

INSPECTION REPORT

BEAVER ROAD PRIMARY SCHOOL

Didsbury, Manchester

LEA area: Manchester

Unique reference number: 131939

Headteacher: Mrs P Thomas

Reporting inspector: Mr P Kemble
7269

Dates of inspection: 5th – 9th March 2001

Inspection number: 230157

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Beaver Road Didsbury Manchester
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Appropriate authority:	The governing body
Name of chair of governors:	Mr E Higgin
Date of previous inspection:	18 th November 1996

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7269	Mr P Kemble	Registered inspector	Information and communication technology History	What sort of school is it? How high are standards? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9780	Mr J Massey	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
11227	Mr J Moles	Team inspector	Equal opportunities Science Art and design	
30144	Mr E Hastings	Team inspector	Mathematics Physical education	How good are the curricular and other opportunities offered to pupils?
8845	Ms H Sumner	Team inspector	English Religious education	
12594	Ms M Jeavons	Team inspector	Special educational needs Design and technology	
25281	Ms J Peek	Team inspector	Areas of learning for children in the Foundation Stage English as an additional language Geography Music	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school was established in 1999 as the result of an amalgamation of separate infant and junior schools sharing the same site. It is a large primary school for boys and girls aged three to eleven. It serves the area of Didsbury in the south of the city of Manchester. There are 619 pupils on roll, comprising 327 boys and 292 girls, including forty-one children in the nursery. The urban area served by the school is one of above average social and economic circumstances. The percentage number of pupils (14.5 per cent) eligible for free school meals is below the national average. About a third of the pupils are of ethnic minority origin. The percentage number of pupils (18.73 per cent) who have English as an additional language is above the national average. The main language other than English is Urdu. Children enter the reception classes with attainment slightly above the national average in personal and social, language and literacy and mathematical skills. The percentage number of pupils (11.3 per cent) with special educational needs is below the national average. Pupils are organised into twenty-one classes, with three classes in each year group from reception to Year 6. The average class size is 28.9.

HOW GOOD THE SCHOOL IS

The school shows good levels of effectiveness. Standards are well above the national average and the average for similar schools. Pupils achieve well and make good progress overall. The quality of teaching is good overall. Provision for pupils with special educational needs and English as an additional language is good. The school is very well led and managed. The school provides good value for money.

What the school does well

- Standards of attainment in reading, writing, mathematics and science at the end of Key Stage 1 are above average.
- Standards of attainment in English, mathematics and science are well above average at the end of Key Stage 2.
- The quality of teaching and learning is good overall at the Foundation Stage and at both key stages.
- Pupils' attitudes to their work, their behaviour and personal development are very good; relationships are excellent.
- The promotion of pupils' spiritual, moral, social and cultural development is very good.
- Pupils are very well cared for; procedures for eliminating oppressive behaviour and racism are excellent.
- The school is very well led and managed by the headteacher and senior staff; teamwork amongst all staff is very effective.

What could be improved

- Arrangements for providing additional support for pupils with special educational needs and English as an additional language require closer monitoring by senior staff.
- The arrangements for identifying gifted and talented pupils require extending to include all curriculum subjects so that these pupils can be provided with a programme of especially challenging activities throughout each academic year.
- Governors' procedures for finding out how well the school is doing are largely informal and limit the extent to which they can evaluate the effectiveness of their decisions.
- More use could be made of information and communication technology to support pupils' learning in other subjects of the curriculum such as mathematics, science, geography and history.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The original infant and junior schools were inspected in 1996. The reports recommended improvements in information and communication technology standards, provision for pupils with special educational needs and English as an additional language, and assessment procedures for the junior school, and improvements to curriculum planning, deficit budgets and accommodation for both schools. These matters have been successfully tackled and satisfactory improvements made. Standards in information and communication technology have improved at Key Stage 2. Provision for pupils with special educational needs and pupils for whom English is an additional language has been improved. However, there are some organisational matters within the new school arrangements that require attention in these two aspects of school life. Procedures for assessing pupils' attainment and progress are good. Curriculum planning is now thorough and effective at both key stages. The school budget is well managed and contains a small planned surplus. Significant improvements to the accommodation have taken place, including the building of new classrooms and the installation of a computer suite. There have been improvements in several other areas of school life and the maintenance of good performance in others. Standards at the end of Key Stage 2, as shown by the results of national tests, have remained well above average. The provision for pupils' cultural development is now very good, particularly the development of pupils' awareness of life in a multicultural society. The range of extra-curricular activities has been extended. The school is well placed to meet its realistic targets to raise standards in the future.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	-	-	A	A
Mathematics	-	-	A	A
Science	-	-	A	A

Key

well above average A

above average B

average C

below average D

well below average E

The table shows standards to be well above the national average and the average for similar schools in English, mathematics and science. Inspection evidence shows that the standards achieved by the present Year 6 pupils are well above average, indicating that standards are being successfully maintained. Pupils make good progress overall from a slightly above average base on entry into reception. Standards in art and design are well above expectations. Standards in all other subjects are above expectations, with the exception of design and technology and information and communication technology, where standards are broadly in line with expectations.

At Key Stage 1, pupils make good progress. Standards of attainment are above average in all subjects, with the exception of design and technology and information and communication technology, where they are average.

In the Foundation Stage, children make good progress in the nursery and reception classes. By the time they enter Key Stage 1 classes, most children's standards are above those expected in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, and physical and creative development.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good; pupils enjoy coming to school, take care with the presentation of their work and show interest in their lessons.
Behaviour, in and out of classrooms	Very good; pupils are involved in writing codes of conduct and behaviour in each class and the vast majority behaves well at all times.
Personal development and relationships	Excellent; pupils show considerable respect for the feelings, values and beliefs of others. They show a mature approach to, and enjoy taking on, responsibilities.
Attendance	Good.

The few pupils with behavioural difficulties are very well managed and cause very few disruptions to other pupils' learning. Pupils are very polite and courteous to adults and visitors and enjoy talking to them.

TEACHING AND LEARNING

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

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

The quality of teaching and learning is good overall. About 80 per cent of the 113 lessons seen during the inspection were of at least a good standard, including about 30 per cent which were of very good quality or better. Three lessons were judged to be excellent. The remaining 20 per cent of lessons were satisfactory. There were no unsatisfactory lessons. In the Foundation Stage and at both key stages, activities are closely matched to pupils' needs and they make good progress as a result. The quality of teaching is very good in English and good in mathematics throughout the school. Teaching for pupils with special educational needs and English as an additional language is good. These pupils benefit from working out of the classroom on an individual basis or in small groups.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good; it has good breadth and balance with a good range of extra-curricular activities, educational visits and visitors to school.
Provision for pupils with special educational needs	Good; targets for improvement contain manageable steps matched to pupils' needs. Pupils receive good support from teachers in class lessons. More effective use could be made of the special co-ordinator's time at Key Stage 1.
Provision for pupils with English as an additional language	Good; pupils receive regular support in small groups, although the way these groups are organised requires review.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall; very good provision for pupils' social, moral and cultural development. Provision for the promotion of pupils' awareness of life in a multicultural society is a major strength of the school. Provision for the promotion of spiritual development is good.
How well the school cares for its pupils	Very good; teaching and non-teaching staff implement the school's policies for pupils' welfare, health and safety consistently throughout the school. They know the pupils very well and make accurate assessments of their social and academic progress.

The school's partnership with its parents is good and they are kept well informed about their children's progress. Staff make good use of assessment information to identify pupils who need additional support from special needs staff or in 'booster' classes.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good; the leadership of the headteacher is very good. Senior staff and subject managers have a good understanding of the school's strengths and weaknesses and what action they should take to raise standards.
How well the governors fulfil their responsibilities	Satisfactory; governors are very supportive of the work of the headteacher and staff and carry out their duties conscientiously. However, their procedures for assessing the effectiveness of their decisions rely heavily on the headteacher for information and this limits the extent to which they can judge the success of initiatives in the school improvement plan.
The school's evaluation of its performance	Good; the headteacher and staff have formal and systematic procedures for analysing the results of school and national tests and comparing the school's performance with that of others to identify areas for improvement.
The strategic use of resources	Good; effective use is made of the available resources, accommodation and expertise of staff to support pupils' learning. The school provides good value for money.

The headteacher has successfully established strong teamwork and high expectations amongst the staff of the new school through well-planned delegation and allocation of responsibilities. The school budget

supports initiatives in the school improvement plan well. Financial management and control are efficient and effective. Governors' understanding of the principles of best value is satisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>Parents state that their children:</p> <ul style="list-style-type: none"> • like school • make good progress • behave well in and out of school • are expected to do their best • become mature and responsible <p>They also state that the school:</p> <ul style="list-style-type: none"> • provides good teaching • is well managed and led • has staff who are available if parents have questions or concerns 	<p>A small minority of parents state that:</p> <ul style="list-style-type: none"> • their children do not get the right amount of homework • the school does not work closely enough with them • the school does not provide enough activities outside lessons • governors do not give sufficient attention to parents' views and opinions

Inspectors' findings support parents' positive views. The amount of homework is judged to be about right. Inspectors consider the school keeps parents well informed about school life with good quality newsletters and other forms of information and in this respect works closely with parents. However, inspectors agree that it would be helpful if parents were given more information at the beginning of each term about projects and themes to be covered. Inspectors judge the range of extra-curricular activities to be good but understand the disappointment expressed by some parents that there are no opportunities at the moment for pupils to represent the school in competitive football or netball matches against other schools.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The attainment of children aged three on entry to the nursery is average overall. Children make good progress in the nursery. As a result, when they start in the reception classes, the results of early assessments, called baseline assessments, show that the vast majority of children achieve levels that are slightly above those typical of four-year-olds nationally. By the time they enter Key Stage 1 classes, most children's standards are above those expected in personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical and creative development and their progress is good.
2. The results of the 2000 National Curriculum tests at the age of seven were well above the national average in reading and writing, and above average in mathematics. The results of teacher assessments in science were similar to the national average overall, but the percentage of pupils attaining the higher Level 3 was well above the national average. These results compare favourably with the average for similar schools, with reading and writing well above average and mathematics above average. Inspection evidence indicates that the attainment of the present Year 2 pupils is similar to the 2000 standards in reading, writing and mathematics. Standards in science are better, with pupils showing above average standards.
3. The results of the 2000 National Curriculum tests at the age of eleven were well above the national average and the average for similar schools in English, mathematics and science. The school has set appropriate targets for English and mathematics for 2001, which are slightly higher than those for 2000, which reflect accurate assessments of these pupils' likely attainment.
4. The 2000 results at the age of seven and eleven are the first for the new primary school after the amalgamation in 1999, so comparative results over time are not available. However, the results of the original infant and junior schools show that, since 1996, standards have risen at a steady rate, in line with the national trend at the age of eleven, and that the new school's results have successfully maintained this trend. Standards are high enough to be well above those found in similar schools.
5. Pupils with special educational needs make good progress towards the targets in their individual education plans in reading and writing. They benefit from good support from the special needs co-ordinator in withdrawal sessions, and from activities well matched to their needs in class lessons. Class teachers and support assistants often focus on these pupils in literacy and numeracy lessons and give them guidance in their learning. Pupils with English as an additional language receive good support. The support takes appropriate account of those at early stages of English as well as those who are more advanced but still need support with developing literacy skills across the curriculum. They make good progress in their learning and achieve similar standards to those achieved by other pupils. There is no significant difference in standards of different ethnic groups. Higher attaining pupils make good progress throughout the school because activities are invariably challenging and teachers' expectations of them are high. There is a small number of gifted and talented pupils who, although making good progress, do not have the opportunity to use their skills,

knowledge and understanding in special activities or projects to extend their learning even further.

6. Under the leadership of the headteacher and the deputy headteachers, the staff and governors are making effective use of national and school data on pupils' attainment to set realistic targets for improvement by the ages of seven and eleven. Groups of pupils in Year 2, Year 5 and Year 6, who have been identified as requiring additional support in literacy and numeracy, receive specific tuition in 'booster' classes. By the age of eleven, pupils have achieved the targets set in 2000 and the challenging targets for 2001 are likely to be met.
7. The implementation of the National Literacy Strategy has had a positive impact on pupils' reading and writing skills at both key stages. This is evident at Key Stage 1, where pupils are knowledgeable about favourite authors, illustrators and styles of writing. Pupils' imaginative use of words and phrases in their written work is of a particularly high standard. Standards of writing at Key Stage 2 have improved, with teachers promoting different styles and purposes for writing in several other areas of the curriculum. Teachers are implementing the National Numeracy Strategy well. Pupils at both key stages enjoy explaining their methods and giving reasons for their answers. Key Stage 2 pupils often tackle challenging group activities where they use their developing skills of problem solving and good recall of number facts to good effect. Standards in science at Key Stage 1 are improving as a result of a greater focus on experiments and investigations so that pupils use their developing skills, knowledge and understanding to make predictions and draw simple conclusions from their observations and results. The good standards in science at Key Stage 2 are largely due to the teachers' high expectations of what pupils can achieve. Standards in information and communication technology are average. Information and communication technology is being used to support learning in several areas of the curriculum, particularly at Key Stage 1, and this is improving at Key Stage 2 as teachers learn to make more effective use of the computer suite. Standards in religious education are above average at the end of both key stages because pupils respond well to the many opportunities provided to know and understand more about other faiths.
8. By the age of seven, standards in art and design, geography, history, music and physical education are above the expectations for pupils of their age and pupils make good progress. By the age of eleven, standards in art and design are well above average and progress is very good. Standards in geography, history, music and physical education are above the expectations for pupils of their age and progress is good. Standards in design and technology are average at both key stages.

