the standards achieved by 11-year-olds based on average point scores in the 2000 National Curriculum tests.

Performance in:	all schools	similar schools*	Key
English	E	C	well above average A above average B
mathematics	C	A	average C below average D
science	C	B	well below average E

* *Similar schools are defined by the proportion of pupils eligible for free school meals; this measure has been found to be significantly related to the levels of attainment normally found in schools nationally.*

As this is a new school, pupils' results in standard National Curriculum tests are available for only one year, 2000. These results are of limited value as a guide to standards. This is partly because the pupils had received only one year of their education at this school before taking the tests. One year's results also have limited value because some fluctuation in results from year to year is normal and no long-term pattern or trend can be identified.

The table shows that the results of the oldest **Key Stage 2** pupils' test results in mathematics and science were similar to the national average, but in English they were well below average. The school fell slightly short of the realistic target it had set itself for English results, but exceeded its mathematics target comfortably. The school's test results partly reflect the nature of the school, its intake of pupils and the fact that pupils have started at the school with well below average attainment. When the school's results are compared with those of similar schools serving similar pupils, Ringway's results are well above the average in mathematics, above average in science and average in English. Taking account of these factors, the oldest pupils' results represent a good achievement. This is consistent with the good overall quality of teaching and learning inspectors found in the school, especially at Key Stage 2.

The work of the oldest pupils seen during the inspection confirms the picture of standards in English and science shown by the 2000 test results; standards in English are well below the national average but in science they are average. Inspection evidence shows the present Year 6 pupils' standards in mathematics to be below average, a less favourable picture than

given by the previous test results. This is explained by the presence amongst the present Year 6 pupils of a high proportion of pupils with special educational needs in relation to learning difficulties. However, compared with the 2000 tests, more pupils are now achieving a higher level of attainment in mathematics than expected for their age. In most other subjects, satisfactory achievement enables the oldest pupils to reach standards which are in line with those expected nationally. However, work in information and communication technology is well below the expected standard. Also, the standard of religious education is below that set by the locally agreed syllabus. Achievement in these two subjects is unsatisfactory. Factors beyond the school's control have delayed the building and equipping of the school's new computer suite, leaving it with inadequate resources to teach the subject. Planning of work in religious education is inconsistent in breadth and depth.

In the 2000 standard National Curriculum tests taken by pupils at the end of **Key Stage 1**, pupils' results were well below the national average in reading, writing and mathematics. Compared with similar schools, results were average in reading and mathematics but well below average in writing. Work seen during the inspection confirms the picture of well below average standards painted by the 2000 test results. Teachers' own formal assessments in science and the work seen also show attainment in this subject to be well below average. In most other subjects, work seen matched the level expected nationally but in information and communication technology, it was below the standard expected. In view of the low attainment pupils show when they start school, and comparing their attainment with that in similar schools, pupils' overall achievement is satisfactory during this key stage, but in writing and in information and communication technology, it is unsatisfactory.

Children achieve well in the Foundation Stage. They complete the stage achieving the levels of attainment expected across their curriculum except in the two areas of 'communication, language and literacy' and 'mathematical development', where attainment is well below average, reflecting the very low attainment with which they started.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good; pupils are usually interested and enthusiastic.
Behaviour, in and out of classrooms	Good; pupils show increasing self-discipline as they mature.
Personal development and relationships	Relationships are generally very good and older pupils show good responsibility and independence.
Attendance	Poor; the level is very low by national standards.

Pupils are respectful and helpful towards each other. All are valued whatever their differences in age, gender, ability or background. No signs of serious unpleasantness between pupils are found. Attendance is very low and hinders some pupils' progress because (i) parents take family holidays in term time, (ii) a high level of sickness reflects generally poor health in the area, and (iii) some parents condone unnecessary absence.

TEACHING AND LEARNING

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

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

Of lessons seen during the inspection, 67 per cent were of at least good quality. This includes 17 per cent which were very good and one lesson (two per cent) which was excellent. Almost all of the remaining lessons, 31 per cent, were satisfactory. One lesson (two per cent) was unsatisfactory.

The overall quality of teaching in English and mathematics, and the teaching across the curriculum of the skills of literacy and numeracy, is good. Teaching provides well for the needs of all pupils, including those of high or low ability and those with special educational needs.

In the Foundation Stage and in Key Stage 2, teaching shows all-round good quality. Teachers and nursery nurses plan the work well and encourage good interest, effort and behaviour. At Key Stage 1, most aspects of teaching are satisfactory but expectations of what pupils can achieve, especially in writing, are sometimes too low. Also teachers are sometimes unable to encourage all pupils to concentrate sufficiently on their learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good; pupils have many stimulating opportunities to learn.
Provision for pupils with special educational needs	Good; well-planned work supported well by teachers and support staff.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall, with provision for moral and social development particularly effective.
How well the school cares for its pupils	Pupils are well cared for and supported.

The school ensures that all pupils, including those with special needs, are given every encouragement and help to learn. Many good links with the local community add significantly to their opportunities. The good care and support for pupils, and the effective promotion of their good progress and behaviour, benefit greatly from the school's very good relationships with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good; it has established a firm foundation of good quality education and shows a very strong commitment to improvement.
How well the governors fulfil their responsibilities	Governors are well informed, support school improvement and fulfil responsibilities well.
The school's evaluation of its performance	Satisfactory processes for checking performance are in place and training for further development is under way.
The strategic use of resources	Good; financial planning ensures best value for funds spent.

The school has very good accommodation, satisfactory resources for learning and a very good number of support staff who make an effective contribution to teaching and learning. The opening of the computer suite shortly after the inspection promises to resolve the main

shortcomings in resources for information and communication technology. Teachers have insufficient time to devote to management tasks outside the classroom. A lack of administrative staff hours means pupil absences cannot be followed up quickly enough.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>That their children:</p> <ul style="list-style-type: none"> • like school; • make good progress; • behave well at school; • become more mature and responsible. <p>That the school:</p> <ul style="list-style-type: none"> • is well led and managed; • provides good teaching; • expects pupils to work hard; • is approachable with questions or problems. 	<p>A small minority of parents:</p> <ul style="list-style-type: none"> • would like a different amount of homework; • would like more information about how their children are getting on; • would like more activities outside lessons.

Inspectors' judgements support parents' very positive views. They do not support the concerns of the minority of parents. Inspectors judge the arrangements for informing parents on pupils' progress to be good, and homework and activities outside lessons to be satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. As this is a new school, pupils' results in standard National Curriculum tests are available for only one year, 2000. These results are of limited value as a guide to standards. This is because the pupils had received only one year of their education at this new school before taking the tests. One year's results also have limited value because some fluctuation in results from year to year is normal.

The oldest pupils - Key Stage Two

2. The overall results of the oldest Key Stage 2 pupils in the 2000 standard National Curriculum tests in mathematics and science were similar to the national average, but in English they were well below average. In mathematics and science the great majority of pupils (82–86 per cent) achieved at least the level of attainment (Level 4) expected for their age. In English, only half of the pupils achieved the expected level, whereas in the average school, three-quarters did so.
3. These results partly reflect the nature of the school and its intake of pupils. This is seen when the school's results are compared with those of similar schools serving similar pupils. Ringway's results were well above the average for similar schools in mathematics, above average in science and average in English.
4. During the inspection, judgements of the oldest pupils' standards of work were based on observations in lessons, on examination of pupils' recent work and on discussions with pupils. This evidence broadly confirms the picture of standards in English and science painted by the 2000 test results; standards in English are well below the national average but in science they are average. Inspection evidence shows standards in mathematics to be below average. This is a less favourable judgement than that suggested by the 2000 test results. This is explained by the presence amongst the present Year 6 pupils of a high proportion of pupils with special educational needs in relation to learning difficulties which make it difficult for them to achieve the expected level of attainment. A significant proportion of pupils is not clear of key concepts and processes and uncertain how to apply number skills in real life situations. On the other hand, the proportion of pupils exceeding the expected level of attainment in mathematics, by reaching the higher Level 5, is higher for the present Year 6 than shown in the 2000 tests.
5. In English, where standards are well below average, the oldest pupils have satisfactory listening skills which support them well in their work across the curriculum. Their speaking, though, is often hesitant, limited in substance and vocabulary and therefore below the national standard. Basic skills in reading are satisfactory and help pupils in their work in many subjects but more advanced reading skills are below the expected standard. Few can talk knowledgeably about ideas or characters in the books that they have read, and most pupils' skills of researching information from text are underdeveloped, hindering them in research tasks in a number of subjects. Writing across the curriculum shows some liveliness, with satisfactory punctuation and grammar, but spelling, despite good teaching of this aspect, continues to be a difficulty for a good many.

6. In other subjects, inspectors judge the oldest pupils' work in art, geography, history, music and physical education to be in line with the standards expected nationally. In information and communication technology, the work is well below the standard expected nationally. In religious education, it is below the standard set by the locally agreed syllabus. Achievement is unsatisfactory here. Factors beyond the school's control have delayed the building and equipping of the school's new computer suite, which is now planned to open shortly after the inspection. This has meant that the school has had inadequate resources to teach the full curriculum in information and communication technology. Although the curriculum and teaching provide for design and technology, too little evidence of pupils' work was available during the inspection for inspectors to make an overall judgement of standards.
7. Pupils have started school with well below average attainment. Their overall standards of attainment on leaving the school at age eleven are better than this and therefore represent a good achievement. This is consistent with the good overall quality of teaching and learning inspectors found in the school. Teachers plan well, set appropriate and challenging tasks and are successful in encouraging and managing pupils and in making good relationships with them. In most classes, pupils respond with interest and enthusiasm, concentrating on their work, trying hard and behaving well. The good learning and progress that result are the reason why the standards pupils achieve are better than in similar schools in mathematics and science, and comparable in English.

Younger pupils - Key Stage One

8. In the 2000 standard National Curriculum tests taken by pupils at the end of Key Stage 1, pupils' results were well below the national average in reading, writing and mathematics. Compared with similar schools, results were average in reading and mathematics but well below average in writing. The work of pupils presently approaching the end of Key Stage 1 is judged by inspectors to confirm the picture painted by the 2000 test results; standards in reading, writing and mathematics are well below average. Teachers' own formal assessments in science also show attainment in this subject to be well below average and this is also the judgement of inspectors on the work seen. In other subjects, work seen during the inspection shows that pupils complete Key Stage 1 with attainment which matches the level expected nationally in art, geography, history, music, physical education and the locally set level in religious education.
9. In all of these subjects, except writing, the quality of work is comparable to that found in similar schools. Progress from the low level of attainment when pupils have started school is satisfactory. Pupils achieve satisfactorily as a result of teaching and learning observed during the inspection to be of satisfactory quality. Achievement is not as good as at Key Stage 2 because the teaching is not as successful in setting high expectations and encouraging pupils to concentrate on trying to achieve them. This is especially the case with writing and the cause of unsatisfactory achievement here.
10. As at Key Stage 2, and for similar reasons, achievement is unsatisfactory in information and communication technology with the result that attainment is below the expected standard. Too little evidence was available in design and technology for a judgement to be made.

The youngest pupils – the Foundation Stage

11. Pupils presently at the Foundation Stage have started in the nursery with attainment which is very clearly below average, especially in language and mathematical skills. In view of this, they are making good progress. They are on course to achieve a standard on completing this stage which is well below average in language and mathematical skills but average in personal, social, emotional, creative and physical development, and in their knowledge and understanding of the world.

