

INSPECTION REPORT

OLD TRAFFORD COMMUNITY PRIMARY SCHOOL

Old Trafford, Manchester

LEA area: Trafford

Unique reference number: 131045

Headteacher: Mrs. J. Stott

Reporting inspector: Mr P Dennison
17736

Dates of inspection: 4 - 7 February 2002

Inspection number: 230504
Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Malvern Street
Old Trafford
Manchester

Postcode: M16 9AD

Telephone number: 0161 912 4875

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Appropriate authority: The Governing Body

Name of chair of governors: Mr I Beard

Date of previous inspection: 22 March 2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
17736	P Dennison	Registered inspector	Mathematics Physical education Areas of learning for children in the Foundation Stage	What sort of school is it? The school's results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
19669	F Kennedy	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?
12060	P Peaker	Team inspector	Special educational needs Art and design History Religious education	
29263	F Clarke	Team inspector	English Geography Music	How good are the curricular and other opportunities offered to pupils?
12232	D Atkinson	Team inspector	Equal opportunities English as an additional language Science Information and communication technology Design and technology	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Old Trafford Community School is located in a new building in a redevelopment area, close to Trafford's eastern boundary with the city of Manchester. The school serves an area of considerable social disadvantage. Pupils' attainment on entry to the school is well below that expected for the age group. Currently there are 253 pupils on roll, taught in nine classes. In addition, 36 children attend the nursery class part time. The number of pupils on the school's register of special educational needs is above the national average. Most of these special educational needs are associated with learning difficulties and emotional and behavioural difficulties. Two pupils have a statement of special educational need. The number of pupils eligible for free school meals is well above the national average. The school has a wide ethnic mix. The major groups represented are of Indian, Pakistani, African Caribbean and white U.K. heritage. The number of pupils for whom English is an additional language is very high. The number on roll is rising. However, there is a high level of mobility. The school is admitting increasing numbers of pupils at times other than the normal admission point. Often, these newcomers have low prior attainment and no experience of the English school system. The school incorporates Social Services provision, including day care children aged 0 – 3 and family support services. The school is a member of the Salford and Trafford Education Action Zone.

HOW GOOD THE SCHOOL IS

The school provides a sound quality of education. The headteacher and governors provide clear leadership. They and the staff work well together, with a shared commitment to raising standards. Much of the teaching is good and this has a positive effect on pupils' progress. Pupils make satisfactory progress and standards of attainment are improving. However, standards of attainment in English and mathematics are well below the national average. Overall, the school provides satisfactory value for money.

What the school does well

- The headteacher and the deputy headteacher provide clear and effective leadership.
- Much of the teaching is good.
- The provision for children in the nursery and reception classes is good.
- The nurture group provides good support for pupils who have emotional and behavioural difficulties.
- The school cares well for its pupils and there are good systems in place to monitor pupils' academic and personal development.
- The provision for personal, moral and social development is good.

What could be improved

- Standards of attainment in English and mathematics.
- The role of curriculum co-ordinators in the monitoring of standards.
- The organisation of provision for pupils who require additional learning support. to ensure that they have equal access to the full curriculum.
- The resources to support learning, especially in information and communication technology, design and technology, geography and the school library.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 2000 when Her Majesty's Inspectors reported that satisfactory or good progress had been made in dealing with the key issues raised by the 1997 inspection and that special measures were no longer required. Since then, the school has continued to make satisfactory progress. Although the National Curriculum test results were well below the national average in 2001, there is clear evidence that standards throughout the school are improving. Opportunities for speaking and listening and the development of investigative skills have also improved. The amount of good and very good teaching has been increased and there are effective systems to assess and monitor pupils' progress. A co-ordinated management structure has been developed, although its effectiveness has been weakened by many changes of staff. The school has made very effective use of the support and guidance from the Salford and Trafford Education Action Zone and the Local Education Authority. It now has a good basis for further improvement.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	E*	E	E*	E
Mathematics	E	E*	E*	E*
Science	E*	E*	E*	E*

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E
in the lowest 5% nationally	E*

Pupils' performance in the Year 6 National Curriculum tests in 2001 was very low in comparison with the national average in English, mathematics and science. The results were in the lowest 5% nationally. In comparison with similar schools, the performance was well below average in English and very low in mathematics and science. The test results in all three subjects had been improving at a rate that was broadly similar to the national trend. The results in 2001 show a considerable decline in comparison with earlier years. The pupils in that year group had experienced a series of less than effective teachers, had a larger than usual percentage of pupils with special educational needs and had an unusually high turn over of pupils in the preceding three years. Inspection evidence indicates that standards in English and mathematics are well below the national average by the age of 11. Standards in science are below average.