Pupils' attitudes, values and personal development

9. Pupils' attitudes to school and to their work are very good overall and make a significant contribution to their learning. They are happy at school and take part willingly and enthusiastically in lessons and other activities provided for them. All teaching and non-teaching staff work hard to promote an interesting, supportive and

calm atmosphere in which pupils feel safe. As a result, pupils respond well to the good range of learning opportunities provided. Parents are very pleased with this aspect of school life.

10. Pupils in the Foundation Stage work and play well for extended periods of time and are often purposefully involved in their activities. In Key Stage 1, pupils listen carefully to their teachers, try hard to be successful and are keen to answer questions or talk about their work. In Key Stage 2, many pupils show a mature interest in their work, often answering questions with thoughtful well-considered responses. They pay close attention to what other pupils are saying in class discussions and take pride in presenting their work neatly. Throughout the school, pupils co-operate well in group activities and when sharing equipment. This is particularly evident during lessons in the computer suite, where groups of two or three pupils share one computer. Disputes are rare and higher attaining pupils often help lower attaining pupils when they encounter difficulties. Drama, music and dance activities are also characterised by the evident enjoyment gained by pupils from performing together.
11. Pupils' behaviour in the classrooms, around the school and in the playgrounds is very good. They move along the narrow corridors or in and out of the halls in an orderly and sensible fashion. Pupils are fully aware of teachers' expectations of their behaviour and contribute well to the standards of behaviour by drawing up codes of conduct within their own classrooms. There is a marked absence of bullying or oppressive behaviour. Parents report that pupils behave well out of school on educational visits and residential trips and are pleased with the standard of their children's behaviour.
12. Pupils' personal development is excellent. This is shown by the respect with which they treat the views, feelings and beliefs of others in class discussions, assemblies, religious education lessons and the celebration of festivals such as Christmas and Eid. Pupils' relationships with each other and with adults are a major strength of the school. They reflect the excellent example set by all staff. At playtimes, pupils play happily, harmoniously and responsibly together. Pupils are kind and friendly to one another and quick to help if someone has a bump or falls over. From the nursery onwards, teachers provide many opportunities for pupils to take responsibility and to be involved in the day-to-day running of their class and other aspects of school life. As a result, pupils become increasingly more willing to undertake tasks and carry these out efficiently and responsibly. In the upper part of the school, pupils are seen by members of staff as very much part of the school team and there is a strong element of mutual respect between teachers and pupils in Years 5 and 6.
13. Attendance levels are good. Pupils like coming to school and almost all arrive on time so that lessons start promptly.

HOW WELL ARE PUPILS TAUGHT?

14. The overall quality of teaching is good and makes a significant contribution to the good quality of learning found throughout the school. Of the lessons seen, about 80 per cent were of at least a good standard, including about 30 per cent which were of very good quality or better. Three lessons were judged to be excellent. The remaining 20 per cent of lessons were satisfactory. There were no unsatisfactory lessons. The consistently good standards of teaching are largely due to the priority given by the headteacher and governors to in-service training for teachers, the effectiveness of

procedures for monitoring and evaluating the quality of teaching and learning and teachers' commitment to the achievement of high standards.

15. The quality of teaching and learning at the Foundation Stage is good overall. Of the lessons seen, about 90 per cent were good or better, including about 30 per cent which were very good. The remaining lessons were satisfactory. The nursery and reception teachers provide stimulating and interesting environments, with colourful displays of children's work. Resources are mainly of good quality and quantity. As a result, children look forward to coming to school. In the nursery, activities are well planned to promote pupils' academic, social and physical development. For example, children were observed taking part in activities planned to extend their language and literacy skills. They chose items from a 'feely bag' and, by skilful use of questions, the teacher successfully encouraged children to talk confidently about what they thought the objects might be. Children who at first showed reluctance soon joined in as they realised how much fun others were having in their learning. In the reception classes, children also respond well to motivating activities. For example, pupils were observed learning that new growth appears in spring as they looked at trees and plants in the school environmental area. The class teacher and classroom assistant were skilful in encouraging children to discover and find out for themselves before sharing useful knowledge and information with them about what they had seen. Children's subsequent drawings and writing were of a good standard as a result of their interest in the activity. Where teaching has shortcomings, but is otherwise satisfactory, the pace of learning is too slow, for example in some mathematics and physical education lessons, and pupils are not sufficiently challenged by their tasks. Good support is given to children with special educational needs and English as an additional language, so they make good progress. Less effective is the organisation of the withdrawal groups from reception classes for children with English as an additional language. The children have a wide range of language skills, which makes it difficult to have a clear learning focus to meet all their needs effectively. Teamwork between teachers and non-teaching staff is very good and contributes significantly to the good progress children make. Assessments of children's skills made early in their first term in the reception classes are used well to plan activities that are matched to their needs.

16. At Key Stage 1, the quality of teaching and learning is good overall. Of the lessons seen, about 65 per cent were good or better, including about 25 per cent which were very good. The remaining lessons were satisfactory. Where the teaching is very good, teaching of basic skills is very effective. This is a characteristic of most literacy and numeracy lessons. Strong subject knowledge helps teachers to teach with confidence, and this is conveyed to pupils, who respond to teachers' enthusiasm. Expectations of what pupils can achieve are high. Relationships between teachers and pupils are excellent and, as a result, pupils respond to teachers' expectations and try very hard to achieve the standards set. For example, in a Year 2 literacy lesson, pupils enjoyed the challenge set by the teacher to invent alternative rhyming words as they studied a poem by Spike Milligan. The teacher maintained a very good pace to their learning by working with individuals and groups of pupils, sharing examples of good work and continually encouraging pupils to do their best. Pupils maintained their concentration and effort throughout the session and made very good progress as a result. Teachers manage and organise pupils very well so that

maximum benefit is gained from the time allocated to a lesson. Where teaching is less effective, but is nevertheless satisfactory, knowledge of a particular subject, such as geography or music, is not sufficiently strong and opportunities are missed to extend pupils' learning when they arise.

17. At Key Stage 2, the quality of teaching and learning is good overall. Of the lessons seen, about 80 per cent were good or better, including about 30 per cent which were very good and five per cent which were excellent. The remaining 20 per cent of lessons were satisfactory. The excellent lessons, a Year 5 literacy lesson, and art and design lessons in Year 4 and Year 6 classes, were characterised by teachers' exceptional subject knowledge, close links with other curriculum subjects and motivating and stimulating teaching which enthuses pupils to achieve high standards. Where there is effective teaching in other lessons, teachers have high expectations of pupils' attainments and presentation of their work. This is evident in pupils' books and folders and in many of the lessons seen at Key Stage 2, where pupils complete written tasks in neat, well-formed handwriting and draw diagrams and pictures with great care. Teachers are successful at matching work closely to pupils' needs. This means that pupils are moving on in their learning at a good pace in manageable steps. It also means that lower attaining and special needs pupils in particular develop good attitudes to their work because their achievements increase their confidence and self-esteem. Effective lessons are well resourced. For example, this is a characteristic of art and design, design and technology and science lessons. In these lessons, the flow of pupils' learning is maintained because there are no unnecessary interruptions caused through waiting to share equipment or unsatisfactory finished work resulting from use of inappropriate tools and equipment. Where teaching is less effective, but is satisfactory, pupils tackle similar tasks. As a result, work is too hard for lower attaining pupils and too easy for higher attaining pupils. This occurs in information and communication technology lessons in the computer suite. There are occasions when a small number of pupils are not paying attention as the lesson moves on and these pupils make slow progress as a result, for example in some information and communication technology and physical education lessons.
18. The quality of teaching for pupils with special educational needs is satisfactory. In withdrawal groups, the special needs co-ordinator has good relationships with her pupils and she uses praise well to motivate them and sustain their interest. Questions are used well to stimulate their thinking. Sometimes learning moves on at too fast a pace and opportunities are missed to reinforce pupils' learning. In classrooms, activities are often well matched to pupils' needs and teachers make effective use of support assistants to guide pupils through their learning. The quality of teaching for pupils with English as an additional language is good. Pupils of different abilities are fully involved at all times in classroom activities because teachers take considerable care to ensure all pupils have equal access to the curriculum. The school has started to identify pupils with particular talents in academic subjects and teachers are beginning to extend the work offered to these pupils. Some pupils who leave lessons for additional tuition, for example in music or for special educational needs or English language support, do not always receive instruction to aid their return to the lesson and rely on their classmates to explain what they have missed.

19. The quality of teaching and learning in literacy lessons is very good at both key stages and is a major strength of the school. Teachers have developed very good subject knowledge through in-service training and through effective monitoring and evaluation of their work by the subject manager and local education authority personnel. Other subjects of the curriculum are used very well to promote pupils' literacy skills and this is a key factor in the good standards pupils achieve in their writing. Drama is a regular feature of lessons and contributes significantly to pupils' well-developed speaking and listening skills. The quality of teaching and learning in numeracy lessons is consistently good, with well-planned and interesting activities. Teachers are particularly skilful at encouraging pupils to explain their methods of working and in promoting fast mental and oral calculations.
20. The quality of teachers' planning is good and is particularly effective in helping pupils to develop their skills in a continuous and progressive way between year groups and key stages. Teachers in each year group plan closely together and the benefits to pupils are evident in the equal opportunities provided for pupils of similar ages in different classes. Subject managers critically analyse teachers' planning on a regular basis and report their findings to the headteacher and to staff. Their work plays an important part in helping teachers plan interesting and motivating activities well matched to the needs of their pupils. The quality of day-to-day assessment is good and teachers show good judgement when deciding what individuals and groups of pupils should do next in order to extend their learning during a lesson. Homework is used effectively to support learning in literacy and numeracy in all classes and is often linked to classroom projects. For example, Year 1 pupils had carried out research at home about their parents' and grandparents' favourite toys to support work in history about 'old and new'.
21. The quality of teaching is good overall in science, art and design, design and technology, geography, history, music, physical education and religious education. It is satisfactory in information and communication technology, where skills are taught well but the computer suite is not used effectively enough to support learning in other subjects. Art and design lessons are characterised by teachers' very good subject knowledge and provision of a wide range of materials for pupils to use. Teachers link design and technology lessons well to other areas of the curriculum. Pupils do well in geography lessons because teachers use correct terminology and vocabulary and use maps and photographs to good effect to promote pupils' enquiry skills. History teaching is often good because teachers provide many opportunities to work with good quality artefacts and make very good use of visits and visitors to extend pupils' learning. In physical education, teachers give pupils responsibility from an early age to set out and put away apparatus and encourage pupils to evaluate their own and others' performance. Teaching in religious education is good because lessons promote pupils' respect for other people's values and beliefs.

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

22. The curriculum for children in the Foundation Stage is good, and provides a balanced programme incorporating the nationally recommended Early Learning Goals. Children have access to a wide range of suitable activities and experiences that prepare them well for work in Key Stage 1.
23. The quality and range of the curriculum and learning opportunities provided by the school at Key Stage 1 and Key Stage 2 are good. Evidence of this can be seen in the

very effective displays located around the school. Policy statements are in place for all subjects, well supported by schemes of work relating to nationally recommended schemes. The curriculum is well planned, broad and balanced, and provides many opportunities for pupils at all stages of learning to attain high standards. The National Literacy and Numeracy Strategies have been very successfully implemented. Teachers are now using these with great confidence and standards are continuing to rise. In addition to ensuring the literacy hour is effectively implemented, time has been set aside to allow for focus on the traditional skills of handwriting and spelling, and further opportunities for extended writing. The school has also afforded numeracy a high priority. Curriculum time is mostly well used so that the balance between subjects is appropriate. The time allocated for some physical education lessons is too short and does not allow pupils the opportunity to develop their skills sufficiently. Information and communication technology is taught satisfactorily in the computer suite but, with the exception of literacy, is not applied effectively enough across other areas of the curriculum, particularly at Key Stage 2. However, the installation of the computer suite has significantly improved provision.