Different groups of pupils

12. The school is conscientious about ensuring pupils have equal access to opportunities for learning and to make progress. This is successful in that no significant differences are found in the progress of groups of pupils who differ from others in ability, gender, background or because they have originally learnt English as an additional language.
13. Pupils with special educational needs and the very small number with English as an additional language make good progress in relation to their previous attainment and the targets set for them. The school sets challenging targets for those with special needs, especially when they reach Stage 3 on the school's register of special needs.

Pupils' attitudes, values and personal development

14. All the parents who expressed a view in the pre-inspection questionnaire thought their children liked school, 65 per cent of them agreeing strongly about this. Almost all also thought that pupils behave well and that the school helps them to become mature and responsible. Inspectors' observations support the parents' positive views on pupils' attitudes and behaviour.
15. The great majority of pupils show a good level of interest in, and enthusiasm for, their school activities. This is especially apparent in the nursery and in Years 4 and 6 where the teaching is particularly successful in stimulating pupils' interest and their keenness to join in the activities provided. As a result, pupils here are all fully involved in their learning and make much effort to succeed. They also develop a very good level of responsibility and independence in their learning. They get on with their work with, in relation to their ages, little need for direction or correction by the teacher. In other classes, attitudes are also positive but the teaching is not always successful in maintaining every pupil's full interest in and attention to their work. Pupils here show satisfactory levels of independence for their age but need more frequent direction by the teacher.
16. Behaviour throughout the school is good, especially in the case of the oldest pupils. By the time they leave the school, pupils have a sensible and mature attitude to the school, their teachers and their work so that they choose to behave sensibly. They are able to be trusted to treat the school building and equipment with respect. For example, pupils are allowed inside the building at lunch-times for guitar practice, to help teachers by operating the photocopier or for other activities when they show self-discipline that justifies the trust shown in them. Movement about the school, including entries and exits to and from classrooms and assemblies, is orderly. Occasions like whole-school assemblies, Breakfast Club and lunch in the dining room, are calm events where behaviour and relationships are seen to be very good. Pupils queue patiently for their lunch and talk sensibly with each other as they eat. Teachers and support staff exercise a discreet control over these events, avoiding a regimental approach and instead setting a co-operative and relaxed tone. The presence of a good number of

parents at the Breakfast Club and a weekly assembly add to the feeling of a co-operative community. Behaviour in the playground is also good.

17. The good behaviour is also the result of the very good relationships which exist between school staff and pupils and their parents. There is mutual respect between all parties. Pupils follow the lead adults give them by showing respect for teachers, visitors and each other. Pupils co-operate and support each other well, for example when sharing equipment in group-work. They show respect for each other's achievements, sometimes breaking into spontaneous applause when a classmate achieves well, as in the case of a Year 2 pupil demonstrating a skilful cartwheel on the apparatus in a gymnastics lesson. Judging by parents' reports and inspectors' observations, teasing, bullying and other unkind behaviour such as sexism or racism are absent from the school. It has not been necessary to exclude any pupil since the school opened. Instead pupils of all backgrounds, ages and abilities, including those with special needs, work and play well together. Boys and girls play football and netball sensibly together. Older pupils show a caring attitude towards the youngest when they share a playground. Pupils follow the strong example set by the school staff that all pupils are to be equally valued and cared for.
18. Despite pupils and parents' positive feelings about the school, attendance levels are poor, being well below the national average for primary schools. Levels of unauthorised absences are at about the national average level. All classes have similar absence levels and many pupils miss parts of their learning which hinders their overall achievements at school. The main reasons for absence are: parents taking family holidays in term time; a high level of sickness reflecting the high incidence of poor health in the area and 'condoning' of unnecessary absences by some parents.

HOW WELL ARE PUPILS TAUGHT?

19. The overall quality of teaching in the school is good. The inspection judgement supports the confidence of virtually all parents completing the pre-inspection questionnaire that teaching is good. Of lessons seen during the inspection, 67 per cent were of at least good quality. This includes 17 per cent which were very good and one lesson (two per cent) which was excellent. Almost all of the remaining lessons, 31 per cent, were satisfactory. One lesson (two per cent) was unsatisfactory.
20. Taking account of these lessons and also of additional evidence from pupils' past work and teachers' planning, teaching within both the Foundation Stage and Key Stage 2 is good. In Key Stage 1, teaching is satisfactory. No substantial differences are found in the quality of teaching of different subjects where sufficient evidence is available to judge. In information and communication technology and design and technology, too little evidence could be collected during the inspection for an overall judgement of the quality of teaching to be made.
21. Teaching of English and mathematics is of overall good quality. It makes effective use of the national strategies for teaching literacy and numeracy skills, particularly for older pupils and especially in mathematics, as the good achievement of older pupils in this subject shows. The oldest pupils' success in mathematics is also helped by the division of the Year 6 class into two 'sets', allowing the teaching to provide more effectively for the varying needs of pupils of different ability. Basic skills in literacy and numeracy are satisfactorily supported by opportunities given to pupils to read and write in a range of subjects. There are missed opportunities for this in science, however, as the school has recently recognised from its own checks on pupils' work.

22. In the **Foundation Stage and in Key Stage 2**, the majority of lessons show all-round strength. Teachers and nursery nurses:
- have good knowledge of their subjects;
 - have clear intentions for pupils' learning;
 - plan relevant and challenging tasks for them;
 - explain clearly, and question pupils effectively to check and reinforce their knowledge and understanding.
23. Teachers also know their pupils well as a result of checks on their progress in lessons, conscientious marking of their work and systematic assessment of progress in English and mathematics. This enables teachers to set work that generally matches the different needs and abilities of pupils well. This results in pupils making good gains in knowledge, understanding and skills.
24. Pupils' gains are greatest and their learning shows the best pace when the teaching also succeeds in inspiring a high level of enthusiasm, concentration and effort in pupils. This is especially the case in the nursery and in Years 4 and 6. Here, imaginatively and thoroughly prepared work is interesting and stimulating as well as challenging. Teachers of these classes, and nursery nurses, also have very good skills of managing pupils' behaviour, setting firm expectations but also using encouragement and reward to make good relationships with pupils. Teachers' good practices of sharing their intentions for lessons with pupils and setting personal or group targets for them to achieve in their work also help pupils develop a responsible attitude to their own learning. The positive attitudes and very good behaviour that result from all these strategies in the teaching lead to pupils achieving well in most lessons in these parts of the school.
25. In **Key Stage 1**, some of the qualities of effective teaching which are strengths in the Foundation Stage and Key Stage 2 are present but are less pronounced. Teachers here have satisfactory knowledge of the subjects and plan appropriate work which allows the great majority of pupils to achieve satisfactorily. However, expectations of what pupils can achieve, and of how well they should attend to their work are sometimes too low. A few more able pupils make less progress than they should because the tasks they are given do not fully challenge them.
26. In a significant minority of Key Stage 1 lessons, a substantial number of pupils achieve less than they should because they do not listen well in class discussions or concentrate hard enough on written or practical tasks. Some pupils occasionally talk when they should be listening, or they are soon distracted from tasks, fidget, chatter or move about unnecessarily. This is never serious enough to significantly disrupt the teaching and learning. It does mean, though, that the pace of these pupils' learning is slowed and that the quality of their work does not do justice to the teacher's careful planning and preparation of the tasks. This is seen, for example, in some untidily presented written work.
27. It is not that pupils in these situations are misbehaving, in fact they generally respond well to teachers' instructions. Rather it is that pupils who have poor habits of listening or concentration are responding to the fact that teachers do not make it sufficiently clear to them how high are their expectations of pupils' attention to their work. Nor do teachers sufficiently reinforce their demands with timely reminders or rewards for those who comply. Rewards are used, in line with the school's good overall policy for managing pupils, but they are not used with sufficient regularity or conviction to be fully effective with such young and immature pupils.

28. Throughout the school, the teaching benefits considerably from the contribution of a very good number of classroom assistants. They are almost always effectively integrated into the work through good co-operation and planning with the class teacher. They are well briefed and have benefited from training, in some cases to allow them to perform a specialised role such as supporting pupils' development of numeracy skills. Most often, their role is to support pupils experiencing difficulty, including those with special needs.
29. The teachers' planning, especially for the literacy and numeracy lessons, includes clear objectives for those pupils in the class with special educational needs. Teachers assess these pupils' work and analyse test results to set targets for the future. In particular, pupils are challenged well in Years 4, 5 and 6, especially in literacy and numeracy. They work at a good pace and show consistent levels of effort and concentration in their learning.
30. Although a few parents would like more homework and a few would like less, the great majority of parents are satisfied with the arrangements teachers make. Teachers set regular tasks which are appropriate to pupils' ages and have an appropriate emphasis and impact on reinforcing their basic skills in literacy and numeracy. The oldest pupils express a sensible attitude to their homework as a good preparation for their secondary education.

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

31. The quality and range of learning opportunities provided by the school are good. Particular strengths are:
 - the learning opportunities planned for children at the Foundation Stage;
 - the provision for pupils with special educational needs;
 - the strategy for teaching numeracy, especially at Key Stage 2;
 - the equality of access and opportunities to learn presented to the pupils;
 - the development of the pupils' personal, social and health education;
 - the strong contribution of the community to pupils' learning and its good impact on progress in key areas of the curriculum.

Foundation Stage

32. Many pupils begin their involvement with the school at a very early age through membership of the parent-toddler group. The school has been enterprising in taking advantage of external financial support for this facility. While it is an informal provision supervised by volunteers, the activities and resources provided take account of national guidance concerning the very early learning needs of children.
33. Provision in the nursery and reception class is imaginatively and carefully planned with detailed attention to national guidance on early learning. It provides a rich, stimulating and comprehensive range of opportunities for all aspects of young children's learning.

National Curriculum subjects

34. Overall, the school provides an appropriately broad and balanced programme of work in the subjects of the National Curriculum. The allocation of time to subjects is effectively related to pupils' needs and shows a necessary emphasis on basic skills in literacy and

numeracy. New policies and schemes of work, some at the draft stage, are in place to guide teachers' planning in most subjects. Development has been best in literacy and numeracy, as priority subjects, and here, planning pays detailed attention to ensuring pupils progress properly through the necessary sequence of steps in their learning. Some recently introduced policies are as yet far from being consistently implemented. This is the case in religious education and resulting weaknesses in older pupils' knowledge and understanding make their standards in this subject unsatisfactory. The programme of work presently given to pupils in information and communication technology has significant omissions leading to an unsatisfactory standard. Delays in establishing the school's computer suite, largely outside the school's control, have meant that resources for the subject, despite temporary measures taken, have been inadequate to deliver the full curriculum.