Standards by the end of Year 2 are well below the national average in reading, writing and mathematics and below average in science.

Standards of attainment in information and communication technology are in line with national expectations by the end of Year 2. They are below expectations by the end of Year 6.

There is a very wide range of attainment on entry to the nursery but overall, standards are well below those expected of this age group. Pupils make good progress in the nursery and reception classes. However, many children do not attain the early learning goals expected for children of this age by the end of the reception year in communication, language and literacy, mathematics and knowledge and understanding of the world.

Standards of attainment in all other National Curriculum subjects and religious education are satisfactory by the end of Year 2 and Year 6.

Pupils of all abilities, including those with special educational needs or for whom English is an additional language achieve satisfactorily over time and they often made good progress in the lessons observed.

The school agrees realistic but challenging targets for each year's tests at Year 6. It did not achieve its targets for English and mathematics in 2001.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have positive attitudes to school. Most work hard, concentrate well and show good levels of interest, however a minority, some of whom have social, emotional and behavioural problems, are less well motivated and maintain less concentration on their work.
Behaviour, in and out of classrooms	Satisfactory overall. Most pupils behave well in lessons and around school but a minority can be restless and inattentive, often disrupting their own and others' learning.
Personal development and relationships	Personal development is satisfactory. The pupils enjoy sound relationships with one another.
Attendance	Attendance in the school is improving steadily but remains well below the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Satisfactory	Good

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

The quality of teaching is good overall and has a positive impact on pupils' attainment and progress.

Children in the nursery and reception classes are taught well. All activities are planned carefully to meet the needs of all children. They are provided with many interesting practical activities and they respond very positively, making good progress.

Throughout the school, the best teaching is based on good planning and effective ways of keeping the pupils interested and working hard. The teachers generally have appropriately high expectations of behaviour and attainment. They make good use of questioning to develop pupils' understanding and they give clear explanations. Where teaching is less successful, work is not well matched to pupils' capabilities. The work lacks challenge and the pace of pupils' response slows with an adverse effect on the progress made. Class management is also weak on occasions and poor behaviour from pupils leads to the disruption of their own and others' learning.

Teaching of English is satisfactory overall. In the best lessons, work is well structured and the National Literacy Strategy is implemented well. In lessons where teaching is uninspiring, group-work is not well matched to pupils' attainment, or when too much of the teachers' time is taken up in managing challenging behaviour, the pace of learning slows. Teaching of mathematics is never less than satisfactory and is frequently good or very good.

There is satisfactory support for pupils with special educational needs and those for whom English is an additional language.

Most children are keen to learn, work hard and enjoy what they are doing but some throughout the school are easily distracted and do not take a sufficiently active part in lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is sound overall. There is a well-balanced curriculum for children in the nursery and reception classes. In Years 1 to 6 there is an appropriately wide range of learning opportunities to support pupils' academic and personal development.
Provision for pupils with special educational needs	Satisfactory overall. The nurture group provides good support for pupils with emotional difficulties. There are good procedures for assessing and identifying those pupils who have special educational needs.
Provision for pupils with English as an additional language	Provision is satisfactory. Class teachers and teacher assistants provide good support in class. Pupils are fully integrated into the life of the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for spiritual, moral, social and cultural development is sound overall. Personal development, including moral and social development is good.
How well the school cares for its pupils	The school provides a good level of care for its pupils and is successful in ensuring their welfare, health and safety.

The school has established a satisfactory partnership with parents.