24. The vast majority of pupils have good access to the full curriculum. However, some pupils go out of lessons, for example to receive instrumental tuition or additional support for academic subjects. The school tries to ensure that this does not occur during the same lessons each week and is largely successful in this, but there are occasions when pupils miss important parts of class lessons and they make slow progress in their learning as a result.
25. All statutory requirements, including the provision for daily acts of collective worship and religious education, are met. Drug awareness, health issues and sex education are well catered for through provision for pupils' personal, social and health education. A good range of extra-curricular activities extends the curriculum for pupils at both key stages, including music, French, keep-fit and football skills. There is a thriving after-school care club, also open to children from the wider community, which is very popular and well attended. There is some concern, however, amongst parents and pupils, that the school is unable to provide competitive team games as it has done in the past. The school's policy on homework is well known because it is widely publicised and is generally given good support by parents. Homework is used constructively to promote pupils' skills of independent research, as well as their literacy and numeracy skills.
26. Provision for pupils with special educational needs is good overall. The school has in place appropriate procedures for the identification of special needs, and for providing individual education plans, which are effective in helping pupils make good progress. Class teachers and classroom assistants work well together so that special needs pupils are supported as they work alongside other pupils in the class, in a small group or on a one-to-one basis with a support assistant. Other pupils regard this work as a perfectly normal occurrence due to the sensitive way in which it is handled by staff. Individual education plans are of good quality and reviewed regularly, with parents fully involved in the review process. Pupils with English as an additional language have their needs identified early and receive an appropriate learning programme across the curriculum. The curriculum offered promotes the diverse cultures of pupils in a positive and sensitive way. Pupils in Years 2 and 6, who have

been identified as requiring additional support in literacy and numeracy, are taught in 'booster' classes. Provision for pupils identified as gifted or talented is at an early stage of development. It is satisfactory, with work generally matched to their needs in class lessons and a programme of additional lessons.

27. The school enjoys very good links with the local community and these help pupils to develop knowledge and understanding about the community outside school. For example, ministers from local churches come into school to take assembly, and pupils visit nearby mosques, synagogues and churches. The local community police regularly run road safety and 'stranger danger' workshops in school. Musicians from Manchester's famous orchestra visit the school to contribute to the music curriculum and provide extra-curricular support. To extend pupils' curricular experience in history, the school arranges an extensive programme of visits to places of historical interest in and around Manchester. Annually, the older pupils get the opportunity to develop their skills at an outdoor education centre. A particular strength of curriculum provision is the way in which pupils are encouraged to take responsibility for themselves, as well as playing a full part in the life of the school by helping their teacher, or looking after younger pupils. As their social conscience develops, pupils raise money through raffles and bring and buy sales to help support people adversely affected by natural disasters such as earthquakes, famine or floods.
28. The school makes very good provision for pupils' spiritual, moral, social and cultural development. Provision for pupils' personal development is very good and reflects the school's aims well.
29. The promotion of cultural development is very good and a major strength of the school. Pupils are immersed in the study of, and respect for, many world cultures. For example, they study the Chinese New Year, exploring the cultural and artistic significance of creatures involved in the celebrations. They study Aboriginal art and learn of the importance of the animals and patterns central to Aboriginal life. The school arranges a special whole-day celebration of Eid to enable both pupils and parents to understand the significance of this festival to Muslims. They study a wide range of modern and historical western art. They study patterns and art from the Indian sub-continent and draw on these influences in textile work. They study the major religions of the world and have members of many faiths come into school to talk to them. As a result of these very good arrangements, pupils are well prepared for life in an interdependent multi-ethnic society.
30. Provision for pupils' moral and social development is very good. It makes a significant contribution to the school's very good ethos and fully reflects aspects of the school's declared aims and values. Pupils' understanding of the difference between right and wrong is well developed and is reinforced by the very good role models provided by staff. Teachers successfully encourage pupils from the nursery onwards to understand what constitutes responsible behaviour and conduct in all aspects of their life in the school community. For example, Year 6 pupils debated the merits of vivisection. Other pupils discussed the moral dilemmas that might face the crew of a sinking ship if some of the crew had to be cast adrift. Some pupils expressed concern at the litter that may result in space from manned and unmanned exploration of the universe. The very caring and friendly atmosphere within the school is the result of pupils and parents being encouraged to play a full part in school life and be involved in whole-school activities. Pupils are expected to care for each other, help visitors to the school and take on appropriate activities around the school. In lessons, pupils are expected to develop an independent approach to their learning whilst, at the same time, co-operating well together when required. The mature attitudes which result

from such universal encouragement throughout the school play a significant part in the pupils' rate of learning.

31. Provision for pupils' spiritual development is good. Teachers' enthusiasm for learning in creative subjects enables pupils to experience the awe and wonder of aspects of the natural world. For example, teachers draw pupils' attention to buds bursting out on a tree and help them appreciate human achievement in art, history and science. Pupils were observed marvelling at the magnitude of space and the complexity of putting a human being on to the moon, whilst on a visit to a science museum. Teachers and pupils share the excitement of stories, the imagery in poems and artwork and the pleasure of pupils' achievements. Opportunities are missed in some lessons and assemblies for pupils to think about what they have just learnt or heard. Pupils are not always encouraged to pause and reflect on what they have achieved in a lesson, or to remain quiet after a piece of music has concluded or to think about what a story may mean for them.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

32. The school's procedures for ensuring pupils are safe and their individual needs recognised are very good and a major strength of the school. The high standards of care are much appreciated by parents.
33. Child protection procedures are well organised and all staff in daily contact with pupils are aware of the need for vigilance and know what to do if they have concerns. Health and safety procedures are very clear and inspections are regularly carried out, helped by good liaison with experts from the fire service and the local education authority. Emergency evacuation procedures are very good and are practised at least once per term. During the school day, there are always members of staff on site trained in first-aid and they deal effectively with minor bumps and bruises. Sex education is covered well, partly through the science curriculum and partly through help from the school nurse. Pupils are made aware of the dangers of substance abuse in science and personal and social education lessons. Teaching is carefully planned to match pupils' ages and includes advice on hygiene and a healthy life style.
34. The school very effectively promotes good behaviour and responsible attitudes in its pupils and arrangements for eliminating oppressive or discriminatory behaviour are excellent. Teachers and pupils are involved in establishing codes of conduct within each classroom and this contributes to the very good behaviour which is a common feature of class lessons. Pupils are familiar with teachers' expectations of their conduct in and around school. Unkindness and bullying are strongly discouraged and instances are rare. When they do occur, strategies and procedures to resolve them are well developed and implemented. There have been no exclusions. The excellent racial harmony within the school is partly due to the development of responsible attitudes and respect for others that the school promotes.
35. Procedures for monitoring attendance are good. Registration procedures fully meet statutory requirements. Most pupils attend regularly and arrive on time. Teachers and administrative staff follow up any unusual absences or repeated lateness, with help from the education welfare officer when needed. Parents report that they are fully aware of the procedures they are expected to follow if their children will not be attending school.

36. Procedures for monitoring pupils' academic performance and personal development are good. Teachers know their pupils very well and notes are kept in pupils' individual files which track their personal and social development. When the amalgamation of the infant and junior schools took place, the assessment co-ordinator led the development of new procedures and systems for assessing and recording pupils' attainment and progress from the nursery to Year 6. The resulting procedures are effective and are contributing well to the establishment of whole-school, year group, class and individual targets for improvement.
37. Assessment procedures for the Foundation Stage are good. Teachers assess children's skills thoroughly on entry to the nursery and reception, and again at the end of reception. During everyday observations, teachers record children's progress towards meeting the Early Learning Goals. They use the results of assessments and baseline tests effectively to group children, monitor progress and to plan future lessons.
38. At Key Stages 1 and 2, results of national and school tests and teacher assessments are carefully analysed and the outcomes shared with staff. This leads to adjustments and alterations being made to teachers' planning so that they can focus on areas for improvement that have been identified. Good use is made of graphs and charts to illustrate the pattern of results and to see how effective the school is at improving these scores. Data is continually monitored by comparing it with data from the national tests. Subject managers collect samples of pupils' work, which are given a level that reflects pupils' attainment. This helps staff to identify appropriate attainment expectations for each year group and how much support pupils will require. As a direct result of data analysis and work sampling, the headteacher and governors have made the decision to put in additional curriculum support such as 'booster' classes, and to set some year groups for writing, in order to ensure all pupils realise their potential through improved levels of attainment.
39. Pupils' individual records of achievement are regularly updated, and these contain an annual programme of assessment. Good use is made of assessment information to set targets for pupils in each year group. These targets are shared with pupils and their parents. Teachers make very good use of learning objectives in their planning and assess pupils' work against them. The results are shared with pupils, who are often involved in reviewing their own progress so that new individual targets can be set for them.
40. Procedures for monitoring the attainment and progress of pupils with special educational needs and English as an additional language are satisfactory. Pupils' progress is effectively reviewed on a regular basis by the special needs co-ordinator and the co-ordinator for pupils with English as an additional language, but involvement of senior staff, class teachers and support assistants in the monitoring process is not sufficiently systematic or formalised. Class teachers are, however, fully aware of their responsibilities in relation to the pupils in their class.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. Taken overall, the school's partnership with parents is good. The vast majority of parents who returned the questionnaire or attended the pre-inspection meeting reported that their children like coming to school. Parents are happy with the education and care provided for their children and consider that they make good progress and behave well as a result of good teaching and high expectations. Parents consider that the school is well led and that their concerns and problems are listened to and acted upon. Parents are particularly pleased that their children are helped to become mature and responsible. A minority of parents feel that their children do not receive the right amount of homework and that the school does not work closely enough with them or keep them well enough informed about their children's progress. A small minority of parents has reservations about the behaviour of older pupils, a concern at the time of the previous inspection of the junior school.
42. The quality of information provided for parents about the work of the school and of individual children is good. Letters and the school newspaper are of good quality, informative and well presented. However, parents receive very little information each term about what their children will be covering in their lessons. Almost all parents come to the open days to review their children's work and many attend information sessions about new activities such as the introduction of the National Numeracy Strategy. Arrangements have been made to hold parents' meetings in the afternoons as a direct response to requests from a majority of parents, but the school accepts that, for some parents, afternoon or evening meetings are difficult to attend. However, the headteacher, teachers and administrative staff are readily available, particularly at the beginning and end of the school day, to deal with individual concerns or discuss individual children's progress with parents. Teachers' accessibility successfully encourages regular parent contact, helping the school to maintain good communications and relationships with parents. Annual reports to parents are satisfactory. They describe clearly the work covered in all subjects and indicate to parents areas for their children's future development. Parents of children with special educational needs and English as an additional language are kept well informed about their children's progress and are involved in annual reviews.
43. The contribution which parents make to their children's learning at school and at home is good. Children are often well motivated and prepared for school when they start in the nursery and reception classes. Parents are supportive of the school's homework policy, and regularly hear their children read or help them with projects. The amount of homework is similar to most other primary schools and teachers accommodate parents who contact them to discuss the possibility of increasing or decreasing the amount their children receive. A few parents help in the classrooms, mostly in Foundation Stage and Key Stage 1 classes, and many more help with visits and trips. The Friends of Beaver Road organisation arranges several well-attended social events during the year and raises useful funds for the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

44. The leadership and management of the headteacher and key staff are very good. The headteacher provides a very clear educational direction to the life and work of the school. She has made a significant contribution to the development of the new school since its formation in 1999. She has been particularly successful in maintaining many of the strengths of the previous infant and junior schools reported at the time of their inspections in 1996. She has created an identity for the new primary school through

the revision of its aims, the establishment of strong teamwork amongst all staff and the development of a shared commitment to raising standards.

45. The headteacher receives efficient and effective support in her work from two non-classed based deputy headteachers. They held these posts in the infant and junior schools prior to the amalgamation. As a result, their experience and expertise have played an important part in bringing the teaching and non-teaching staff together and establishing new policies, systems and procedures for the effective management of the school.
46. One of the key reasons for the success of the headteacher and deputy headteachers is the implementation of very good procedures for monitoring and evaluating the quality of teaching and learning. Teachers' planning is carefully monitored on a regular basis and all teachers are observed teaching. Results are discussed with staff, evaluations made and areas for improvement identified. The headteacher is promoting this good practice amongst subject managers. As a result, they have a good understanding of strengths and weaknesses in their subjects and what action they need to take to improve standards. The literacy and numeracy managers have been particularly successful in raising standards through classroom observations. Not all subject managers have the opportunity to observe colleagues teach, for example managers for design and technology and information and communication technology, but there are useful plans in the school improvement plan to increase the time available for them to carry out this aspect of their monitoring role.
47. The aims of the school are very well reflected in the strong emphasis placed on pupils' personal development. Teaching and non-teaching staff apply policies consistently throughout the school and, as a result, there is a very caring and supportive atmosphere, relationships are excellent and pupils' attitudes to their work and their behaviour are very good.
48. The headteacher and staff are well supported in their work by the members of the governing body. Governors take their responsibilities very seriously and the various committees and the full governing body meet regularly each term. Governors work closely with the headteacher in identifying priorities for action each year and these are well documented in the school improvement plan. The school improvement plan is a very useful working document because of the detailed action plans drawn up by senior staff and subject managers, which provide a good basis for the monitoring and evaluation of the success of initiatives. As a result, the headteacher has a clear understanding of how well the school is meeting its targets term by term. Governors' procedures for assessing the effectiveness of their decisions are largely informal. Several governors either work in or visit the school on a regular basis and all but one is a parent of a child in the school. This means that governors have a satisfactory overview of school developments in most aspects of school life. However, the lack of more formal and systematic procedures for gathering information means that they rely too much on the work of the headteacher and staff to determine the success of priorities in the school improvement plan. Governors are aware of this and they have useful plans to implement procedures to gather more information for themselves about how well the school is meeting its targets for improvement.
49. There is a good link between the school's educational priorities and its financial planning. It employs a financial adviser to support the headteacher in the allocation of the annual budget to the key priorities set out in the school improvement plan. The adviser supports the school well by monitoring income and expenditure on a monthly basis. Governors are kept fully informed. Management of the budget is efficient. Until

recently, it has been in deficit, but effective use of savings and grants associated with the amalgamation of the two schools has helped to resolve the situation. The school receives a range of grants linked to specific purposes such as support for pupils with special educational needs, and these are used efficiently and effectively. Governors do not make full use of strategies for ensuring best value in decisions about spending but their understanding of these is developing satisfactorily. They do, however, look closely at value for money when purchasing services. Governors control their own spending procedures and this allows them to negotiate discounts, to time payments to best advantage and to benefit from interest on balances. Good financial management is promoted by very efficient financial administration, which includes effective use of computerised recording of transactions. Recommendations in the most recent audit have been implemented. Spending per pupil is broadly in line with the national average. The school provides good value for money.