35. The strategy for teaching literacy skills is effective in promoting satisfactory achievement, though less so with younger pupils' writing than in other aspects. The 'literacy hour' lesson is well established and teachers are confident in its delivery. Its use has been carefully checked and appropriate adjustments made to improve effectiveness.
36. Strategies for teaching numeracy skills are good. They are particularly strong in the upper school from Year 4 onwards. Here, pupils of all abilities are regularly challenged to think and to solve problems. The setting of pupils for mathematics in Year 6 also enables teaching to be better matched to pupils' ability levels. This ensures that they make very good progress in their final year at the school.
37. All pupils have good access to the full range of available curriculum opportunities. The school has already gained a good reputation in the local education authority as one that is inclusive. It welcomes and accommodates new pupils, including those experiencing particular difficulty, successfully. All pupils settle quickly into a full involvement at the school, including those pupils with special educational needs and those for whom English is an additional language.
38. Pupils with special educational needs make good progress within the curriculum at both key stages. This is equally true of those children for whom English is an additional language. Pupils who would benefit from special needs provision are being increasingly well identified. Their needs are carefully analysed. Individual programmes are established which are clear and purposeful. All these children receive regular, individual support, especially in their final two years at the school. Good links have been forged between the full- and part-time staff and between the school and outside agencies. Parents and carers are kept informed and are consulted appropriately. Consequently, individual needs are well met.

Outside lessons

39. There is a satisfactory range of activities where pupils can extend their learning after school or at lunchtime in sports, music, science and a literacy club. The Community Science Club involves pupils and parents working together. Sporting links with Manchester City Football Club provide coaching for Key Stage 2 pupils in football. Boys and girls play alongside each other in soccer and netball teams in occasional matches with other schools. Free tuition is available to pupils who wish to learn to play guitar or violin.

Personal development

40. The quality of the spiritual, moral, social and cultural aspects of the curriculum is good overall. Within this positive picture, the school ensures that there are good opportunities for pupils to make progress in social and moral areas. The provision for pupils' spiritual and cultural development is satisfactory.
41. Acts of corporate worship offer opportunities for the promotion of spiritual development through sensitively chosen music to create an atmosphere or focus and through periods of silence and reflection to consider wider issues happening on the national scene for example, or the brilliance of the sunshine, before praying together. Grace before meals is a regular feature at lunchtime. While there are opportunities during lessons for pupils to be emotionally involved in their learning, for instance in their writing about their own special places, opportunities for spiritual development are less well defined throughout the curriculum and therefore lack a clear focus.
42. The school's code of conduct of care, consideration and courtesy permeates the life of the school and is clearly displayed in all areas of the school. Teachers use this as their first point of reference to encourage good behaviour and to form their own class rules with their pupils. The school is very clear about the values it promotes and the expectations it has of pupils. Pupils are taught the difference between right and wrong. Year 6 pupils showed this well in some writing in which they analysed and expressed their feelings when tempted. Family assemblies are used to reward hard work, kindness and responsible behaviour, and pupils respond well to having their achievements acknowledged by their teachers, their peers and their families. Staff create opportunities where relationships and moral and social problems can be discussed and debated in lessons, for example, producing arguments for and against smoking. Teachers and other adults in the school set a good example. They listen to pupils, value their contributions and show respect for their points of view. Teachers encourage children to work together collaboratively and share ideas and this, in turn, helps their pupils to value others' opinions and points of view. Pupils have been consulted about playtime provision but there is no regular forum such as a school's council for pupils to contribute their views and put forward suggestions to help form the school's sense of community.
43. The provision for pupils' social development is made through a broad range of activities. The Breakfast Club provides pupils with a sociable start to the school day. Pupils of all ages are encouraged to be aware of the needs of each other and the wider community. Pupils develop a strong sense of responsibility for younger pupils at lunchtime and for the care of the environment in litter picking with 'Womble' sticks. Older pupils take on responsibilities such as the management of the tape recorder and the overhead projector in assemblies, operating a photocopier or acting as a monitor for the Breakfast Club. However, pupils are given few opportunities to accept responsibilities until Year 4. They are also made aware of their responsibilities in the wider world. The pupils are involved in raising money for charities. Raising money for the 'Tear Fund' and for the 'Jubilee 2000 Campaign' gives them a clearer understanding of Third World poverty and need.
44. The provision for pupils' cultural development is satisfactory. In art, pupils are given the opportunity to examine the work of famous artists such as in a Year 6 study of impressionists such as Monet, in history to learn something of writers in Ancient Greece and in music to listen to music from other cultures. Visiting artists have introduced pupils to 'Shakespeare for Kids', to hands-on experience of percussion instruments. Pupils benefit from regular assemblies led by the local vicar. The pupils gain useful

insights into other religions through a Sikh visitor and through a regular focus on the shared values of other religions in assemblies. However, most of pupils' cultural development is rooted in the Western cultural tradition and there are few opportunities created for pupils to study other cultural traditions and values. While the school has been establishing itself, few opportunities have been given to pupils to visit places of interest such as art galleries, museums, churches or to participate in residential trips.

45. Pupils of all ages and abilities benefit from a curriculum that is well focused on their personal, social and health education needs. The school has a strong commitment to recognising pupil achievement, both in and out of school. Parents are incorporated in the process through presence at assemblies where children's achievements in nursery and school are acknowledged. By such means, pupils are helped to have high self-esteem. Issues such as drugs awareness are openly presented, both by the school and by outside agencies. For example, Manchester City Football Club promotes the 'Kick It' scheme to highlight potential harmful effects of tobacco. Sex education is sensitively developed with the district nurse supplementing the teaching well.

External support

46. Links with the community are very good and provide strong enhancement to the curriculum. The school seeks actively to involve itself in the life of the local community and to use it to benefit pupils' learning. Pupils benefit from a wide range of community projects. Some of these are ongoing, such as those arising from the school's Education Action Zone (EAZ) entitlement and from good links with the local authority's adult education service which supports links with parents. For example, pupils in their final two years at the school receive very good additional tuition from classroom support assistants for literacy and numeracy. Close links with the class teachers enable good individual and group support to be given.
47. Local business support is used well both through local EAZ activities and through direct help given to the school. For example, a local supermarket provides Year 6 pupils with a very productive mathematics day, and a local oil company sponsors science project days. Very good use is made of local services such as Health, Police and Fire for example, to support safety awareness. Two local churches are used well to enrich pupils' experiences. Arrangements for transfer to the next phase of education are satisfactory and a programme has been drawn up to ensure pupils have a smooth transfer. Curriculum links are being established with the secondary school, especially in regard to information and communication technology.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

48. Pupils are cared for well, enabling them to feel secure and valued. Arrangements to ensure their health and safety, procedures for first aid and medical issues are good. The school is very clean, tidy and secure. Pupils are looked after well at the start and end of the day. The provision of a Breakfast Club enables pupils to start the day promptly and suitably fed. Very good care given to the youngest pupils to ensure that they settle very quickly into the nursery class has a very positive effect on their progress, especially in relation to their personal development. Staff know the pupils very well and this helps them provide strong personal support. This is enhanced by the very good systems to monitor and record their personal development. The arrangements for child protection are good, and staff awareness of potential issues is also good.
49. A very good behaviour policy strongly emphasises the use of praise and rewards. The application of this policy is having a positive impact on pupils' behaviour. This was

particularly evident in the nursery and in Years 4, 5 and 6. Lunchtime supervision is very good and also impacts very positively on standards of behaviour. The provision of a range of supervised lunchtime activities in the hall is a particularly strong feature. Procedures to deal with aggressive, sexist or racist behaviour are very good. Pupils and parents feel confident that potential issues are dealt with quickly and very effectively. The success of this policy and the very positive attitude adopted by staff to the social inclusion of all pupils is demonstrated by the fact that no permanent or temporary exclusions have been made since the school opened. The school provides good support for those pupils with emotional or behavioural problems. They are given individual programmes with regular feedback about their progress.

50. The procedures for monitoring attendance are satisfactory. The headteacher makes good efforts to impress the importance of prompt and regular attendance on both pupils and parents. Efforts have not yet resulted in satisfactory overall levels of attendance. The registration process is carried out effectively and good monitoring information is available but absences are not followed up on a daily basis due to a lack of staff time.
51. Procedures for assessing pupils' academic attainment and progress are satisfactory. There are a number of good features including:
 - the baseline assessment used to track progress through the nursery and reception;
 - the very good assessments of pupils reaching Stage 3 on the register of special educational needs (produced by the teacher from the Learning Support Service);
 - occasional work sampling by the headteacher, the curriculum co-ordinators and staff in English and mathematics;
 - the pupils' own individual portfolios, updated with work each half-term.
52. In addition, assessment of short-term progress in lessons is good with teachers making immediate assessments, for example through careful questioning and the analysis of pupil responses. Sometimes, too, there is good involvement of support staff in assessing progress, as in the case of support for teaching of numeracy in Years 5 and 6.
53. These routines and practices help teachers to maintain a picture of pupil standards, especially in literacy and numeracy. They also indicate the progress made by groups and classes. However, insufficient systematic analysis is made of their progress in other subjects. This applies particularly in science and in information and communication technology. There is little scrutiny of work in other subjects to assess standards across the whole school. Consequently, they sometimes vary markedly between classes.
54. Procedures for monitoring and supporting pupils' academic progress are good. Annual tests in literacy and numeracy allow comparisons to be made with pupils nationally. Work in these subjects is tracked with increasing accuracy. This enables the school to make forecasts and to set specific targets for all pupils. Older pupils are encouraged to assess their own standards. This gives them a greater awareness of their progress as well as the opportunity to accept responsibility for their own learning. Parents and carers are also actively involved in supporting their child's learning. They receive termly interim reports that grade attendance, behaviour and academic achievements. Six-monthly conferences give teachers and parents opportunities to assess each child's progress and to establish individual targets for the future. However, these

targets are not linked to the skills and knowledge needed to reach the next level in the particular subject.

55. The use of assessment to guide teachers' planning is satisfactory. At the end of each half term, assessments are used well to establish targets in literacy and numeracy. End-of-year analyses are used to establish group and class targets in literacy and numeracy. Results of the standard National Curriculum tests are examined. As a result, timetables have been adjusted, resources purchased and additional classroom assistants employed to achieve specific gains in learning. Intensive study and revision have proved effective in raising standards. However, the school has yet to compile samples of pupils' work that can be used as the benchmarks against which new work can be graded. Teachers have little experience of assessing the exact level at which pupils are working. Neither are they sufficiently aware of the elements of each separate level. As a result, the work set for a minority of more able pupils in English and mathematics, particularly at Key Stage 1, is not sufficiently challenging in some lessons. Consequently, although most reach the standards expected for their ages, relatively few pupils exceed it.
56. Assessment information is used well to establish individual plans for children on the register of special educational needs. Pupils are now being better identified at Key Stage 1. Their needs are then addressed at this earlier stage. Assessment is also used systematically to monitor pupils' progress on the individual programmes of work. Reviews are undertaken every six months. Where extra help is needed, decisions are quickly reached, targets are adapted and additional help is sought where necessary.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

57. Partnership with parents is very good and has a very positive impact on pupils' achievements. Parents in the pre-inspection survey and meeting and in discussions during the inspection, expressed very positive views about the school. They are very pleased with the school and feel their children achieve well. They feel they are well cared for and helped both personally and academically. They feel that the school is well led and managed, that they are well informed and that staff are approachable and friendly.
58. The school makes very good efforts to involve parents in the life of the school and in their children's education. Good examples of this are the Breakfast Club, the Community Science Club, the parent/toddler playgroup and the scheme for hiring laptop computers to parents in collaboration with the EAZ. All give parents encouragement to share within school experiences which will help to support their children's education more effectively. Parents' keen attendance at family assemblies and events such as mathematics open days is encouraged well by the school. The headteacher further enhances this encouragement through his good relationships with parents, for example in presenting certificates for courses to them in front of the pupils at the family assembly. A small group of parents provide valuable help in the classroom. The encouragement given to them to train provides a valuable source of recruitment for classroom assistants who know the school well.
59. Parents receive very good information about their children's achievements both through well-written and honest annual reports and also through parent/carer conferences. Parents, pupils and teachers are all involved in setting targets which help promote better achievement. Parents of pupils with special educational needs are provided with good information about the progress of their children. They are invited to play an active role in setting targets and in helping to raise standards, working in partnership with the school.