50. The co-ordinator for equal opportunities is very experienced, well trained and committed to ensuring equal access for all pupils to a full curriculum. The school has started to identify pupils who have high attainment in literacy and numeracy and some special provision is made for them. However, the co-ordinator is aware of the need to make this identification for other subjects and to refine assessments further to specifically identify gifted and talented pupils so that specially targeted provision can be made for them. The school analyses its assessment data against gender and ethnicity and looks out for any imbalance that may occur. The management of the school is fully committed to preparing pupils to take a full part in an interdependent and multi-ethnic society and is successful in this.
51. Arrangements to co-ordinate the provision for pupils with special educational needs are satisfactory. The co-ordinator has been reviewing procedures to establish a consistent approach to provision across the whole school since the amalgamation. She is aware that currently there is a greater emphasis on support for pupils at Key Stage 2 than there is at Key Stage 1. This means that her time is not used as effectively as it might be to benefit pupils equally at both key stages. The reason for this is, that whilst the special needs co-ordinator works hard and contributes significantly to the progress made by pupils with special educational needs, her work is not monitored sufficiently closely by senior staff to make sure that arrangements are regularly analysed and evaluated. Pupils' individual education plans are of good quality, with manageable and achievable targets. Parents are kept fully informed about their children's progress.
52. Arrangements to co-ordinate the provision for pupils with English as an additional language and the support of minority ethnic pupils is good. It is appropriately monitored by the ethnic minority achievement service. The additional grant received is effectively used for the stated purpose. Less effective is the organisation of the withdrawal groups of children with English as an additional language in the three reception classes. The children have a wide range of language skills and teaching such mixed groups makes it difficult to meet all their needs effectively.
53. The quality and quantity of teaching staff is good and all are well qualified to deliver the requirements of the Early Learning Goals and the National Curriculum. Many are very experienced, though several more recently qualified members of staff have been appointed in the last few years to achieve a blend of experience and new ideas. Their contributions are regularly monitored by the headteacher and roles regularly reviewed. For example, the effectiveness of maintaining two non-class based deputy headteachers is given regular consideration by the headteacher and the governors and several alternative uses of their expertise, as the school develops, have been

discussed. Specialisms are taken into account well when subject management roles are allocated. Subject managers are effective in keeping their colleagues up-to-date, monitoring their planning and providing them with advice and resources. They have few opportunities to observe the quality of teaching in their subjects but the headteacher and governors are aware of this and have useful plans in the school improvement plan to release teachers for this purpose. Very good teamwork is evident throughout the school.

54. Non-teaching members of staff make a significant contribution to pupils' learning in the quality of their work. The partnership with teachers is very effective and they give good support within the nursery and all classes in the main building. However, the monitoring of the deployment of non-teaching staff, although satisfactory, is not sufficiently systematic to make sure that staff are always being used as effectively as possible. For example, support staff sometimes spend too long unoccupied in classrooms during introductions to lessons. Reception classes have support assistants, though only the class with the youngest children benefits from full-time support. Administrative staff are very efficient and helpful and provide the school with welcoming points of contact for parents and visitors arriving at the school. Lunch-time supervisors, the site manager and cleaners work hard and contribute well to the efficient and effective management of the school.
55. The school is committed to an effective policy of investing in all members of staff to achieve the best possible support for pupils' welfare and progress. Training has been provided for staff ranging from middle managers to lunch-time supervisors. Training for teachers is matched closely to school improvement priorities.
56. Effective use is made of the accommodation, but there are several problems associated with the school site and buildings, despite improvements made in response to issues in the previous infant and junior schools' inspection reports. Classrooms are rather small and have little storage space, so that they quickly become congested when practical activities are underway. The covered walkways, or corridors, connecting the classrooms are in need of repair or replacement. They are cold in winter and very hot in summer, draughty and leak in wet weather. The floors create a potential slipping hazard when they are wet. Teachers make very effective use of the corridors to display and celebrate pupils' work. However, library books are accommodated in some parts of the corridors, which is not ideal. Both halls are small and, as a result, it is never possible to gather the whole school together for assemblies or other events. Five new classrooms currently under construction will replace the existing poor quality temporary classrooms. However, they are sited on a large part of the school playing field and the remaining grass area will be unsuitable for games or other outdoor activities. Toilets, particularly those used by the older girls, are much in need of refurbishment and there are plans for improvements to be carried out in the near future. Playground areas for the high

number of pupils are small and congested but the school manages the use of them well. Plans have been drawn up for a programme of improvements to the play areas, once the construction and demolition activities are over, and as funds become available.

57. Learning resources in most subjects are at least adequate to support the teaching of the National Curriculum. The range of resources is appropriate to pupils' ages and needs and reflects the cultural diversity of the school in a positive way. In information and communication technology, resources have been significantly improved over the last two years. However, there is a shortage of hardware and software to support improved learning in several areas of the curriculum such as control technology. Key Stage 2 classes would benefit from a computer in each classroom to complement the good work now going on in the computer suite. There is a shortage of tools for design and technology. Resources are well stored in central resource areas and classrooms and are easily accessible to staff and pupils. Each class has a satisfactory range of fiction books and there is a wide range of books in the corridor library areas, all in good condition. The school makes good use of resources beyond the school to extend the curriculum.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise standards further, the governors, headteacher and staff should:

1. Review the arrangements for the support given to pupils with special educational needs (SEN) and those with English as an additional language (EAL), particularly at Key Stage 1, so that:
 - i) the SEN co-ordinator's procedures for monitoring and evaluating the progress of special needs pupils at Key Stage 1 are similar to those carried out for Key Stage 2 pupils;
 - ii) monitoring and evaluation of the progress made by pupils with special educational needs involves senior staff on a regular and systematic basis;
 - iii) EAL pupils withdrawn from reception classes are grouped more closely by ability so that their specific needs can be more effectively met by the EAL co-ordinator.(Paragraphs: 15, 51, 52)
2. Extend the existing arrangements for identifying pupils who are gifted and talented so that provision can be made to provide a programme of especially challenging activities for them throughout each academic year.
(Paragraphs: 5, 18, 50, 86, 90)
3. Introduce more formal and systematic procedures for governors to gather information for themselves about the life and work of the school on which to base evaluations of the effectiveness of their decisions.
(Paragraph: 48)

4. Improve the use of information and communication technology to support learning across the curriculum by:
 - i) continuing to evaluate the most effective ways to use the computer suite;
 - ii) extending the range of software available to teachers in subjects such as mathematics, science, geography and history;
 - iii) providing, when finances are available, computers in Key Stage 2 classrooms.
(Paragraphs: 7, 17, 21, 23, 114, 118, 121, 122, 123, 131)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

1. Make sure that pupils withdrawn from lessons for additional tuition or specialist support are able to cover learning they miss whilst out of the classroom.
(Paragraphs: 18, 24)
2. Review the deployment of non-teaching staff to make sure that they are being used efficiently and effectively throughout the school.
(Paragraph: 54)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	113
Number of discussions with staff, governors, other adults and pupils	49

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	30	46	21	–	–	–

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)	41	619
Number of full-time pupils known to be eligible for free school meals	0	87

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	0	70

English as an additional language	No of pupils
Number of pupils with English as an additional language	116

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	5.0
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	48	43	91

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	43	42	44
	Girls	43	39	42
	Total	86	81	86
Percentage of pupils at NC level 2 or above	School	95 (n/a)	89 (n/a)	95 (n/a)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	38	43	43
	Girls	41	40	40
	Total	79	83	83
Percentage of pupils at NC level 2 or above	School	87 (n/a)	91 (n/a)	91 (n/a)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	46	46	92

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	41	40	45
	Girls	41	37	40
	Total	82	77	85
Percentage of pupils at NC level 4 or above	School	89 (n/a)	84 (n/a)	92 (n/a)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	41	39	44
	Girls	43	39	41
	Total	84	78	85
Percentage of pupils at NC level 4 or above	School	92 (n/a)	86 (n/a)	93 (n/a)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	12
Black – African heritage	0
Black – other	30
Indian	4
Pakistani	65
Bangladeshi	20
Chinese	4
White	374
Any other minority ethnic group	29

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)	26.5
Number of pupils per qualified teacher	26.9
Average class size	28.9

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	33

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	41

Total number of education support staff	3
Total aggregate hours worked per week	65

Number of pupils per FTE adult	10.3
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	1,085,650
Total expenditure	1,102,443
Expenditure per pupil	1,589
Balance brought forward from previous year	40,314
Balance carried forward to next year	23,521

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	678
Number of questionnaires returned	131

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	35	5	0	0
My child is making good progress in school.	51	45	3	1	0
Behaviour in the school is good.	40	53	6	0	2
My child gets the right amount of work to do at home.	30	47	12	6	5
The teaching is good.	50	47	2	1	2
I am kept well informed about how my child is getting on.	36	49	13	1	2
I would feel comfortable about approaching the school with questions or a problem.	60	31	7	0	2
The school expects my child to work hard and achieve his or her best.	64	33	2	0	1
The school works closely with parents.	29	45	18	3	5
The school is well led and managed.	58	32	2	1	6
The school is helping my child become mature and responsible.	54	41	1	0	4
The school provides an interesting range of activities outside lessons.	30	42	18	3	8

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

58. The attainment of children on entry to the nursery is average overall. Children receive good teaching and make good progress in all the nationally recommended learning areas, or Early Learning Goals. This means that standards on entry to the reception classes in September or January are slightly above average. Nearly all the children entering reception have attended the school's nursery or have had other pre-school experience. They continue to make good progress and, by the end of the reception year, they are likely to exceed the standards set for children aged five in personal, social and emotional development, communication, language and literacy, mathematics, knowledge and understanding of the world, and physical and creative development. This is confirmed by the assessments the school makes.
59. Parents appreciate the good start given to their children. Good teamwork between the teachers in the nursery and the three reception classes means that they plan together effectively, so there is good progression in children's learning. Children with English as an additional language and those with special educational needs receive an appropriate learning programme which helps them make good progress and achieve appropriate standards.

Personal, social and emotional development

60. Children quickly adapt to their nursery and reception classes in response to the good quality of teaching and support they receive. They feel secure in the welcoming atmosphere and happily settle into the learning routines. They are successfully encouraged to join in all activities, with staff giving the less confident children time and encouragement to explore new situations. This leads to trusting relationships and children co-operating well with each other in class and small group activities. Children effectively develop an awareness of the feelings of others. For instance, in the nursery, a boy quickly went to hug his friend, who was crying, to help in comforting him. Members of staff carefully organise and label resources so that they are easily accessible to children, enabling them to select activities and use resources independently. They effectively encourage the children to become increasingly responsible. In the reception classes, for example, children take it in turns to be responsible for putting on a music tape, which creates a happy atmosphere while they drink their milk. Children in both years show independence in dressing and personal hygiene.
61. All adults provide good role models for children. They set clear, high expectations for behaviour and always treat each other and the children with courtesy and respect. Children in the nursery and reception classes respond well and their behaviour is good. They use 'please' and 'thank you' and are eager to help. They understand the class rules, look after equipment carefully and develop an understanding of the need to take turns and share fairly. Children are very keen learners. For example, nursery children were fascinated when they investigated a range of old household utensils brought in by a mother and father to help them develop a sense of 'old' and 'new'. Reception children concentrate well and try hard to do their best. A good example was in a music lesson, when the teacher accurately agreed they were 'spot on' when responding to 'boom, chikka, boom' rhythm training.