60. Staff are available daily to provide informal help and advice which is valued by parents. The weekly newsletter provides very good information to parents and, together with the very good, detailed termly information on work to be done in each class, further encourages parents to be involved in their children's education. The views of parents are sought in regular surveys covering areas such as school improvement, contents of reports and homework. Parents respond well to much of this encouragement and support their children's education well although many still condone absences and take their pupils on holiday in term time.

HOW WELL IS THE SCHOOL LED AND MANAGED?

61. The headteacher, strongly supported by his deputy, provides the school with good leadership and management. Other staff with management responsibility and school governors also give good support. Processes of leadership and management show a number of strengths among which the most significant are:
- strong teamwork and very good relationships amongst all involved with the school;
 - firmly held aims and values which are effectively put into daily practice;
 - a very strong shared commitment to improving the school;
 - a willingness to evaluate critically the school's effectiveness.
62. This new school has already established a firm foundation of good quality education and set up procedures with a very good potential for bringing about further improvement in the future.
63. The headteacher's strong leadership has created an atmosphere in which teaching and learning can flourish. Priority has rightly been given to agreeing key aims and procedures to guide the school's work and to establishing with all concerned the effective relationships necessary for aims to be achieved. This has been done with marked success. Relationships both within and outside the school are very good. Staff work closely together and have good relationships with both pupils and their parents. The positive attitudes and commitment to the school shared by all parties are already benefiting pupils' achievement and give the school a very good basis for future development. In a short time, the school has acquired a distinctive identity because its aims are consistently put into practice throughout all aspects of school life. All this has been achieved despite the hindrances resulting from a delayed programme of refurbishment of the buildings which meant that until recently, classes had to be moved around the building while the work took place.
64. The headteacher gives very strong leadership to a very firm commitment shared by school staff to improving the school's performance. This is seen in a willingness to examine teaching practices rigorously and consider together ways to improve them and raise standards. Subject co-ordinators and other teachers are involved in good procedures for observing each other's lessons and sharing their professional expertise to give mutual support. The headteacher personally is closely involved in checking the effectiveness of the teaching and learning and supporting teachers in improving their performance.
65. These procedures have been effectively used to identify and carry out ways to improve practice, for example in the teaching of writing, mathematics and science. Good use is made of opportunities through training and seeking expert advice to improve staff knowledge and skills. This applies especially to teachers but also to support staff and others, such as lunchtime organisers. Very good support is given to new members of staff. Many of the substantial number of support staff are parents or other members of

the local community whom the headteacher has encouraged to become involved with the school and then to train for making a greater contribution. This both forges strong personal links with parents and community and illustrates the school's strong commitment to working in partnership with them.

66. Although checks on teaching and learning have already been effectively used to identify areas for improvement, the school recognises the need to further develop skills of identifying and planning precisely what actions might bring improvement about. For this purpose, the headteacher has recently begun a programme of training (postponed from the previous term because of illness). However, present resources of teaching staff are at a below-average level and the amounts of time teachers are able to devote to their management tasks is insufficient. This is particularly so in the case of (i) the management of English, which is currently combined with management of the Foundation Stage, and (ii) the management of information and communication technology, which is currently combined with the roles of deputy headteacher, co-ordination of special needs and co-ordination of science. Governors have been considering the financial viability of creating an additional teaching post but no action had been taken at the time of the inspection.
67. In general, the school's planning for improvement is good. It is based on appropriate priorities and plans necessary actions in detail. In its first few terms, the focus of improvement has rightly been the standards of the older pupils in the basic skills of literacy and numeracy. The school has been enterprising in taking advantage of potential sources of funds and other support for its work from the wider community. In particular, effective use has been made of funds, advice and other forms of support made available through the local Education Action Zone. This has had a clearly beneficial effect, especially in raising the standards of the oldest pupils in English and mathematics. The school's planning now recognises the need to extend its focus on improvement to include other subjects and younger pupils, and in particular to raise standards in information and communication technology through the effective application of the new accommodation and resources which are due to become available shortly after the inspection. These are entirely appropriate priorities as inspectors' findings show.
68. The school was opened under the supervision of a specially appointed temporary governing body. The present governing body was established since the school opened and is therefore quite new. Its present chairman has been in post for only a few months. Nevertheless, governors are showing themselves to be committed, concerned and well informed about the school's progress. They are aware of its strengths and where key improvements should be sought.
69. Governors work closely with the headteacher in planning and checking the financial position of the school. Financial planning is good. A budget surplus has accrued due to the school inheriting balances when it opened, setting a cautious but wise budget and controlling expenditure effectively. Plans to use the surplus are prudent and are linked to appropriate educational priorities such as a computer suite, refurbishment of the hall and additional staff. Financial planning is based on a clear analysis of commitments, a good awareness of the importance of future pupil numbers and secure links to school improvement plans. The school has taken appropriate steps to meet the recommendations of the recent auditor's report. Day-to-day financial procedures and administration are good; the school administrator provides very good support but does not have sufficient time to follow up pupils' absences on a daily basis. Governors are discussing an extension of administrative staff time. The school follows the principles of best value well.

70. Good leadership of the provision for special educational needs is increasingly having an impact on raising standards. The half-day allocation for the special needs co-ordinator enables good channels of communication to be maintained between all the individuals and services involved in the provision. There is a shared commitment to improve. For example, teachers are keen to improve their skills at creating individual learning plans and to use them to maximum effect. The governors fulfil their statutory duties by monitoring the strengths and weaknesses of the school's work in this area.
71. The recent refurbishment has provided the school with very good accommodation. The clean, tidy and spacious accommodation provides all pupils with a stimulating space in which they can learn. The very good amount of space has allowed many initiatives such as the Parent/Toddler group to be housed in the school with a very positive impact on partnerships with parents and the local community. In particular, the nursery provision, with its excellent outdoor facilities is already having an impact on pupils' physical and personal development. The main school playground is in need of some repair.
72. Resources are adequate overall for the needs of pupils. In two areas, however, they are currently deficient. There is a lack of sufficient equipment and software for the delivery of the information and communication technology scheme. This has severely limited progress in the subject since the school opened. Once the new computers are operational, there will still be limitations on their use. For example, the school does not have the equipment for extending control skills sufficiently at Key Stage 2. The other subject that has insufficient resources is religious education. There are very few artefacts to represent the range of faiths that are studied. Unless visits are to be undertaken, or visitors are going to show objects that represent their faiths, the school's lack of such artefacts will inhibit pupils' knowledge and understanding of the richness and diversity of other faiths.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

1. Raise standards in information and communication technology and religious education.

In information and communication technology:

- establish a clear policy to provide for effective use of the new computer suite as soon as it is ready, and to incorporate the subject in work across the curriculum;
- press ahead with the planned staff training to ensure maximum benefit is obtained from the new resources and the full curriculum for the subject is taught.

(Paragraphs 137-9)

In religious education:

- improve planning of lessons to provide consistent breadth and depth;
- provide more opportunities for pupils to consider deeper meanings of life, including sacred and spiritual aspects of different faiths;
- carry out checks on the teaching and learning to identify areas for improvement.

(Paragraphs 148-152)

2. Improve pupils' achievement in Key Stage 1, especially in writing:
- extend the monitoring processes which have been effective elsewhere to this aspect of the school's work to identify precise means to promote improvement;
 - raise expectations of what pupils can achieve;
 - develop teaching skills for maintaining pupils' concentration in lessons.

(Paragraphs 9, 25-7, 94, 97-101)

3. Raise the level of attendance.

(Paragraph 18)

4. Provide more staff time for management and administration:

- to allow all with responsibilities for co-ordinating the school's work adequate time for their roles in leading planning, monitoring and evaluation of all of the school's work;
- to allow administrative staff to follow up pupils' short-term absences immediately.

(Paragraphs 50, 66, 67, 69)

5. Build on the good start made in assessing pupils' progress in English and mathematics. Extend to all subjects precise assessments to indicate the exact next steps required in pupils' learning, and to show where teaching and learning can be further improved. Help teachers develop their skills in assessing the levels of attainment pupils achieve.

(Paragraph 53)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- a. In English, ensure consistency in teaching of handwriting, and devote more attention to development of speaking skills and to the more advanced reading skills.
(Paragraphs 90, 93, 94)
- b. In mathematics, make work at Key Stage 1 always challenging for more able pupils, and provide more opportunities for all pupils to apply their skills to practical problems.
(Paragraphs 106-109)
- c. In science, develop older pupils' more advanced investigation skills.
(Paragraph 114)
- d. Provide more opportunities for pupils' spiritual and cultural development across the curriculum.
(Paragraphs 41, 44)
- e. Extend the number of occasions when pupils can discuss personal, social and community issues.
(Paragraph 42)
- f. Give younger pupils more opportunities to develop independence and responsibility.
(Paragraph 43)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	54
Number of discussions with staff, governors, other adults and pupils	21

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	15	50	31	2	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)	22	172
Number of full-time pupils known to be eligible for free school meals	0	75

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y7
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	28

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

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	32

Attendance

Authorised absence

	%
School data	9.2
National comparative data	5.2

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	16	13	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	9	13
	Girls	11	8	12
	Total	22	17	25
Percentage of pupils at NC level 2 or above	School	76	59	86
	National	84	85	90

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	14	13
	Girls	11	13	12
	Total	22	27	25
Percentage of pupils at NC level 2 or above	School	76	93	86
	National	84	88	88

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	16	12	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	14	12
	Girls	8	9	12
	Total	14	23	24
Percentage of pupils at NC level 4 or above	School	50	82	86
	National	75	72	85

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3	10	13
	Girls	6	6	9
	Total	9	16	22
Percentage of pupils at NC level 4 or above	School	32	57	79
	National	70	72	80

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	2
White	168
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	24
Average class size	29

Education support staff: YN – Y6

Total number of education support staff	10
Total aggregate hours worked per week	231

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Number of pupils per FTE adult	11.5

Financial information

Financial year	1999/2000
	£
Total income	248,473
Total expenditure	213,479
Expenditure per pupil	1,086
Balance brought forward from previous year	0
Balance carried forward to next year	47,283

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	200
Number of questionnaires returned	66

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	35	0	0	0
My child is making good progress in school.	53	41	5	2	0
Behaviour in the school is good.	44	50	3	0	3
My child gets the right amount of work to do at home.	27	39	21	8	5
The teaching is good.	55	44	2	0	0
I am kept well informed about how my child is getting on.	52	33	12	2	2
I would feel comfortable about approaching the school with questions or a problem.	62	33	3	2	0
The school expects my child to work hard and achieve his or her best.	62	36	0	0	2
The school works closely with parents.	42	44	6	3	5
The school is well led and managed.	50	45	2	3	0
The school is helping my child become mature and responsible.	56	38	2	2	3
The school provides an interesting range of activities outside lessons.	33	35	12	6	14