Communication, language and literacy

62. By the time children end the reception year, they are likely to exceed expectations. The quality of teaching in the nursery and reception classes is good, particularly of the basic skills. As a result, children make good progress and achieve good standards in speaking, listening, reading and writing. The school has a higher percentage than average of children with English as an additional language and teachers take care in lessons to identify and use new vocabulary which helps these children to make good progress.
63. Children listen very well and carry out instructions accurately, for instance, in their movement lesson. They talk confidently with each other and adults. Those with limited language skills communicate their meaning simply but confidently such as when sharing their news. Teachers successfully include all children with their skilled use of questions. When possible in the nursery, they use the second language skills of visiting mothers, such as a French speaker, to support children with limited English. All adults use talk to good effect and are good listeners, showing children that they value their efforts at communicating.
64. In both the nursery and reception classes, children enjoy listening to stories and looking at books. They handle books carefully and eagerly wait for their turn to listen to a taped story through headphones. Even three-year-olds in the nursery soon understand that print carries meaning and goes from left to right. They point to pictures in information books on the shelf table and ask 'What's this?'. Children's interest in reading is promoted very effectively by lively reading from their teachers during whole-class reading sessions. They respond enthusiastically and enjoy acting out simple stories and spotting rhyming words. For example, reception children with English as an additional language listened carefully to a traditional tale and successfully developed their confidence by speaking the parts of animals. Nearly all children eagerly read familiar parts with expression and try to guess what will happen next. They know the meaning of author, title and identify punctuation marks such as a question mark.
65. Children receive good phonic teaching and correctly link the sounds and names of letters. Teachers have organised interesting writing areas in all classrooms. This means nursery children confidently play write, using the supplies of paper, boards, pens and pencils readily available for them. They know writing is for different purposes such as shopping lists, letters and envelopes. In reception, nearly all children write their own name unaided and the high attainers write independently and spell simple words correctly. Teachers develop children's handwriting effectively through a carefully structured approach. Occasionally, the written independent work, planned in literacy for the youngest reception children who are in their first term at school, is too difficult for them to achieve unaided.

Mathematical development

66. Children make good progress in developing numeracy skills in the nursery and reception as a result of the good quality of teaching. By the end of the reception year, most children will have exceeded the standards expected for mathematics. They all count to ten and many count well beyond, some counting in tens up to 100.

They enjoy playing number games, especially when the teacher uses fun methods such as helping a rabbit puppet spot missing numbers in a sequence and singing number rhymes. They recognise odd and even numbers on houses.

67. Teachers build very effectively on children's knowledge and provide good opportunities to discover new knowledge through practical experience. Children know the names of the shapes such as square, rectangle, circle and triangle and make effective shape houses. They quickly recognise colour patterns. Members of staff promote numeracy well throughout the day, for example, by asking questions such as how many more and less when giving out equipment.

Knowledge and understanding of the world

68. The quality of teaching is good in this aspect of children's development. Consequently, children in the nursery and reception are confident investigators. They show a great deal of curiosity when identifying features of things they are observing. Teachers channel this enthusiasm well and provide a wide variety of learning experiences. For instance, children in the nursery look closely at a cowrie shell and describe the underside as being 'like teeth'. In the reception classes, children know that plants start to grow in spring, because their teachers have shown them daffodils in bud outdoors and in full flower indoors. They delight in each new discovery in the school garden such as new leaves growing on a rose bush, 'Wow! It's amazing. Look!'.

69. By the time they enter the reception classes, children have a good awareness of where they live. They confidently describe features of the new school buildings. They understand that people have different jobs and, in their shop, they take turns at playing the customer or the shopkeeper. Children confidently use equipment, such as a computer, to support their learning. They use the mouse independently in the nursery to click on a talking program with facts about pond creatures and confidently play audio tapes.

Physical development

70. Children make good progress in their physical development and they are likely to exceed expected standards at the end of reception. The quality of teaching is good in the nursery and reception classes. Teachers appropriately develop children's awareness of moving safely in large spaces such as the hall and outdoor play area. They ensure that nursery and reception children have an effective mix of free play and structured activities and provide a wide range of opportunities. For instance, they pedal wheeled toys and climb on large outdoor apparatus. In reception, children run, jump, skip, hop and balance. They move confidently and with good control along small apparatus, exploring different ways of using their hands and feet to travel. Teachers effectively teach children to move apparatus and they do this safely with little support.

71. Children have good opportunities to use a range of tools, objects and construction toys with increasing skill. They help children gain control of the finer movements required for sewing and threading. Children cut and stick materials accurately, for example when making number books.

Creative development

72. Children's creative development exceeds standards expected and they make good progress in music, art, dance and imaginative play. The quality of teaching is good in the nursery and reception classes. Members of staff teach them to develop a good sense of rhythm. They enjoy making music, singing and putting appropriate actions to songs. For example, a nursery nurse successfully led a group of children to accompany a singing tape on percussion instruments and experiment with banging and scraping sounds. One child confidently led the group with green start and red stop signs. In reception, teachers use very effective methods in music, so children's learning is very good. For instance, the lesson starts with the teacher chanting, 'Have you got your singing/loud/soft voice?' encouraging the children to listen carefully so that they reply enthusiastically with the correct response.
73. Teachers provide good opportunities to explore a range of media and materials. Nursery children model with a range of construction materials. They selected from a range of materials and joined them together to build a house. They enjoy experimenting with clay, rolling it out and creating patterns. Children confidently draw, paint and print to create a desired effect. In a reception class, children drew some striking chalk and crayon street pictures in the style of Lowry. They concentrated very hard as they carefully observed and drew pencil sketches of flowers in the garden.
74. Children confidently take part in imaginative play such as wearing safety helmets in the nursery's building site corner. Appropriate teacher intervention effectively guided a group of boys and encouraged them to develop their ideas for building an aeroplane, when their imaginative play had become aimless. Teachers use a good mix of directing activities to develop specific skills and allowing children to learn by playing freely.

ENGLISH

75. Standards in English are well above the national average for both seven- and eleven-year-olds. National tests in the year 2000 indicated that the school's results by the end of Key Stage 2 were well above those for similar schools. More detailed analysis shows that Key Stage 1 pupils performed rather better in reading than in writing. Over half of them achieved an above average level in reading, with only one in four doing so in writing. This difference was highlighted at the time of the previous inspection of the infant school, when relative weaknesses were observed in handwriting and spelling. A third of Key Stage 2 pupils achieved above the nationally expected level for their age in the year 2000 tests, with over half achieving the expected standard for eleven-year-olds. The school exceeded its attainment target for the year and has set a slightly higher challenge for pupils in 2001. Girls achieved at a marginally higher level than boys; the differences in attainment were not significant.
76. Inspection findings are broadly in line with these results, though there are indications of improvements following recent developments in teaching strategies such as the increased use of role-play to enhance speaking and listening skills, a further emphasis on grammar and the broadening of the range of writing opportunities for older pupils. Behind these initiatives lies the key principle which informs all of the school's provision for English – that English is the foundation for all learning that takes place in the school. This leads to an integration of literacy opportunities into the curriculum as a whole, benefiting pupils' attainment in both English and the subjects which it supports.

77. Key Stage 1 teachers provide positive encouragement for pupils to ask, as well as to answer, questions and contribute ideas. They use a motivating and effective range of strategies to further enhance their skills. For instance, a class of Year 1 pupils developed a dramatisation of the 'Three Little Pigs' story, various groups of pupils showing great confidence as they rehearsed their lines in unison. In a similar class, pupils engaged in role-play of 'Little Red Riding Hood'. This involved pupils asking relevant questions of the main character, who answered questions whilst remaining in role. By Year 2, pupils compose and recite nonsense poems, catching both rhythm and rhyme. In this lesson, one pupil suggested that the poems would be improved if appropriate tones of voice were used for the various characters, an idea to which the class responded with enthusiasm.
78. By the end of the key stage, the seven-year-olds are careful listeners and keen to express themselves, skills they develop and use to good effect during Key Stage 2. Year 3 pupils, for example, framed relevant and well-worded questions as they interrogated a pupil acting the part of a Roman emperor. By the end of Key Stage 2, pupils engage in topical discussions based on news items. They listen intently to the views of others and are keen to contribute their opinions using well-framed sentences. Teachers provide excellent leadership in these discussions, introducing their own questions to guide and add depth to the argument where necessary. As a result, pupils make good progress and achieve well above average levels of attainment in speaking and listening skills.
79. Attainment in reading is a strength of the school. The results of the national tests for seven-year-olds indicated well above average performance compared with schools generally. Inspection confirms this conclusion. The nursery children soon learn to handle books correctly and to enjoy reading. Many have books at home, a pattern which is evident throughout the school. They recognise that books provide access to stories, which they soon attempt to re-tell using pictures as a guide. By the end of the reception year, most recognise a range of common words and appreciate that written words are based on the sounds of letters.
80. In Year 1, pupils learn to read with confidence. Higher attaining pupils confidently use several strategies to interpret text and correct themselves as they go along. They show good understanding of plot and characters and use the index and contents lists to find information. Teachers encourage the development of dictionary skills and introduce pupils to the use of glossaries. Average attaining pupils are well on their way to effective use of similar skills and, by the time they are seven, most read fluently with varying degrees of expression. By this time, pupils are beginning to express preferences for different types of reading – stories, nature or poetry, for instance. They read regularly at home and participate in well-managed, guided reading groups in literacy lessons. Detailed records of pupils' reading development are kept. Pupils with special educational needs and those with English as an additional language have specialist support and generally make the same good progress as that of other pupils.
81. By the time they are eleven, a significant minority of pupils has become excellent readers. Most pupils have good reading skills. They read with expression and comprehension, summarise previous events in stories, give character analyses and predict what might happen next. They keep their own reading records and write short book reviews, some including extra details about other books by the same author. Pupils use dictionaries as a matter of habit, find their way about the library and develop good book research skills, which are used to good effect in the integration of literacy skills into other areas of the curriculum, history, for example. All pupils read in

school daily and most read at home, some belonging to libraries. Throughout their time in school, pupils participate in textual analysis as a regular feature of their literacy lessons. Teachers' management of these whole-class sessions is often very good. They play a significant part in developing pupils' appreciation of the wonders of the written word and generating pupils' enthusiasm for reading.

82. Pupils' attainment in writing in Key Stage 1 is generally good. In Key Stage 2, it is often very good. The emphasis on writing for other subjects contributes to attainment in literacy generally. For instance, younger pupils learn to use captions to support their drawings in contexts other than English. The school has introduced extended writing sessions where older pupils refine their skills by writing accounts arising from history visits to a museum and a Roman site, for example. In this case, pupils were required to write as Roman soldiers sending letters home. Pupils wrote on vellum and used Roman numerals for dates. The exercise contributed well to pupils' understanding of writing for a particular audience. It also focused on an aspect of grammar, in this case the effective use of adjectives. This strategy, of introducing a grammatical focus into a broader activity, is now frequently used by teachers to reinforce pupils' learning of grammar and is proving to be very effective. Another example was the use of different types of connective words when sequencing events on a visit. Spelling is introduced incidentally as well as formally. There is a significant emphasis on relevant vocabulary in literacy lessons, especially in the whole-class teaching sessions.
83. By the end of Key Stage 2, pupils are writing effectively for a wide range of purposes. They have learned to analyse poetry, using terms such as rhyme, rhythm, alliteration and onomatopoeia to identify how poets achieve special effects. By Year 4, pupils echo these strategies when composing their own poems. For instance, one poem about spring captured the effect of strong breezes by referring to 'swaying, swaying trees'. Pupils enjoy these lessons, including one about the poem 'The Highwayman', which combines a number of techniques, including metaphors, to produce an atmospheric effect. The teaching in such lessons is based on an excellent knowledge of the subject matter, which inspires enthusiasm in the pupils. Equally good teaching occurs in lessons for older pupils who, as a result, show considerable skill in writing well-structured accounts for a newspaper, for example, and in assembling balanced arguments for and against such issues as vivisection, zoos, smoking and car ownership.
84. The school has a very good handwriting policy, based on the early, well-managed introduction of cursive writing. This early joining of letters, together with an emphasis on increasing the speed of writing in early Key Stage 2, has contributed to a high standard of writing and presentation of work, a notable feature of the school. Teachers have high expectations of the pupils, who clearly take a pride in their work, contributing positively to levels of attainment across the curriculum.
85. The quality of teaching and learning is very good overall. Of the lessons seen, 75 per cent were good or better, including 50 per cent which were very good or better. The remaining 25 per cent were satisfactory. The school has a high level of commitment to the literacy strategy and is constantly searching for ways to enhance its implementation. Teachers have a good understanding of what is required and their planning at all levels is detailed and well focused. A small, but very effective, strategy is that they require all pupils to preface each piece of written work with the objectives which lie behind it. This ensures that every pupil is aware of the targets to which they are working. Introductions to literacy lessons often involve all pupils in discussion and the sharing of views and this provides a stimulating start to pupils' learning. Independent group work is well managed and organised so that pupils work at tasks

closely related to the lesson objectives. In this way, the quality of pupils' learning in this part of literacy lessons is of a consistently high standard. Teachers make sure that they allow enough time at the end of a lesson for a thorough review of pupils' learning so that they, and pupils, can assess the success of the lesson. Teachers have a talent for devising motivating learning activities, make good use of the newly strengthened provision of resources and communicate their own enthusiasm to the pupils. The result is that pupils make very good progress overall and demonstrate high levels of interest, concentration and effort. Teachers make good use of information and communication technology to promote pupils' literacy skills at both key stages, for example as pupils draft and re-draft letters, stories and poems on computers.