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

73. The children enter the school after their third birthday, often graduating from the parent-toddler group which meets in the school. There are two intakes a year into the reception class; in September, for children born between 1st September and 28th February, and in January for children born between 1st March and 31st August. The registration and induction of new children into both the nursery and the reception class are undertaken with care and sensitivity.
74. The children come in with a range of attainment but their overall level of attainment is well below average, especially in the basic skills of language and mathematics and in their social development. At the end of the Foundation Stage, when they leave the reception class, their attainment in language and mathematics is well below average but their attainment in personal, social, emotional, creative, physical and knowledge and understanding of the world is average.
75. Children make good progress as a result of the good quality teaching by the teacher, the nursery nurses and the early years' team. The teaching shows very clear intentions for pupils' learning and thorough planning provides relevant and challenging tasks which promote learning effectively. Planning, on a three-year cycle of themes, effectively builds on children's learning and experience and takes good account of all the areas of learning. A plan of the activities for the week in all the areas is on display and parents often refer to these charts to see what their child has covered during the session. There is a good balance between directed activities and opportunities for children to choose activities independently. Good use is made of the 'home corner' for imaginative role-play with a changing focus to fit the theme. The theme of 'new life' this half term involves the children in discussions as to equipment they may need to change the home corner into a clinic.
76. The attractively refurbished Early Years Centre provides an exciting and stimulating place where children learn well. In the nursery, one area is used as a 'creative room' and one area is used to promote children's knowledge and understanding of the world. A folding partition allows these rooms to be used flexibly for quieter activities. The outdoor play area is an outstanding feature of the Early Years Centre. It is secure with a good range of facilities. It has a special safety surface to accommodate climbing apparatus and an interestingly curved roadway constructed with grassed banks on either side that enhances play with wheeled vehicles. However, at the time of the inspection, because of staff shortages, all children used the outdoor play area together thus limiting children's opportunity for choice. Equipment resources are good. Good use is made of computers in the nursery and in the reception classroom.
77. The staff keep very good records of the children's standards and their achievements, formally assessing each group on a regular basis together. Assessment opportunities for each area of the curriculum are clearly indicated on the curriculum map. Samples of children's work showing significant progress are kept in individual files, staff adding field notes where appropriate. No children with special educational needs had been identified at the time of the inspection but children's progress is monitored closely for signs of such needs.

Personal, social and emotional development

78. By the time they are five, the majority of children are likely to attain the expected level. Most of the children who were admitted in September can dress and undress themselves without adult help and can locate their own coat-peg and drawer. There is an emphasis on pupils developing their independence in personal and social skills and they are making good progress. Older children are aware of the routines of the Early Years Centre and include the younger children in their work and play, sharing their equipment well. They talk to each other and encourage each other to try things, for example, when they are tasting, feeling and smelling fruit. Young children starting nursery are able to separate from their mother because of the confidence and experiences that they gain from the pre-nursery group. Children enjoy their work and want to be involved in all activities; some children are even reluctant to leave the nursery to go home. The adults act as good role models and prompt the children to say 'please' and 'thank you' and to make requests politely and in an acceptable form. The children are already learning the conventions of taking turns and putting their hand up if they wish to make a contribution to the session. They enjoy taking part in ring games and songs, joining in with enthusiasm, and they listen to stories well with support. Pupils readily take responsibility for tidying up equipment. Good quality teaching is particularly evident in the skilful promotion of children's interest in activities and in the effective management of their behaviour.

Communication, language and literacy

79. The good quality of the teaching and the breadth and coherence of the work planned ensure that the children make good progress in these basic skills in which children show very low attainment when they begin in the nursery. By the time they complete the Foundation Stage, the children recognise their own names, some can write their name accurately from memory and the majority know the letters of the alphabet and are beginning to write them independently. More able children can write and spell simple words independently. Most children understand when they make lists of fruit to buy at the greengrocers for example, that writing carries meaning and many children attempt to write the first sounds of the names of fruit. Children enjoy word-matching activities and older children attempt to read and to copy their results from adult models. Children are helped to orientate their letters through apparatus that involves their sense of touch.
80. Experiences are well planned by staff to develop children's listening skills, for example using the listening centre and counters and picture boards to check their listening, concentration and ability to match objects. Although children are developing their listening skills well, some of the younger children have very limited use of language, answering in single words or short statements and avoid eye contact. Older children, while developing their self-confidence well, still communicate in a limited way and adults, who know the children well, often need to prompt them to extend their comments or answers.
81. Good, stimulating teaching helps the children to enjoy story time and particularly enjoy rhyme. In one lesson, when the teacher makes up words that do not rhyme, they animatedly protest. They are eager to contribute to discussions and ask questions about the text. Pupils listen well to new vocabulary and try to approximate language they hear, for example, one child gave 'lopilope' for antelope. Children look at words and learn to follow and re-tell familiar stories. They learn that print goes from left to right by the teacher's use of a pointer and this reading behaviour is imitated by children as they wait for their mothers at the end of the session. Children make very good labels for fruit on the fruit table and are able to name some exotic fruits. Teaching in the Early

Years Centre uses a wide variety of strategies to make learning interesting and fun. Children are encouraged to choose books from the centre to take home to share with their carers and parents. The more able children can read these early reading books, a few independently and some with support. A further good aspect of the teaching is the way parents build up a dialogue with the teachers in their Home Reading Books recording their child's reading behaviour. This lays good foundations for future reading in the school.

Mathematical development

82. Children make good progress in counting, recognising numbers and shapes. By the end of the Foundation Stage, most know number names and use them when counting and matching symbols to amounts, and amounts to symbols, through everyday experiences and activities. They know some basic mathematical language of size, measures, positions and sequence through a range of practical activities and graded toys with adult support. The staff use short group sessions well to develop counting and simple number problems. An attractive group counting area has been created in the vestibule. They use real-life experiences, in buying fruit from the local shop, for example, to learn how to exchange money for fruit using 10p coins. The youngest children can thread green and yellow beads alternately and arrange yellow and green construction toys to make a repeating pattern. They take part in early counting rhymes that involve taking away.
83. Good teaching is seen in good planning of activities and use of resources to promote learning. Apparatus is used well, for example in group work when children compare bears and graded toys to explore the properties of size and shape. The nursery nurses know the children well and supply the right amount of challenge in the tasks they give children to count on and to count back. Skilful questioning helps children to remember what was learned in earlier sessions. Many activities are planned throughout the Foundation Stage to support and extend children's understanding in mathematics and this area has good resources, making learning accessible and exciting.

Knowledge and understanding of the world

84. Children attain the standards expected of them by the end of the Foundation Stage. As part of the theme of new life, linking the colours of yellow and green, children investigate floating and sinking using yellow and green objects. Using pictures and books, they look at animals and their babies together, learning animal names. They explore familiar and exotic fruit, using their senses to talk about its texture, appearance, smell and taste and children are encouraged to compare their experiences. Children use the computer confidently and they control the mouse competently. They successfully use programs that give them experience in matching and in following simple stories. Younger children in their role-play in the clinic name and use stethoscopes and thermometers and explain to an adult why they are used. Children are learning to give simple explanations of what they are doing and, in making a shopping list of fruit for example, can give names of the fruit they are going to buy. Older pupils, re-enacting a christening, in doll play with their teacher, learn about their own cultural traditions.
85. Good teaching provides stimulating and instructive experiences and makes effective use of unforeseen opportunities for children's learning. For example, in a marching game in the snow, children were encouraged to catch snowflakes in their hands and in their mouths to learn that snow melts on contact. Some children giggled showing their excitement at the experience and some children just stared wide-eyed in amazement before joining in the game.

Physical development

86. The children have a satisfactory level of physical skills. When using pencils, paintbrushes and scissors, they show a satisfactory level of control. With the exception of the newest children, most children can put on their coats and manipulate the buttons and fastenings well. The teaching plans activities and resources well as when children are asked to solve a simple practical problem of joining two pieces together with a nut and bolt, to extend children's physical abilities. Children's learning is very good in using the outdoor play area. Teaching makes good use of the very good range of facilities and level of adult help available and this ensures that children have good opportunities to develop skills in movement and a sense of space and to use the equipment sensibly.

Creative development

87. The children enjoy their work in art and show satisfactory control in painting and use of colour. They make observational paintings and drawings of daffodils in a green vase and are able to name the main parts of a flower in addition to noting different shades of green. Very good teaching seen meant that children were able to explore rhythm and experience a range of musical experiences. Children enjoy musical experiences and show real enthusiasm in their clapping and use of instruments to demonstrate the rhythm of songs. Teaching benefits greatly from the good level of adult help and the good organisation of resources and staff to enhance children's experiences and interest.

ENGLISH

88. In the 2000 National Curriculum tests in English taken by the oldest pupils in Key Stage 2, half the pupils reached the level of attainment, Level 4, expected at their age. This proportion is considerably lower than the national average. As a result, the overall profile of test results is well below the national average. However, if pupils' results are compared with those for other similar schools, Ringway Primary's results are average. Similarly, if account is taken of the fact that these pupils started school with literacy skills that were well below average, their results at the time they left represent satisfactory achievement. Evidence of the attainment of present Year 6 pupils during the inspection presents a picture broadly similar to the test results of standards which are well below average. Their achievement is good, however, because pupils are responding keenly to good, focused teaching. With the additional provision of intensive booster teaching, which was due to start following the inspection, the school hopes to help more pupils achieve the national standard by the end of the year.
89. In the National Curriculum tests in 2000, pupils at the end of Key Stage 1 achieved results in reading and writing which are well below the national average. However, compared with similar schools, results are average in reading but well below average in writing. The proportion of pupils reaching the higher Level 3, was satisfactory in both reading and writing when compared with similar schools. A similar picture of standards is shown by the work of pupils in the present Year 2 approaching the end of Key Stage 1; standards in speaking and listening are below the national standard, and in reading and writing they are well below it. These pupils have started at the school with very low attainment in language and literacy. Taking account of this, and of comparisons with similar schools, pupils' overall achievement in English at Key Stage 1 is satisfactory, but with writing as an area of weakness. In the present Year 2, pupils who are projected to reach national expectations are targeted and supported by a nursery nurse to raise their achievements in the English tests at the end of the year, especially in writing.

Speaking and listening

90. Younger pupils have some difficulty in listening and attending well in larger groups. However, pupils develop listening skills appropriately throughout the school and the older pupils from Year 4 upwards show good progress in listening skills, showing by their contributions in structured open question and answer sessions and in discussions with other adults that they understand what they are being taught. Standards in spoken language are below expectations at both key stages and this restricts development in other curriculum areas. Speaking skills in English are developed in class discussions where teachers use questioning to extend pupils' use of English and to introduce new vocabulary. However, speaking is often hesitant and limited in substance and vocabulary. Pupils with special needs develop confidence in contributing because of the good support that they receive from classroom assistants. Not enough opportunities are planned into the teaching to allow pupils to practise their skills effectively within group tasks or through drama, debate, puppets or presentations to peers, in all subjects of the curriculum. However, when teachers review lessons as they end, good use is made of the opportunity for pupils to speak about their learning to the rest of the class. Younger pupils speak confidently in a family assembly.

Reading

91. Pupils make good progress in learning basic skills of recognising letters and building up unknown words. Standards in reading are satisfactory at Key Stage 1, with a small number of pupils achieving higher levels of reading. Many pupils, however, achieve at the lower end of the scale of attainment in the national tests. The school has recognised the need to track these pupils' progress closely and target support where it is most needed. Additional literacy support and an effective tracking system have been put into place in the drive to improve standards. Progress in reading is satisfactory. Older pupils read text accurately with books matched appropriately to their interest and level of competence. Comprehension is generally satisfactory.
92. Pupils' range of reading and knowledge of authors are limited and few can talk knowledgeably about ideas or characters in the books that they have read. Provision is made in all classes for pupils to read silently, and younger pupils and those with special needs are well supported by adults, but not enough is done to excite pupils' interest in authors and widen their reading experience. The resources are available though, as the co-ordinator for the subject has ensured that a selection of good quality fiction is allocated to each year group and that non-fiction books that appeal more to boys are available in each classroom to stimulate writing.
93. Pupils' skills in using books for research progress satisfactorily in most respects. In Key Stage 1, they use dictionaries well and learn to compile glossaries, although a Year 1 pupil complains on using a dictionary, 'I know about the alphabet but the trouble is it's a bit long!' In Year 6, able and more able pupils are confident in using contents and index pages, glossaries and a thesaurus to locate information and can tackle more difficult texts such as the 1851 census with support. However, older pupils' skills of researching factual information from the library are underdeveloped in the school as a whole because the library has been out of use during the refurbishment programme. The development of the library and the development of pupils' library skills have now become a priority. Although pupils can locate adjectives and adverbs in texts

successfully, the promotion of more advanced reading skills, such as 'scanning' and 'skimming' texts for information, is a weakness. For example, pupils researching Greek writers, using an encyclopaedia program on the computer, can manipulate the mouse to scroll successfully but their reading skills make the task difficult.

Writing

94. Younger pupils make progress in forming letters correctly but both handwriting and presentation are weaknesses with pupils in Years 1, 2 and 3. Although attention is given to correct pencil hold, insufficient attention is given to seating position, neatness in presentation and the development of a cursive style at this stage. Many older pupils still have difficulty with joining letters and still show a tendency to print and this disadvantages pupils who are expected to write at length. There is insufficient provision of opportunities for developing handwriting skills and no clear policy for this area of English. By Year 4, the pupils begin to take a pride in their work and present their work well and opportunities are created to give pupils handwriting practice. Spelling is an area that is tackled well by the school and supported through homework. It is linked closely with lessons that pupils are learning in the literacy strategy. Different spellings are targeted at groups within each class using adults to support the process. Children with special needs are targeted with their own spellings. Year 6 pupils still have difficulty with spellings in their work and pupils are encouraged to write out correct spellings noting their mistakes. The standard of punctuation and grammar is satisfactory. The oldest pupils write in a very lively style using descriptive vocabulary adventurously, presenting arguments and complaints in convincing ways and from different points of view and structuring their work well.
95. Teaching of English is good at Key Stage 2 and satisfactory at Key Stage 1. Particular strengths are:
- systematic teaching of basic skills in reading, spelling and punctuation;
 - the emphasis on the use of vocabulary to enrich writing;
 - the use of model structures to help pupils shape their own writing.
96. The subject co-ordinator and the staff are committed to raising pupils' achievements and the good planning of lessons, especially in Key Stage 2, reflects the team approach to the school's work in the subject. Additional literacy support is well targeted at groups within all the year groups of the school and guided writing is now targeted within the literacy hour. Writing is assessed carefully each half term and individual targets are set and individual progress is kept on track in this way. The school's strategy for teaching literacy skills is effective and this is reflected in the progress pupils make. Due attention is paid to national guidance and teachers have a good knowledge and understanding of basic literacy skills. This enables them to plan lessons with clear objectives and to develop pupils' basic skills in reading throughout the school and in writing in Key Stage 2. The use of information and communication technology as a tool to draft and redraft text, or as a research tool using the Internet, is underused.
97. The expectations of what Key Stage 1 pupils can achieve in writing are not high enough and the work is not matched closely enough to pupils' needs. These pupils therefore show some lack of concentration on, and care in, their writing. However, pupils with special educational needs are given good support and make good progress toward literacy targets set for them in their individual education plans. Teachers and support staff work well together and plans and learning objectives for their group are shared. Volunteers, who include parents, retired staff and people who work at the school, regularly give their time to provide extra help with reading.

98. Writing is helped when teachers give pupils structures to guide them. For example, pupils are encouraged to make notes and lists for arguments for and against smoking, and to use a questioning format of why? who? what? and where? to write poetry. There are good opportunities for pupils to build on their literacy in some other lessons, for example in history and religious education, but some missed opportunities for this in science.
99. Older pupils, especially from Year 4 onwards, are stimulated by lessons that are varied in approach and they demonstrate a good attitude and behaviour in their lessons. For the younger pupils, practice to reinforce their learning in basic skills such as phonic awareness too often takes the form of formal exercises using worksheets. In Key Stage 1, there is too much reliance across the curriculum on printed worksheets and this limits opportunities for young children to write at length in other subject areas. There are useful frameworks for writing for older pupils to construct story plans but no similar strategies to support younger pupils. Whilst formal exercises using worksheets have some benefits, they prove uninspiring for many pupils who do not therefore tackle learning with vigour. Pupils demonstrate in their lack of care in presentation that they themselves do not feel these exercises are particularly valued. They produce better quality of work, for example, when they sequence the life cycle of a frog and write sentences to accompany the diagrams or when they write about their secret places. The recent purchase of additional resources, such as phonic games, provides for a more lively response from pupils.
100. The main areas where teaching can be most beneficially improved are:
- raising expectations of pupils' writing in Key Stage 1;
 - providing more stimulus and support for younger pupils' writing;
 - a whole-school policy for handwriting, consistently implemented.
101. The subject co-ordinator leads the work in English conscientiously. She has taken part in substantial monitoring of teaching in the subject, recognised areas for improvement and promoted valuable developments in teaching of the subject. At present, the co-ordinator has insufficient management time for her to be fully effective in her role or to evaluate pupils' work precisely enough to identify specific actions to be taken to raise standards further.

MATHEMATICS

102. In the standard National Curriculum tests of 2000, the results of the oldest pupils at Key Stage 2 were broadly in line with the national average. Compared with similar schools, results at Ringway were well above average. However, the proportion reaching above average standards was below that in similar schools. Younger pupils' test results at the end of Key Stage 1 were well below the national average but broadly in line with the average for similar schools. Here, too, the proportion reaching above average standards was lower than in similar schools.
103. Comparing previous pupils' test results with evidence from work seen during the inspection shows that more of the oldest pupils are reaching above average levels, but there is a larger proportion that will not reach the average standard. The number of support staff has been increased, especially in Years 5 and 6, and this has helped more able pupils to progress well. It has also enabled slower learners throughout the school to make good progress. Less able pupils in Year 6 have also benefited from small-group support but several pupils in here have special needs in relation to significant learning difficulties. A few of these pupils have had a history of poor attendance,

especially before they started at this school, which has left important weaknesses in their knowledge and understanding. These factors explain why the overall standard in the present Year 6 appears lower than the previous year's test results.

104. Work at Key Stage 1 seen during the inspection is of a similar standard to that shown by the previous year's test results. However, evidence from examination of pupils' past work and discussions with them show that teachers at Key Stage 1 do not expect enough of a small minority of more able children, who therefore underachieve.
105. Pupils make overall good progress in mathematics during their time at the school. This includes those with special educational needs and those for whom English is an additional language. This improvement is due to three main factors:
 - the staff works well together to deliver the National Numeracy Strategy;
 - good analysis of test results allows individual targets to be set for the end of both key stages;
 - the regular involvement of the headteacher in Year 6 creates opportunities for pupils to make good progress alongside others of a similar ability.
106. Work seen during the inspection shows that pupils make the most progress in mental calculation and basic number work. They are given fewer opportunities to apply their knowledge and skills in real life situations. Solving problems and finding patterns is developed through the school and is particularly strong in Years 4 and 6. By the age of seven, most pupils recognise even and odd numbers. They sort two-dimensional shapes by their properties (such as the number and shapes of their sides). They count confidently with numbers up to 100 and experience a suitable range of practical activities. However, more able pupils too often undertake the same task as the pupils of average ability. This often involves the completion of a worksheet rather than an investigative challenge. As a consequence, more able pupils miss opportunities to work at higher levels in areas such as simple fractions, decimals and negative numbers. By the age of eleven, work in pupils' books covers all areas of the subject well. They calculate averages and percentages, plot co-ordinates with accuracy and interpret graphs and pie charts. However, it is clear from discussions with the pupils that they do not have a sufficient grasp of many of these areas. They are not clear of key concepts and processes and are not certain how to apply number skills in real life situations.
107. The quality of teaching and learning at Key Stage 1 is satisfactory and is good at Key Stage 2. Improvements are beginning to be effective at Key Stage 1 in teaching the slower learners. They are receiving better support and given work that is well linked to their abilities. Pupils with special educational needs are now being identified at an earlier stage. Individual plans enable them to develop their number skills progressively through more intensive coaching. The great majority of pupils within Key Stage 1 are reaching the level of attainment expected at their age. They work and behave satisfactorily in lessons at tasks appropriate to their needs and progress satisfactorily in their learning. However, individual and class targets do not sufficiently take account of the work needed to reach higher levels.
108. At Key Stage 2, pupils of all abilities are well taught in classes 4, 5 and 6. An example of excellent teaching seen in Year 4 featured extremely thorough planning, very high expectations and a total commitment to challenge *all* pupils to think. High quality assessment is also evident in the class. Marking is analytical. Errors are used to teach and to extend pupils' thinking. In Year 5, the intended learning is clearly explained so that pupils are made very aware of what it is that they are learning. This ensures very good progression from one lesson to the next. In Year 6, the sheer pace of the work is

challenging. There is a commitment to extend pupils to the limits of their present understanding. Pupils respond to the challenge to develop new skills and understanding with interest, enthusiasm and good behaviour. However, they are given too few opportunities to use their skills in practical situations. Without such reinforcement, key elements of their learning are forgotten. Other subjects are used to extend pupils' numeracy skills. For instance, Year 6 science investigations into heart rates include line graphs that illustrate the effects of exercise. Block graphs and pie charts present data of investigations undertaken on a study trip to the local Co-op store. Stimulating resources, used in demonstrations, raise interest levels and help pupils to gain new understanding in many lessons. Children enjoy the numeracy work, especially at Key Stage 2. They are keen to undertake homework assignments, particularly when they arise from the class work and when they are set at a challenging level.

109. The management of the subject is satisfactory. There has been a systematic monitoring of the teaching of mathematics by the headteacher and the numeracy consultant. This has raised teaching levels in areas such as target setting. Assessment procedures are well established. Annual tests are analysed to note areas in need of development. Group and individual targets are set on the evidence obtained from these tests. The monitoring of pupils' work is less well established. Some teachers lack the necessary experience to assess accurately the levels at which pupils are working. As a consequence, work set is not always sufficiently challenging. The school takes advantage of community initiatives. A supermarket visit stimulated good numeracy work in Year 6. Success in 'The Chief Education Officer's Maths Challenge' brought both recognition and prize money to the school! There is now a good policy document that establishes clear guidelines for the subject. As yet it is far from being fully implemented. Consequently, some of its high aspirations are not fully realised, in the areas such as:

- using and applying mathematics in real life situations and in problem solving;
- setting more able children appropriate work (mainly at Key Stage 1);
- reviewing the progress of pupils of all abilities on a regular basis through scrutiny of their work;
- collecting sufficient samples of assessed work to form a subject portfolio;
- promoting the effective use of calculators and computers.