86. Pupils with special educational needs and those with English as an additional language receive good support in improving their basic literacy skills and make good progress. Higher attaining pupils are invariably challenged by the activities planned for them. Gifted and talented pupils progress well but opportunities are missed for these pupils to occasionally receive especially challenging work.
87. The subject is led by well-informed, dedicated, hardworking subject managers. They are committed to raising standards further through the use of outside experts, regular monitoring of teachers' planning and adjustments to the curriculum in the light of its effectiveness. For example, the strategies for enhancing the teaching of grammar to older pupils, and 'booster' classes for pupils who have the potential to reach expected standards for their age, have been introduced recently. There is a well-established system for tracking the progress of individual pupils.

MATHEMATICS

88. Attainment in national tests in the year 2000 was above the national average for pupils aged seven and well above the national average for pupils aged eleven. These results indicate that the school is performing well above the national average when compared to schools of a similar intake. The percentage of pupils achieving the higher Level 5 was well above average for pupils aged seven and above average for pupils aged eleven. The school is now on course to achieve its higher target set for 2001. Pupils with special educational needs and English as an additional language are supported well and make good progress. There are no significant differences in the attainment and progress of girls and boys.

89. Inspection evidence shows that the standard of work of the present Year 2 pupils is above average, and well above average for the present Year 6 pupils. Pupils make very good progress throughout the school due to the good quality of teaching, the extremely effective implementation of the National Numeracy Strategy, and rigorous analysis of performance and assessment data. As a result of this analysis, additional support has been organised for pupils where particular weaknesses have been identified.
90. By the age of seven, pupils have a good knowledge of numbers up to and over 100, and use this knowledge well to add and subtract tens and units involving money or measures, and to solve everyday problems such as shopping. By the age of eleven, pupils work out a range of mental calculations quickly and accurately in their heads, involving the conversion of fractions to decimals. They understand percentages, extended written methods of multiplication and division, and use a protractor to measure angles accurately. They have developed good skills in interpreting data from a range of graphs. For example, they successfully use a conversion chart to find the equivalent value of two currencies, and construct appropriate graphs to illustrate their own collected data. Pupils at both key stages confidently use the correct mathematical vocabulary regarding their work on datahandling. In Key Stage 2, they know and understand the vertical and horizontal axes, intermediate points, and the range of data when they are constructing or interpreting graphs. Pupils in Year 2 accurately construct bar charts from information they have previously collected on a frequency table. In Year 6, when constructing pie charts, pupils use their knowledge of angles, fractions and percentages successfully to calculate the proportions to represent their data.
91. The quality of teaching and learning is good overall. Of the lessons seen, 95 per cent were good or better, including 40 per cent which were very good. The remaining five per cent of lessons were satisfactory. The pace of learning is at least good in both key stages. Pupils make good progress in Key Stage 1, and very good progress in Key Stage 2. Where the teaching is most effective, it is characterised by a brisk pace, so that pupils' interest and motivation are sustained throughout the lesson. Teachers are skilful at using questions to assess pupils' knowledge and understanding, especially at the beginning and end of lessons. Teachers are successful at encouraging pupils to explain their methods and how they achieved their answers. Lower attaining pupils in particular benefit from this technique and gain confidence in tackling problems. Scrutiny of pupils' work shows good coverage of the teaching programmes of the National Numeracy Strategy with a range of challenging activities to extend pupils' learning.
92. The National Numeracy Strategy is well established and used effectively throughout the school. Teachers are very confident in their subject knowledge and teach the subject well. The use of the nationally recommended three-part lesson is now a firmly established practice in school and is consistently applied by all staff. Joint planning across year groups and key stages is effective. It means that each class is covering the same area of work and that there is a steady progression of skills between year groups. Teachers' planning clearly identifies what is to be taught. These learning objectives are shared with pupils at the start of a lesson so that they understand the purpose of their tasks. The objectives are revisited at the end of the lesson so that both teacher and pupils can assess what has been learned. Teachers use a good range of mathematical terminology, which pupils then use to explain and interpret their work, although not all pupils use the correct vocabulary as frequently as others. Oral and mental sessions, the first of the three parts of a lesson, are delivered with pace and enthusiasm that makes them an effective learning experience for pupils.

Teachers use these sessions very creatively and introduce a range of ideas, resources and visual aids to speed pupils' recall of number facts and mental calculations. In the main teaching activities, the second part of a lesson, tasks are often interesting and challenging and well matched to pupils' needs so that progress is good. The relationship between teachers and pupils is very good and this has a very positive effect upon learning as pupils try hard to achieve the high standards set. Time is used well and the deployment of support staff is effectively and sensitively used to assist pupils with special educational needs.

93. The use of mathematics to support learning in other subjects is satisfactory. For example, in geography, pupils record temperature and rainfall on line and bar graphs when studying other regions of the world. Pupils collect data in science experiments and investigations and convert their results into different forms of graphs. Pupils' use of information and communication technology to support learning in mathematics is satisfactory at both key stages, particularly when handling data, but a shortage of appropriate software is limiting its effectiveness, particularly at Key Stage 2.
94. The subject is led very well by two subject managers. They have a good understanding of how the subject needs to improve further and what action needs to be taken. Assessment data is used very effectively to track pupils' progress. The strengths and weaknesses in provision that are identified through this procedure lead to adjustments to future planning. Through the analysis of test data, the subject managers have identified groups of pupils who need additional support and, as a consequence, have allocated extra resources to boost the performance of lower attaining pupils and extended the curriculum for higher attaining and gifted pupils in both key stages. The managers have appropriately identified the need to improve and extend mathematical vocabulary, and this has been incorporated into the planning this term. They regularly monitor teachers' weekly and medium-term planning, and the quality of teaching is monitored throughout the year. The governor with responsibility for numeracy also carries out classroom observations.

SCIENCE

95. In 2000, pupils' standards, as shown by the end of Key Stage 1 teacher assessments, were close to the national average and the average for similar schools. Pupils' standards at the end of Key Stage 2, as shown by the results of the 2000 national tests, were above the national average and that of similar schools. Notably, the percentage of pupils attaining the higher Level 3 at the end of Key Stage 1 and Level 5 at the end of Key Stage 2 was well above the national average and that of similar schools. Inspection evidence indicates that the current Year 6 pupils are attaining standards that are well above the national average. Pupils, including those for whom English is an additional language and those with special educational needs, make good progress.
96. By the end of Key Stage 1, standards of attainment are above average. Pupils make good gains in their knowledge and understanding as they carry out experiments and investigations. For example, in an investigation into how plants grow and reproduce, Year 2 pupils were observed making careful drawings of daffodils, labelling the drawings accurately and clearly identifying the parts responsible for reproduction. Under the direction of the teacher, they then planted seeds in pots and knowledgeably discussed the conditions needed for healthy growth. Year 1 pupils were observed carrying out an investigation into forces. They ably demonstrated what forces needed to be applied to common articles, such as a scooter, wheelbarrow, broom and ball, to

make them move. Many were further able to demonstrate that these articles could also be made to move, perhaps not in the conventional way, by applying an opposite force, for example pulling the ball towards the body.

97. At Key Stage 2, pupils successfully build on the good base of scientific knowledge and understanding established at Key Stage 1 and, by Year 6, standards are well above average. Pupils benefit from good teaching based on investigations and experiments. For example, pupils in Year 4 carried out investigations into different ways of filtering muddy water. They put forward sensible predictions as to what may happen, recognised the need to carry out several tests with the same papers to be secure in their findings and then compared the findings with their predictions. They then suggested further tests that might be carried out to extend the investigation. Pupils in Year 6 successfully identify factors that affect the size and position of shadows. They are careful in their recording, carry out the tests several times and are insistent that only one factor may be changed before carrying out additional tests. A key reason for the high standards of work in Key Stage 2, and particularly in Year 6, is that pupils' attitudes and behaviour are very good. They listen carefully to their teachers, respond with enthusiasm to questions and are keen to contribute to discussions and investigations. They work hard and gain new knowledge well as a result. They work sensibly by themselves or in groups. Pupils are confident when handling equipment and treat living things with care. These mature attitudes and high levels of sensible behaviour contribute significantly to the rate and quality of learning.
98. The quality of teaching and learning is good. Of the lessons seen, 80 per cent were good or better, including two Key Stage 2 lessons which were very good. The remaining lessons were satisfactory. Teachers are confident and have a good knowledge of scientific concepts. This helps them to plan challenging investigations and provide a satisfactory balance between direct teaching and opportunities for pupils to carry out investigations for themselves. However, opportunities are missed for science activities to be used occasionally to provide special challenges for gifted and talented pupils. Pupils are successfully encouraged to use their previous knowledge and understanding to suggest ways investigations may be carried out and to predict what might be the outcomes. For example, one teacher drew well on pupils' previous knowledge of the properties of materials to identify purposes to which materials could be put. He successfully used this investigation to extend work in literacy on the use of adjectives as pupils described the materials in their written reports. Such awareness of the various concepts pupils are studying advances learning well. Where teaching has shortcomings, but is otherwise satisfactory, teachers direct pupils' work too closely and do not let them find out for themselves. Assessment procedures are good and are used well by teachers to match work both to prior scientific knowledge and knowledge in other subjects. Pupils are successfully taught how to make notes and then use these to write carefully presented reports. This is a strength of the teaching and learning process, particularly for Years 5 and 6 pupils.
99. The subject is well led by two very experienced subject managers. They have led staff well in the implementation of the new National Curriculum. Teachers effectively follow nationally recommended guidelines as a scheme of work and supplement these with commercial materials, including assessment tasks. The subject makes a very good contribution to pupils' spiritual, moral and social development. Pupils of all ages marvel at the wonders of nature and the immensity of space. They appreciate the human effort required to enter space but express concern at the damage such activity may cause to the universe. The use of information and communication technology for pupils to write reports, construct tables and display findings in graphical form is

underdeveloped. There is a good range and quality of practical resources. Good use is made of local science museums and other places to broaden the curriculum and give pupils opportunities to study outside the school environment. The school makes good use of the school gardens and ponds to support learning, for example the study of new growth as the spring advances.

ART AND DESIGN

100. Standards of attainment at the end of Key Stage 1 are above the national expectation for pupils of their age. Standards at the end of Key Stage 2 are well above expectation. Pupils, including those for whom English is an additional language and those with special educational needs, make good progress.
101. At Key Stage 1, pupils carefully draw objects found in nature such as stones and pieces of wood. In these sketches, they pay particular attention to the texture of the surface of the object. They extend these skills to sketch plants and flowers growing in the school grounds and use watercolour paints and oil pastels to accurately colour their work. They make interesting wire and plaster sculptures. They study Islamic patterns and draw out designs for henna hand decorations to celebrate Eid. Sketchbooks are used well to practise the use of pencils for sketching and for practising shapes.
102. At Key Stage 2, pupils continue to develop and extend skills acquired at Key Stage 1. They develop the use of sketchbooks to try out new techniques, rough out ideas for finished work and record sketches to draw on later. Pupils were frequently observed working with their sketchbooks alongside them, referring to them if needed or testing a shading technique before applying this to their work. This is very good practice and contributes significantly to the high standards achieved. Pupils produce good quality work in a wide range of medium, including charcoal, oil pastels, watercolour paints and clay. They use art packages on the computer with confidence and competence, producing a wide range of appropriate effects, as well as adapting pictures taken with a digital camera. They talk knowledgeably about the work of well-known artists, such as Van Gogh and Monet, expressing clear personal reasons for liking a particular style or subject favoured by that artist. They work well in textiles, designing and stitching ideas, drawing on traditional designs from the Indian sub-continent. Pupils' attitudes towards art are very good. Such mature attitudes enable teachers to spend time discussing work with the whole class, groups and individual pupils. They accept critical comment from teachers and classmates well and this helps them to extend their understanding of the techniques they are learning and improve their skills.
103. The quality of teaching and learning is good overall. In two lessons observed at Key Stage 2, the quality of teaching and learning was excellent. In one of these lessons, the teacher developed the study of a poem about a landscape through pupils writing their own poems in literacy. She then skilfully drew on these poems, and on examples of deeply coloured computer generated pictures, to inspire pupils to create dramatic watercolour seascapes. Her encouragement of pupils to experiment with techniques, and individual criticism and discussion with pupils of their work, resulted in very high quality pieces. Pupils' work dramatically interpreted lines from their poems such as 'Black clouds attacked and imprisoned the sun' and 'Water tickles the sand like a feather'. The linking of subjects in this way is excellent. In another outstanding lesson, the teacher used pupils' knowledge of the work of David Hockney to produce photomontages from digital photographs of themselves. Pupils worked very

successfully in both black and white and fluorescent colours to produce work of a startling effect and high quality.