SCIENCE

110. Both the results in the 2000 standard National Curriculum tests and the evidence from the inspection, show that the great majority of pupils reach the level of attainment (Level 4) expected at their age, and a significant minority exceeds it. This represents good achievement. Compared with similar schools, overall test results are above the average, while the proportion of pupils achieving the higher level of attainment (Level 5) is well above the average. Good teaching at Key Stage 2 is the reason for this good achievement. Pupils have a satisfactory scientific knowledge. For example, they can give the technical terms for many parts of the body and describe properties of the planets. Their understanding is also satisfactory, for example about processes of evaporation and condensation, how simple electrical circuits work, how plants grow and reproduce and how the solar system works. Some competent skills of investigation are apparent when in discussion, the oldest pupils are able to critically evaluate the unfairness of a hypothetical investigation described to them and suggest better methods.

111. Younger pupils show attainment by the end of Key Stage 1 which is well below average. Here, the proportion of pupils reaching the expected level of knowledge, understanding

and skills is well below the average. Inspection judgements here are in line with teachers' own formal assessments. Bearing in mind that these pupils have started at the school with attainment which is well below average, their achievement is satisfactory. This is consistent with the satisfactory teaching and progress seen in lessons.

112. Generally good teaching was seen at Key Stage 2 during the inspection and included one very good lesson. A strength of the good practice, especially in the very good lesson, was the provision of well-designed practical investigation for pupils. This helped pupils make good progress in understanding but was also effective in stimulating their interest and enthusiasm. Year 6 pupils, for example, responded with great interest and enthusiasm to their task of constructing a toy to incorporate an electrical circuit with batteries, bulb, motor and switch. They worked intensively at the task and showed good independence in experimenting, designing their circuits and solving problems. In this lesson, as in most others seen, support staff were effective in helping pupils experiencing difficulty, and those with special needs, to be fully included in the activities and to make the same progress as others.
113. Examination of pupils' past work shows that when following up practical work with written tasks, teachers give pupils too little opportunity to reinforce their scientific understanding, or their writing skills, by writing explanations at length in their own words. This is often because of the use of brief standard worksheets.
114. Throughout the school, planning of the work follows national guidelines well and sets appropriate and mostly challenging tasks to promote learning. There is a good, systematic approach to teaching knowledge and understanding. However, investigative work for older and more able pupils provides too little opportunity for pupils to measure, record, present and analyse precise data or to practise their skills in information and communication technology by, for example, tabulating data from investigations or presenting it as a graph.
115. Observations of pupils in lessons and discussions with them show them to have a good level of interest in, and enthusiasm for, their work in science. As a result, pupils, especially the oldest, behave well in lessons. Activities like those of the Community Science Club and during the Community Science Day are effective in developing pupils' positive attitudes to the subject. Teaching at Key Stage 1 sets very appropriate tasks and promotes satisfactory progress but it is less successful than other teaching in encouraging pupils to sustain concentration and effort in their work.
116. Good leadership and management of the work by the subject co-ordinator are seen in:
 - generally good planning of the work and incorporation of good investigative activity;
 - good use of checks on teaching and learning by examining pupils' work and observing lessons;
 - effective identification of areas for improvement.

These are recent developments but they have enabled the co-ordinator before the inspection to make an action plan which includes tackling the same areas for improvement in teaching and learning apparent to inspectors:

- developing more advanced investigation skills;
- improving writing in science;
- incorporating information and communication technology;
- assessing pupils' progress more systematically.

ART AND DESIGN

117. Only two lessons of art and design could be observed during the inspection. As a result, the overall judgements on the standards reached by the pupils are based largely on their earlier work which is displayed in the school and on talking to pupils and teachers. Work is in line with national expectations at both key stages. Achievement is satisfactory across the school and pupils' learning develops at a satisfactory pace. Pupils are able to use a range of materials effectively and are taught in a systematic way to plan their work in textiles and in printing. Art is used across the curriculum to enhance displays and to create an attractive school environment. Pupils are enthusiastic about their experiences in art.
118. Too little direct evidence of teaching could be obtained for an overall judgement of its quality to be made. However, examination of pupils' work, discussions with them and examination of planning shows that teachers plan well and encourage positive interest and enthusiasm amongst pupils. Teachers' good planning is guided by a useful but dated whole-school plan of work that ensures that pupils make continuous progress throughout the school. In line with the school improvement plan, art and design as a subject is due for review and consideration is being given to the adoption of national guidelines. Pupils throughout the school show a good attitude to their work in this subject and talk enthusiastically about their experiences.
119. Pupils are taught to observe detail carefully. Good examples of this are found in the observational drawings of shells that show that pupils understand how to create three-dimensional effects through the effective use of line and shading. Drawings become more detailed and accurate as pupils move through the school and begin to use colour and a limited range of different media with greater confidence. Good work designing good and evil masks and portraits of King Henry Eighth's six wives show a close attention to detail both in achieving realistic skin tones and in the main features of Tudor dress. In Year 4, pupils' achievements are good because they are taught effectively how to plan their art experiences by selecting and listing their tools and materials, in a printing activity for example. This gives pupils the necessary vocabulary to evaluate their work with their teacher. Pupils in this class use their sketchbooks well both to plan and to experiment with techniques that they will use in later work. They can compare techniques in drawing with pencil to those using charcoal.
120. In Key Stage 1, pupils are able to experience printing techniques and make simple repeating and overlapping patterns using handprints and potato prints, exploring the use of colour, colour mixing and pattern and angles. Although pupils are able to explain the process that they use to make their completed prints and suggest marginal improvements, again, pupils lack the vocabulary and experience to evaluate their work. Pupils make good attempts at designing glove puppets and with good adult support, are successful in producing good end products using stab stitching and collage.
121. In Key Stage 2, Year 3 pupils show a satisfactory knowledge of colour in their work, building on their earlier experiences of looking at warm and cold colours to investigate shades and tones of colour. The good quality of adult support enables Year 3 pupils to successfully use sewing skills and collage to represent patterned vases. They are able to explain the sequence of processes involved. Other work on textiles in this class includes good examples of simple weaving using a dishcloth as a base. Year 4 pupils grow in independence and use their observations of illustrating styles and printing techniques to illustrate their own pop-up books. By Year 6, pupils have a satisfactory understanding of the work of different artists when they confidently discuss the work of Monet and their representations of his style. There is at present, however, little

opportunity for pupils to write about art or opportunities to visit art galleries to enrich their understanding of different artistic movements.

122. The subject co-ordinator is performing a satisfactory role within the constraints of the present curriculum plan and the fact that priority has been given to developments in the main subjects of the curriculum. She has given support to the teachers in their planning and ensures that the curriculum builds on the skills, knowledge and understanding of pupils as they move through the school. There are, however, no formal whole-school systems in place to assess the standards that pupils achieve in the subject. The co-ordinator has a good awareness of how the school needs now to move forward in this subject and has made good plans for this to happen.

DESIGN AND TECHNOLOGY

123. Only two lessons devoted specifically to this subject could be observed during the inspection and little additional evidence of standards was available. No overall judgements about standards or teaching are therefore made. However, where the work could be seen, it was of a satisfactory quality.
124. The two lessons seen in Years 1 and 3 benefited from good planning that set very appropriate tasks at a sufficiently challenging level for the pupils. In both lessons, teachers also led good discussions and asked questions that were effective in helping pupils progress well in their understanding of design. This, together with thorough preparation of material resources, led many pupils to achieve well. Some Year 3 pupils, though, were seen to lose concentration at times so that their progress slowed.
125. Planning of the work often makes effective links with other subjects. The Year 3 lesson on designing and making sandwiches, for example, gave useful reinforcement to pupils' learning in science about foods and health. Similarly, a Year 6 science lesson on electricity supported pupils' development of design and technology skills when they made a toy incorporating an electrical circuit to work a bulb and motor. In this lesson, pupils showed an ability to make sensible evaluations of their designs and to refine their designs in the light of these in order to make a soundly constructed working product. Younger pupils' work with fabrics on display also shows a satisfactory quality of work.
126. Examples of other pupils' past work in the subject provided only a small sample of products pupils have made as evidence of their skills in making. However, these, together with teachers' planning and records, show that pupils experience a satisfactory curriculum in the subject which allows them to experience both the design and making aspects of the subject and to work with a satisfactory range of materials, tools and techniques. This reflects sound leadership by the subject co-ordinator. However, processes for checking the effectiveness of teaching and learning and assessing pupils' progress systematically have not yet extended to this subject.

GEOGRAPHY

127. During the inspection, it was possible to observe only two lessons in geography at Key Stage 2 and part of a lesson in Key Stage 1. Evidence from these lessons, from pupils' past written work and from discussions with pupils, shows that pupils achieve the levels of attainment expected at their ages. Achievement is satisfactory in geography as a result of an overall satisfactory quality of teaching which sets appropriate work at a suitably challenging level.
128. The oldest pupils' recent work on rivers has led to a satisfactory knowledge of the main

physical features of rivers and their place in the water cycle, and of key facts concerning main rivers of the United Kingdom and the world. They are able to use computers competently to research such information. Particular study of the River Ganges has helped them to acquire an understanding of the place a river can have in the lives and culture of people and of some causes of pollution. They also are aware of some other forms of pollution and have sound basic skills of using maps, including grid references. Year 5 pupils, in a good lesson on settlements, were seen making good progress in understanding the link between the names of many places and their geographical locations, and in finding places on maps.

129. Younger pupils approaching the end of Key Stage 1 showed in discussion that they recognise key features of their surroundings and important differences between locations, such as the kinds of buildings to be found in town and country. They can interpret simple maps and know the points of the compass. Year 1 pupils were briefly seen achieving a satisfactory understanding of the idea of a map and how to trace a route referring to map symbols.
130. The two lessons observed at length, both in Key Stage 2, were well taught. They were well planned with appropriate and interesting tasks that gave good opportunities for pupils to develop skills of researching information. This, together with very effective promotion of good attitudes and behaviour in the pupils, led to good achievement. In both lessons, pupils with special needs were given good help, either by support staff and/or by suitably adapted tasks, to make good progress in the activities. Other evidence, including teachers' planning and pupils' past written work, suggests that teaching generally is at least satisfactory. Planning is beginning to make effective use of recent national guidance on the curriculum.
131. Since the school opened, priority has been given to developing English and mathematics. As a result, geography has not seen the same kind of development in processes of checking the teaching and learning or assessing pupils' progress as in these basic subjects. The co-ordinator gives satisfactory leadership and is aware of the need to extend the good practices established in the basic subjects to geography, and to check that the curriculum is fully in line with new national guidance and higher expectations for the subject.