104. The co-ordinators are experienced, keen and enthusiastic and have a positive impact on the quality of delivery in the school through the good support they provide for teachers when they plan their lessons. The curriculum is very broad and encompasses many and varied techniques and this has a significant impact on pupils' learning. It contains significant reference to techniques from a range of cultures, including Asian, Oriental, Australian Aboriginal as well as Western art. The subject contributes well to the spiritual and social development of pupils and very well to their cultural development. They appreciate the wonder of nature by drawing natural objects, as well as gaining an understanding of how humans may influence the environment for better or worse. They gain an understanding of their own and others' talents and learn to work well together and appreciate very well the strengths that may be brought to their own personal work by the study of other cultures. This begins to develop well their understanding of life in a multicultural society. Good use is made of information and communication technology as a medium of expression. There is a good range of resources that are readily available for use. The careful display of pupils' work in classrooms and corridors clearly demonstrates that their work is valued and pupils are surrounded by work created by themselves and others. This makes a substantial contribution to the overall creative atmosphere within the school.

DESIGN AND TECHNOLOGY

105. Pupils, including those with special educational needs and English as an additional language, achieve satisfactory standards. Pupils at both key stages are developing a satisfactory understanding of the process of design. They evaluate their work, refine their ideas and adapt or change the methods they use to produce improved products or models. For instance, pupils in Year 6 described how difficult it was to 'get it right first time' and how they had to re-think to make their structures solid. One pupil said, 'It's important to design and think a lot first'.
106. Only one lesson was observed during the inspection. However, it is clear from teachers' planning, examples of previous work and discussions with pupils and subject managers that projects are planned to include a range of appropriate skills and to support learning in other subjects such as art and design, history and

multicultural education. The links with other subjects help activities to be relevant and sustain pupils' interest and motivation. As a result, pupils enjoy designing and making and satisfactory progress is made in each year group in the development of skills.

107. Year 1 pupils understand that levers make parts move and design and make, with very little help, an animal from card, with moving tails or legs. They know that design is the important first step. Year 2 pupils were observed making and using cardboard templates to design and make finger, stick and glove puppets, which they then decorated, using sewing and sticking techniques. Year 3 pupils link their design and technology lessons with history and make Egyptian mummy cases, whilst Year 4 pupils have used book art very effectively to display their interesting stories written in literacy lessons. The work seen in Year 5 has a strong emphasis on decoration associated with Indian textile buta design and is closely associated with art and design. This work demonstrates that pupils use needle and thread to join and decorate very effectively and use a variety of embroidery stitches well. Work in Year 6 on designing and building shelters is closely linked to their history topic on World War Two. Pupils have designed and built air raid shelters, complete with furniture and effective camouflage. They have used corrugated cardboard, wood and textiles and demonstrated that they can use tools well to cut, shape and join.
108. The quality of teaching and learning is good at both key stages. Very good relationships exist between teachers and pupils and this means that pupils listen carefully to instructions and advice on safety. They try hard to achieve the standards set by teachers. Control and organisation of pupils are good so that materials and equipment are used efficiently, effectively and safely. Teachers make good use of demonstrations to teach specific skills and encourage pupils well to evaluate and modify their designs.
109. The subject manager, although only recently appointed to the post, is enthusiastic and knowledgeable. The subject policy has recently been updated to include many of the recommendations in national guidelines. Assessment of pupils' attainment and progress is at an early stage of development and, consequently, few adjustments are made to teachers' future planning in order to match work closely to pupils' needs. As a result, activities are not always sufficiently challenging for higher attaining pupils in particular. This is one of the main reasons why standards are no higher than satisfactory overall. Resources are generally adequate, but there are limited quantities of tools, such as saws and vices, for the number of pupils.

GEOGRAPHY

110. Standards in geography are above expectations for pupils' ages at the end of both key stages. Pupils, including those with special educational needs and English as an additional language, make good progress in developing their skills, knowledge and understanding. This is because of good teaching and learning. Teachers ensure that the level of work set meets the needs of their pupils in their planning. For example, in Year 6, the high attainers have more challenging written work to make effective use of their very good standards of literacy. Teachers throughout the school make the subject interesting by using appropriate methods that appeal to their pupils. In Year 1, for instance, pupils follow the travelling adventures of a bear to learn about

different places. Teachers make good use of the overseas holidays enjoyed by many pupils, and provide good opportunities for fieldwork outside school, to improve pupils' geographical knowledge and skills.

111. At Key Stage 1, pupils make effective use of the outside area to carry out geographical enquiry. For example, Year 1 pupils examined the school playground and talked about their views on how to improve the environment. They designed and made very detailed plans of their ideal playground, carefully putting in features with labels, to meet the different needs of children using the playground. In Year 2, pupils successfully developed mapping skills by making an accurate sketch map to record their route from home to school. This work is of a very good standard. Teachers effectively use stories to widen pupils' knowledge of different locations. Year 2 pupils carefully drew an imaginary Scottish island, with identified geographical features such as a bay, jetty, bridge and roads which they had learned about in the story.
112. Throughout Key Stage 2, pupils continue to develop and extend their mapping skills very effectively. By the end of Year 6, pupils have very good knowledge and understanding of plans and maps of different scales such as Ordnance Survey and world maps. They draw and use them confidently to inform their geographical studies, for example identifying features of places in the Peak District. Pupils are keen to learn about contrasting places such as a village in India. Teachers capture their interest well by using a wide range of sources of information, including photographs and videos. For instance, in Year 5, the teacher skilfully used questions such as 'How can you tell what climate it is?' to guide pupils' learning from photographs. Pupils responded with relevant observations by referring to the villagers' clothing and crops they could see. They expressed clear views on how the features of places affect the lives of people. Year 6 pupils offered a balanced argument about the advantages and disadvantages of living in a rural or an urban environment such as Didsbury. They compared services and facilities and strongly suggested features that needed improving.
113. The quality of teaching and learning at both key stages is good. Teachers set high expectations of work and behaviour that is reflected in the way pupils present their work carefully. For example, Year 4 pupils draw neat, well-labelled maps. Teachers show they value pupils' best work by making high quality geographical displays. They manage pupils very well and understand that if pupils are involved and interested in their work, levels of concentration are high. All teachers make very good links between geography and other subjects to raise interest levels. Year 1 pupils made and dressed a model of their travelling bear in appropriate clothing for a hot climate. Pupils in Year 5 studied Indian fabrics and created their own embroidered paisley designs. This successfully extends pupils' understanding of other cultures.
114. The subject is strongly led by two enthusiastic subject managers. They monitor planning effectively to ensure that progression is developed between year groups. There is currently a slight imbalance in planning at Key Stage 2, as too much time is spent on developing mapping skills, although this is very well done, compared to other areas of the curriculum. The co-ordinators have a good understanding of areas for development. For example, they have correctly identified a need to develop the use of information and communication technology to help in geographical

investigations and the use of assessment to inform curriculum planning. There are no opportunities to monitor the quality of teaching and so slight differences in the quality of learning between classes in some year groups, such as Year 2, remain. Resources are of good quality and quantity and are well managed.

HISTORY

115. Pupils make good progress in their learning and attain standards above those expected of pupils of their age by the ages of seven and eleven. Pupils make particularly good progress in the development of their enquiry and research skills. Pupils with special educational needs make good progress because their class teachers involve them fully in class discussions and value their views and opinions.
116. In Year 1, pupils identify similarities and differences between old and new toys. They talk confidently about what they have found out and the clues that support their views. Their sense of time is developing well as they talk about toys that belonged to their parents and grandparents to make comparisons between the past and the present in their families. The work of pupils in Year 2 shows that they make effective use of evidence from the time of Samuel Pepys to learn about the Great Fire of London. Year 3 pupils benefit from a visit to Manchester Museum in their study of Ancient Egypt and their work shows considerable care and attention in the accurate drawings and neat writing. Year 4 pupils learn about the Tudors and make good gains in their ability to interpret evidence as they record their views on Henry the Eighth's strengths and weaknesses. In discussion with Years 5 and 6 pupils, they share a considerable amount of information about Ancient Greece and life in Britain during the 1930s and World War Two. Year 6 pupils, in particular, discuss aspects of different periods in history in a mature and knowledgeable way. They have well-developed enquiry skills, a very good sense of chronology and a broad general knowledge. They show good levels of understanding about how people might have felt during certain historical events, for example when children were separated from their families as evacuees during World War Two.
117. The quality of teaching and learning is good at both key stages. One of the main reasons for this is that the teachers' subject knowledge is very good. This is reflected in the confident way that they teach history and pass on their enthusiasm for the subject to their pupils. As a result, pupils are well motivated and their attitude to the subject is often very good. For example, in a Year 4 lesson about life at sea in the time of Sir Francis Drake, the teacher raised pupils' interest in the varying roles of seafarers on board ship through effective use of pictures and texts and good use of questions. Pupils then concentrated hard for an extended period of time as they tackled the task of deciding, as captain, which members of the crew should remain on board their ship after it was badly damaged and which members should be allowed to row to safety. They made good gains in their understanding of the contribution made by each member of the crew as a result. Teachers make very good use of visits to places of historical interest within the locality, and of visitors to the school, to stimulate pupils' interest and extend their thinking.
118. The subject is very well led. The subject managers provide good support and guidance to staff when they plan their lessons. They advise on lesson content, suitable places to visit and activities that challenge pupils of all abilities. In particular, they critically analyse teachers' planning and this has resulted in teachers improving links with other subjects, such as literacy, design and technology and geography, in their lessons. The subject managers have a good awareness of how the subject

might be developed. They are aware that future plans in the school improvement plan for them to observe their colleagues teach will extend their ability to assess standards in the subject more fully. Procedures for assessing pupils' attainment and progress are satisfactory. Resources are generally good, with a useful collection of artefacts and a good range of books to support pupils' enquiry and independent research skills. Insufficient use is made of information and communication technology to extend pupils' learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

119. By the ages of seven and eleven, pupils, including those with special educational needs, make satisfactory progress and their attainment is in line with national expectations. Standards at Key Stage 2 have made a satisfactory improvement since the inspection of the junior school in 1996, when they were reported to be below the national expectation. Effective staff training and the installation of a computer suite have helped to raise standards throughout the key stage.
120. Pupils in Key Stage 1 confidently access, save and retrieve information stored on the computer because keyboard and mouse skills are well taught. Pupils use the space bar, shift, delete, full stop and arrow keys as a result of well-planned, step-by-step teaching. Pupils are developing a satisfactory understanding of how data can be presented in the form of a graph. For example, Year 1 pupils made effective use of a simple database program to create column graphs and pie charts from information gained from a traffic survey. By the age of seven, pupils have made good gains in their word-processing skills. Most pupils competently change the style, size and colour of fonts, add borders and insert pictures.
121. By the age of eleven, pupils' skills are satisfactory overall but are not as advanced as might be expected. This is because pupils in Year 6 have not had the full benefit of the improvements in provision for information and communication technology made since 1996 and in particular improvements made over the last eighteen months. Consequently, younger pupils in Years 3 and 4 progress at a faster rate than those in Year 6. However, Year 6 pupils use computers confidently. They have developed a broad range of skills, which they use well to support learning in literacy. Their work shows good examples of word-processed poems, stories and accounts, posters and newspaper articles. They change the colour of text, cut and paste, edit, use a spell checker, save and print. Pupils' control technology skills are less well developed. Higher attaining pupils are not sufficiently challenged by the activities provided. Pupils in Years 3 and 4 were observed making good progress as they used a database to produce bar charts and learned how to create a repeating pattern and fill it with colour. Pupils in all year groups enjoy using the computer suite and co-operate very well when sharing computers.
122. The quality of teaching and learning is satisfactory overall. Of the lessons seen, half were satisfactory and half were good. Teachers' confidence and expertise vary and this means that provision for pupils is not consistent throughout the school. Teachers are evaluating the most effective ways to use the new computer suite and different approaches to its use also affect consistency of provision. However, teachers are making good gains in their knowledge and understanding of the use of the suite, their subject knowledge and their familiarity with the available software as a result of a strong commitment to raising standards. Key Stage 1 teachers are able to use the computer suite as well as computers located in their classrooms and this means that skills taught in the suite can be practised by pupils throughout the week in their

classrooms. There are very few computers in Key Stage 2 classrooms and this limits opportunities for teachers to plan for information and communication technology to support learning in other areas of the curriculum. The headteacher and governors are aware of this factor and have useful plans to extend the range of hardware at Key Stage 2 over time. In the most effective teaching, pupils are taught skills and techniques in manageable steps and make good progress as a result. Where teaching has shortcomings, but is otherwise satisfactory, not enough account is taken of pupils with advanced skills and they are not sufficiently challenged by the tasks. In the lessons observed, they began with teacher demonstrations. Teachers' instructions were clear and precise but, where a whole class was watching a small monitor screen, it was not easy for some pupils to see exactly what was happening.

123. The curriculum is based securely on guidelines in a national scheme of work. Pupils work towards targets on record sheets, which they put a tick against when they have completed them successfully. This system is helpful in involving pupils in assessing their own progress as well as providing useful information towards teachers' assessments of how progress could be improved. Satisfactory use is made of computers to support lower attaining pupils, pupils with special educational needs and those with English as an additional language. Opportunities are missed for information and communication technology to be used to support special projects for gifted and talented pupils. With the exception of literacy, information and communication technology is not used well enough to support other areas of the curriculum, largely because of shortages in hardware and software.
124. The subject is well led. The two subject managers have worked hard to establish the computer suite and to raise standards at Key Stage 2 to their current level. They have a good understanding of the strengths and weaknesses in the subject and have detailed action plans, containing suitable priorities, aimed at raising standards at both key stages through teacher training and additions to hardware and software.

MUSIC

125. Standards in music at the end of both key stages are above those expected of pupils of their age. Standards of singing in Years 5 and 6 are high as a result of very good teaching and the impact of excellent standards in the choir. Although boys and girls are given equal encouragement to take part, the large numbers of pupils who sing in the choir are mainly girls. Pupils throughout the school sing tunefully, with good diction and musical expression. All pupils make good progress in all aspects of music: listening, performing, composing and appraising, due to good teaching and learning. Pupils with special educational needs, English as an additional language and talented pupils, have equal opportunities to shine in the school's practical approach to music making. Their different needs are effectively met.
126. The adoption of a local music scheme for the non-music specialist teachers provides very good planning support, methods and guidance for teaching and learning throughout the school. It means that pupils receive well-structured lessons with

interesting, challenging activities. This is currently available up to Year 5. Inspection evidence indicates that, when it extends to Year 6, the very good standards now seen in Year 5 are likely to be achieved.

127. High standards are promoted by excellent opportunities for all pupils at both key stages to learn to play a wide range of stringed and wind instruments, with tuition from teachers and visiting music specialists. Tuition takes place during school time and in after-school clubs. A large number of pupils play the recorder and nearly eighty pupils learn the violin. Pupils also have flute, clarinet, trumpet, guitar, balalaika, cello and double bass lessons. This has a positive impact on learning in class lessons and effectively raises pupils' enthusiasm for music. The standards achieved by pupils in the school orchestra are very good and well above those expected for pupils' ages.
128. At Key Stage 1, pupils confidently sing a range of songs and chants from memory. In a Year 2 class, many pupils volunteered to sing a solo with accurate pitch, to lead the rest of the class. Fully included was a pupil with special educational needs, who was a 'star' in the lesson and achieved outstandingly. Pupils develop a good sense and knowledge of rhythm. For instance, Year 2 pupils said and clapped short rhythms accurately from music notation. Pupils listen carefully and respond appropriately to the mood of a piece of music. For example, pupils identified the main three-beat pulse in Tchaikovsky's 'Waltz of the Flowers'. Pupils play a range of tuned and untuned percussion instruments with control. Their attitudes are very good.
129. At Key Stage 2, pupils accurately sing a wider range of songs in unison and two parts, some with complex rhythms. They know that they have to practise to improve their performance before it can be presented to an audience. For example, in a Year 5 class, pupils co-operated well together in groups to compose a piece of music on percussion instruments, reflecting the mood of part of the story of 'Beowulf'. They developed their ideas, with a leader recording them, and suggested ideas for improvement. They confidently performed their compositions to the class. Pupils competently evaluate and offer suggestions to improve their own and others' work, commenting appropriately on how the intentions have been achieved, using phrases such as 'The structure was good'.
130. The quality of teaching and learning in music is good at both key stages. Teachers consistently set high expectations for creating and performing music, so pupils try hard to do their best. Teachers manage pupils very well by keeping them fully involved and interested. This results in very good behaviour. In the most effective lessons, teachers who have music skills and are fully confident in their ability to teach music and their high expectations lead to very good standards. Lower attaining pupils are supported very effectively and all pupils make very good progress because activities planned for them are suitably challenging. For example, pupils are organised into mixed ability groups, with higher attaining pupils having an extra challenge such as writing down a composition. Where teaching has shortcomings, but is otherwise satisfactory, teachers are not fully confident in technical aspects of music teaching and make a few, small musical errors such as not identifying inaccuracies when listening to sight-reading.

131. The subject managers provide very good leadership and take effective action to raise standards. They lead by example. Their very good teaching is recognised in the local community. For example, one of the subject managers was chosen to demonstrate a music lesson at a large teacher-training session. The school provides very good opportunities for pupils to hear a range of live musical performances such as an African group, tuba and banjo players. All pupils confidently take part in whole-school performances such as the Christmas concert, and the choir and orchestra perform at school and outside concerts. These arrangements promote high standards and pupils' social and cultural development well. The use of information and communication technology in music is underdeveloped because of a shortage of suitable software.

PHYSICAL EDUCATION

132. Standards of attainment at the end of both key stages are in line with those expected of pupils of their age. The curriculum is broad and balanced in each key stage. However, the present replacement of outside classrooms is occupying a grassed area previously used for summer games, athletics and sports. This is likely to limit the opportunities for these activities in the summer term. The school has successfully addressed the issue of underdeveloped opportunities for outdoor adventurous activities, reported at the time of the inspection of the junior school. It now provides well for Year 5 and 6 pupils, who visit residential centres which provide a good range of outdoor pursuits, including orienteering, abseiling, canoeing, problem solving, rock-climbing and a range of racquet sports and basketball.
133. Key Stage 1 pupils show good levels of sustained concentration during games lessons as they develop their ball control skills. For example, Year 2 pupils involved themselves with great enthusiasm in the task of using very small kicks to travel keeping a ball close to their feet. They developed their skills further by kicking the ball against a wall and then stopping it with their foot and keeping it under control. They then skilfully dribbled the ball in and out of a line of obstacles. Pupils made good progress because of the teacher's well-planned lesson that introduced challenging activities for each skill level with precise instructions and clear demonstrations. Pupils were able to work independently due to a good supply of resources. By the end of the lesson, pupils had developed good ball control skills for their age.
134. In Key Stage 2, pupils approach all physical activities with obvious enthusiasm and good levels of application. In gymnastics, pupils understand the need for a warm-up and carry out a variety of flexibility and stretching exercises following a gentle jog around the gymnasium. In a Year 4 lesson, pupils worked at producing a sequence involving a jump, a half turn and a balance. They found this difficult at first but some evaluative comments from the teacher helped them to gain more height in their jumps and this allowed them more time to make a turn and land with increased control and finish with a well-held balance. Most pupils found difficulty in transferring their sequence on to the apparatus, except one group, who performed the task successfully showing good control. The teacher used their work as a good example for the rest of the class to see. This strategy is used well by teachers and helps to improve pupil performance through evaluation of others' work. By Year 6, pupils develop and improve sequences, both on the floor and the apparatus. They use space well, understand what they have to do, and work thoughtfully on improving their own performance. They show confidence and maturity in developing sequences of pathways with a change of direction, using a combination of good jumps and well-held balances. They know how to improve their own performance and accurately evaluate

the work of others. Pupils achieve well in games lessons because of the teachers' emphasis on individual control skills such as bouncing, kicking and striking, and developing them through small-sided games. This was illustrated in a Year 6 lesson. The teachers' good planning and organisation encompassed the development of hand-eye co-ordination skills, which were then extended through small group activities of hockey, captain ball and football. Pupils' sustained concentration, enthusiasm and good level of skill acquisition was directly attributable to the challenging tasks and effective teaching provided for them.

135. Since the amalgamation, only pupils in Key Stage 2 have the opportunity to learn to swim at the local leisure centre, where they are taught by professional coaches. They respond well to the effective instruction so that, by the time pupils leave school, all swim a minimum of twenty-five metres, and many do much more.
136. The quality of teaching and learning is good overall in both key stages and results in some effective learning. Teachers are confident in their own subject knowledge and deliver well-planned and organised lessons that move at a good pace. Activities are challenging and this ensures pupils make progress and develop good levels of skill. Instructions are always clear and the lesson objectives shared with the pupils. All teachers are very aware of the safety issues in physical education, and ensure that pupils carry out all activities without the risk of harming themselves or others. Occasionally, the pace of lessons is rather slow when teachers spend too long delivering instructions on aspects of organisation.
137. The two subject managers provide a balanced curriculum of gymnastics, dance and games based on nationally recommended guidelines supplemented with a scheme produced by the local education authority. The subject managers provide helpful support for their colleagues by regularly monitoring teachers' planning. Time is generally used effectively but, in a few classes, the amount of time allocated to lessons is too short for skills to be effectively taught. The subject managers arrange useful contributions to pupils' learning from high-profile sporting organisations that provide coaching for football, basketball, lacrosse, tennis and hockey. Pupils represent the school in a local cross-country championship and also represent the city of Manchester at the Youth Games.

RELIGIOUS EDUCATION

138. Standards are above those expected of pupils of their age at both seven and eleven years of age. The school follows closely the locally agreed syllabus for religious education, which has two attainment targets – knowledge and understanding of religions and reflecting on and responding to religions. Pupils in the school progress well towards both of these targets because they are well supported by the school's positive attitude to the provision of multi-faith awareness and multicultural education. The school itself is multicultural in its intake and is strongly committed to demonstrating respect for the religious beliefs of all of its pupils. Displays of relevant artefacts and pictures occupy a prominent place around the school. As a result, pupils' experiences of religious education are at least good and often very good.
139. There is a well-structured curriculum, which starts with a focus on the special places and celebrations which feature in the lives of Christian, Muslim, Chinese and Hindu families. Key Stage 1 pupils respond well to these learning opportunities. For instance, they showed considerable interest in following up their visit to a local Baptist church by drawing stained glass windows to celebrate the life of Saint Francis of

Assisi. They showed a good knowledge of his life and the values he preached, of the example of saints in the lives of Christians and of the particular characteristics of Christian churches. This work followed previous work on the features of Hindu temples and their religious significance. Good quality displays of work included celebrations of Divali, Chinese New Year celebrations and a display for Eid, the Muslim festival.

140. A marked feature of pupils' responses to religious education is the respect they show for the beliefs of pupils with different faiths. Teachers' own attitudes are a powerful and positive influence in this respect. One consequence is that pupils of different faiths feel equally at ease in the lessons, often contributing to them by describing their own experiences and bringing relevant artefacts for other pupils to see. Some pupils are keen for their own religion to be the focus for the lessons.
141. Key Stage 2 pupils develop good knowledge and understanding of key figures, sacred texts and the central beliefs of the range of world religions. Years 3 and 4 pupils' studies include the birth and life of Jesus, the teachings of the Buddha and the story of Islam. Year 3 pupils showed an awareness of the meaning of relevant aspects of a story about Buddhist beliefs in the after-life as well as recalling the facts. They linked beliefs to moral values and their influence on behaviour in earthly life. They were familiar with how to interpret the wheel which illustrates Buddhist adherence to the Eight-fold path. One or two pupils recognised similarities with the principles which inform the behaviour of Christians. On a lighter note, pupils chose to be re-incarnated as butterflies, hamsters or, in one case, the ring-tailed possum as they went on to describe their own ideas of a perfect place!
142. Key Stage 2 pupils develop a good awareness of sacred texts. For instance, Year 5 pupils showed a mature understanding of the value of a second chance which St Paul requested for his son in his letter to Philemon. Pupils gave a good range of views and their reasons for them, going on to write a letter of invitation suited to contemporary circumstances. Pupils' progress was enhanced by the very good questioning skills of the teacher. By the end of the key stage, pupils appreciate that all world religions carry messages for guiding daily life.
143. The quality of teaching and learning is predominantly good. Motivating activities lead to sustained interest by pupils in lessons. Year 6 pupils, for example, were led to consider the example of bravery illustrated in the story of Sikhism. Pupils' positive response followed from well-informed, good quality teaching and the good relationship between the teacher and her pupils. This is typical of all classes in the school. It contributes to the good use of opportunities for discussion and reflection which characterise the teaching of religious education. Teachers use the subject well to provide strong support for pupils' spiritual, moral, social and cultural education. They successfully promote the development of literacy skills through the speaking and listening, reading and writing opportunities they provide. Teachers' expectations of what pupils can achieve are high and, as a result, pupils' written work is neat and well presented. Pupils listen carefully to their teachers and what other pupils have to say and sustain their concentration for extended periods of time.
144. The subject benefits from committed and well-informed leadership from the subject manager. She has a good understanding of standards in the subject through her regular analysis of teachers' planning and sampling of pupils' work. The school awaits the completion of short-term planning which supports the agreed syllabus. The subject manager is leading a review of the draft policy and has useful plans for the

introduction of a manageable system of assessment of pupils' progress towards curriculum targets.