HISTORY

132. Only two lessons in history could be observed during the inspection. Judgements of the standards pupils achieve are based on these lessons and also on the examination of pupils' past written work, teachers' planning and on discussions with pupils. Work at both key stages is in line with the standard expected for pupils' ages. There is too little direct evidence of the quality of teaching for an overall judgement on this to be made.
133. By the age of seven, pupils are already developing a good sense of the passage of historical time and are learning the art of historical enquiry. They develop their knowledge of famous people in the past in their study of Florence Nightingale. Pupils are able to recall many salient features of her life and can recall changes in lifestyles over a span of one hundred years such as the introduction of electricity. Year 3 pupils are able to build on their work in history to place the Second World War on a timeline. They are able to give possible sources for research such as 'old newspapers' and 'you can ask your granddad!' They listen avidly as a regular helper gives her vivid and personal recollections of evacuation from Manchester to the countryside. Such contributions make history come alive to young pupils and pupils were enthusiastic to learn more about the period. The teacher encouraged pupils to look for other historical

sources such as old photographs and old films on television.

134. Year 4 pupils also show a developing use of chronology. They know that the Romans invaded Britain and are beginning to use research to answer questions about the past. Pupils use a range of sources to garner information from the past. Year 5 pupils research encyclopaedic material on the computer for significant Greek writers and Year 6 pupils worked on the 1851 census to gain more facts about the Victorian period.
135. Some evidence of good teaching is apparent in the use of a variety of devices such as letters about life as a chimney sweep, lists comparing rich and poor people's lives and accounts written from different points of view. These have helped pupils to a good understanding of life in Victorian times, especially the hardship suffered by children. Work in the pupils' books shows that pupils find lessons interesting, varied and challenging. In discussion, pupils are able to note the differences between Victorian times and today and talk knowledgeably about diseases, clothing, houses and schooling. The pupils are very enthusiastic about their history work and are motivated to find out more. Pupils could recall a visit to Styal Mill in Manchester to learn about conditions in the cotton mills and recounted some of the horrific injuries that happened to workers. One pupil visited a Victorian museum and was able to recount his impressions of Victorian jewellery. Thorough and careful preparation by teachers in Key Stage 2 makes history real for pupils and leads to pupils making good progress throughout the school and achieving the expected standards at the end of the key stage.
136. Currently there is no co-ordinator for history and the headteacher covers this responsibility. Increasing use is made of recent national guidance on planning and this is enhancing the support for teachers. Planning makes good links with literacy. There are, however, no systems to assess the standards that pupils attain in history and resources for history need to be developed to build on pupils' skills of historical enquiry.

INFORMATION AND COMMUNICATION TECHNOLOGY

137. Standards in the subject are below those seen in most schools at Key Stage 1. At Key Stage 2, they are well below. This is largely due to factors beyond the school's control. A succession of protracted delays in completing the installation of the school's computer suite has had a significant impact on standards, especially at Key Stage 2. Interim bridging arrangements have slightly alleviated the situation. They have enabled pupils to gain limited experiences in some areas of computing. For example, in Year 6, pupils have worked on word-processing, spreadsheet and research programs. They have developed basic skills in modifying text, producing graphs, designing posters and completing databases. This has only been possible through the hiring and loan of a number of laptop computers through the Education Action Zone (EAZ). Parents, too, have had the option of hiring laptop computers through the local adult education service, enabling them to learn new skills alongside their children. The EAZ initiative has also provided a classroom support assistant who provides older pupils with good quality teaching in computer skills. However, too little evidence of teaching throughout the school was available during the inspection as a basis for judging the overall quality of teaching.

138. By the end of Key Stage 1, pupils have some experience of working on computers. Much of this is only relatively recent. However, they have worked on a range of programs. In history, pupils operate the mouse to hear text about Florence Nightingale. In mathematics, they work on sequences, counting forwards and backwards in twos, threes and fours. In science, they sort images of scissors, belts, spoons and combs into their component materials (metal, leather, wood and plastic). They speak with much enthusiasm about these experiences.
139. Leadership in the subject is satisfactory. The headteacher and co-ordinator have worked hard to ensure that the subject has maintained a presence on the timetable through a very difficult period. A thorough development plan is in place but as yet there is no policy document to provide clear guidelines for establishing the subject once the suite becomes operational. The newly adopted whole-school plan of work is comprehensive. However, insufficient consideration has been given to exactly where in the scheme each year group is going to begin. Accurate analyses have not been made to discover the range of training requirements of the staff to take full advantage of the new technology, once it arrives.

MUSIC

140. At both key stages pupils achieve standards in line with those expected nationally for pupils of their ages. They achieve satisfactorily as a result of teaching that is well planned and because they generally take a satisfactory interest and behave well.
141. Most pupils join in the singing in lessons, assemblies and in the Key Stage 2 singing practice with satisfactory accuracy for their age. Singing of familiar songs is lively and expressive and shows an appreciation of beat and rhythm, which younger pupils also represent through gestures and movements. When required, pupils vary the volume and tempo of their singing and groups of older pupils can mostly sustain a tune while others sing different notes. Sometimes, though, attempts to sing loudly lead to inaccuracy in pitch. In a well-planned lesson for the oldest pupils, groups played instruments in performing simple compositions representing the ideas of 'drone' and 'ostinato'. They understood these ideas, concentrated hard and played with a sound level of co-ordination and control to achieve the desired effect. On other occasions, younger pupils were seen during the inspection making satisfactory progress in recognising the qualities of recorded music played to them or in understanding the way music is written down. A significant minority of pupils shows some aspects of attainment higher than expected when they receive tuition from visiting teachers in guitar or violin and develop performance skills and some ability to read a traditional musical score. The guitar players show particular interest, a group of several of them sometimes choosing to practice on their own at lunchtime.
142. The overall quality of teaching of class lessons seen during the inspection was satisfactory. Strength of the teaching is the planning of tasks, which are well designed to serve clear purposes and which challenge the pupils. This is made possible by a very good whole-school plan of work which gives detailed guidance for each lesson on appropriate activities, methods and resources to use. Teachers' effective use of this guidance leads to satisfactory learning. Pupils are given the opportunity to listen to and perform music of many different styles, including that of other cultures, as when they sing a traditional Zulu song in the Xhosa language. Good opportunity for practical music-making encourages interest and teachers' effective management of pupils means they behave well. The very lively and enthusiastic leadership of the weekly Key Stage 2 singing practice by a visiting teacher strongly encourages pupils' interest and involvement.

143. The co-ordinator shows good leadership in the encouragement given to pupils to learn instruments and to practice them, and to enjoy singing in assemblies and singing practices. Provision of a music room and good resources, including instruments, give good support to the teaching. However, the subject has not had as high priority as some others since the opening of the school. As a result, management of this subject has not been developed to include sufficient checks on teaching and learning or assessments of pupils' progress to guide planning and improvement.

PHYSICAL EDUCATION

144. By the end of both key stages, attainment levels of pupils are similar to those seen in most schools. Pupils completing Key Stage 1 move with good co-ordination and control. They work confidently on apparatus with an awareness of safety. They create and perform basic movement sequences. Pupils completing Key Stage 2 refine their sequence work through practice and by observing other children. In the more dynamic gymnastics work, limited basic skills restrict performance levels. For example, techniques of take-off, flight and (particularly) landing are not sufficiently secure. Almost all pupils learn to swim. Those who fail to reach the basic standard are given opportunities to receive extra coaching out of school hours.
145. Rotating dance, gymnastics and games in a three-weekly cycle, ensures that pupils benefit equally from all elements of the subject. Systems have been established, such as the apparatus layout in gymnastic lessons, to provide consistency and the promotion of good routines. The quality and range of resources enable pupils to have adequate space and maximum time on skills' development in the games lessons. The recently introduced curriculum plan of work ensures pupils move through appropriate steps in their learning to promote progress. It also provides teachers with detailed plans that give lessons variety and challenge.
146. Teaching standards are good at Key Stage 1 and satisfactory at Key Stage 2. Teaching seen in a Year 4 lesson was very good. In the best lessons, pupils are regularly expected to analyse both their own and other pupils' performances. Thinking, as well as physical skills, are exploited to the full. Other features of such lessons are the high quality planning undertaken in advance, the constant on-going assessments taking place during the lessons and the variety of challenges introduced. Such features result in pupils making maximum effort and concentrating well.
147. Leadership in the subject is good. Teachers are benefiting from helpful structures that have been established in the subject. The co-ordinator has undertaken a short series of lesson observations, enabling ideas to be shared. Resources are purchased according to identified needs. Good cross-curricular links are made with science (the body), on health issues and in music (for dance). Extra-curricular activities enhance the timetable provision. Teams represent the school at soccer and netball. Outside agencies, such as coaches from Manchester City, are invited on an annual basis. Good links are maintained with the lunchtime supervisory staff to promote games activities during playtimes. As a result of all these efforts, pupils are enjoying all aspects of the subject and standards are rising.

RELIGIOUS EDUCATION

148. The attainment of pupils at the end of Key Stage 1 in religious education is in line with the expected standard. All pupils, including those with special educational needs and those for whom English is an additional language, make satisfactory progress. The

attainment of the oldest pupils is below the level expected. They make unsatisfactory progress overall.

149. By the end of Key Stage 1, pupils are familiar with Bible accounts of the Nativity. They also have good recall of the Christingle service held at the school. Other faiths are studied. Pupils have an awareness of Hindu festivals and traditions, such as Divali customs. Good links are made with art, making Rangoli patterns and Divali cards. They discuss what makes a family member or a friend special to them. When considering school rules, they discuss aspects of courtesy and of showing consideration for others. Sensitive writing is produced by all pupils on the theme of 'Peace'. This is also well linked to considerations about 'Special Places'. These are thoughtfully selected and described, by each individual, as places (of sanctuary or refuge) where they feel safe.
150. Work of the same range and quality continues through Year 3. Bible stories feature well from both the Old and New Testaments. Pupils are introduced to aspects of Judaism, such as services in a synagogue. Social and moral issues are considered through stories and fables. However, after Year 3 the work planned is more fragmentary and lacks the same depth and progression. Little work of quality is recorded. In discussions, pupils from Year 6 have very little awareness of Judaism, Bhuddism or Sikhism. They are not familiar with the sacred texts of other religions. No visits or visitors have extended their knowledge or understanding of faiths other than Christianity. They have had few opportunities to develop a clear awareness of the spiritual aspects of life.
151. Only three lessons could be observed during the inspection and there is too little firm evidence of the quality of teaching for an overall judgement of quality to be made. One good lesson was seen in each key stage, but also one unsatisfactory lesson in Key Stage 2 where planning provided for little progress in religious knowledge or understanding. The inconsistency between these lessons reflects the fact that the planned curriculum is not yet effectively implemented in all classes, a situation evident in older pupils' patchy knowledge and understanding.
152. Leadership in the subject is satisfactory. There is a thorough policy document that provides clear guidance for the subject. It also makes good links with other aspects of the curriculum, such as pupils' personal and social education, their attitudes and values and their spiritual, moral, social and cultural development. The policy also aspires to develop opportunities to enable pupils to consider the deeper meanings and purposes of life. However, there has not yet been sufficient time to implement many of the laudable aims and objectives outlined in the document. The subject co-ordinator presently lacks an overview of the subject. No monitoring of pupils' work is undertaken. Consequently, inconsistencies in the school's provision in the subject have not been identified. The newly introduced long-term plan gives the structure in which all elements of the religious education syllabus can be delivered. Resources in the subject are very limited. However, newly purchased videos are already raising levels of teaching and learning. The school is rightly planning to undertake a review shortly to determine how well the new policy and scheme are being delivered.