Pupils' academic performance and personal development is monitored effectively. There are good systems in place to analyse the results of assessments and to track progress.

Procedures for child protection and for ensuring pupils' welfare are good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides effective leadership and has established a positive climate for learning in the school. She is well supported by senior staff. The school is well managed.
How well the governors fulfil their responsibilities	Governors are very supportive. They are aware of the needs and priorities facing the school and contribute effectively to its success. All statutory requirements are met.
The school's evaluation of its performance	There are very effective systems in place to monitor the quality of planning and teaching. Assessment results are analysed to monitor standards of attainment and the progress of pupils. This evaluation is used to inform the planning of further improvements.
The strategic use of resources	Effective use is made of the school budget and additional grants for the benefit of pupils' learning. Financial planning is good and resources are used well to support the school's educational priorities.

The school has experienced a great deal of upheaval caused by many staff changes but now has a generous staffing ratio for the number of pupils. The school is not so generously staffed with classroom assistants, none of whom are bilingual. The accommodation is good. The provision of learning resources is variable and in some cases insufficient to address the demands of the curriculum. For example, geography and design and technology are under resourced. The number of library books for a school this size is relatively small. Whilst the computer suite is very effective, there are no computers in classrooms.

Collectively the headteacher, staff and governors contribute effectively to the quality of education provided and to the standards achieved by the pupils. The school has an effective school improvement plan in place. The school makes good use of the principles of best value to make effective use of the financial resources available. These are used effectively to support the priorities identified in the plan.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Their children make good progress. • The teaching is good. • Children are expected to work hard and achieve their best. • The school helps their children to become mature and responsible. 	<ul style="list-style-type: none"> • Behaviour in the school. • The homework provided for their children. • The range of activities outside lessons.

The inspectors endorse the parents' positive comments.

The school has a policy for homework and there was evidence during the inspection of it being used effectively to support learning. The school provides a satisfactory range of activities after school and at lunchtimes, including sport, gardening, and a computer club.

Behaviour is satisfactory overall. The majority of the pupils behave well. They respect their teachers and the other adults who work with them, and they show good levels of perseverance when faced with challenging tasks. A significant minority of the pupils, some of whom have social, emotional and behavioural problems, find it difficult to conform to the school's reasonable expectations of standards of behaviour. They fail to settle, challenge the teachers' authority and often disrupt their own and others' learning. Teachers have to work very hard to manage such behaviour.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. There is a wide range of attainment on entry to the nursery but overall, standards are well below those expected of this age group. Many children are at an early stage in the acquisition of English when they start in the nursery class. Staff provide very good support to develop their speaking and listening skills. However, the children's limited knowledge and understanding of spoken English has an adverse impact on their attainment. Their knowledge, skills and understanding are generally very much lower than expected for their age. Careful assessment made of the new entrants soon after they start nursery indicates that their skills, particularly in personal and social development, communication, language and literacy, and mathematical development are well below those expected. The children's progress is tracked through continuous teacher assessment and by further formal tests on entry to the reception class. Assessment data confirms that, by the time they start in Year 1, almost all children achieve well. This is due to the suitable curriculum and the good quality teaching. Despite the good progress made, overall standards on entry to Year 1 are below the expected level. Many children do not attain the early learning goals expected for children of this age by the end of the reception class in communication, language and literacy, mathematics, and knowledge and understanding of the world. Most will achieve the early learning goals in personal, social and emotional development, creative development and physical development.
2. Pupils' performance in the Year 2 2001 National Curriculum assessments was well below the national average in reading and writing. Their performance in mathematics was very low. Teacher assessments indicate that attainment was well below the national average in science. In comparison with schools with pupils from similar backgrounds, the results in reading and writing were in line with the average, and results in mathematics were well below the average. These results show a steady improvement since 1999. Evidence from the inspection indicates that standards in reading, writing and mathematics are currently well below the national average. Standards in science are below the national average. Most pupils in Years 1 and 2 achieve satisfactorily over time, and progress was often good in the lessons observed.
3. Pupils' performance in the Year 6 2001 National Curriculum tests was very low in comparison with the national average in English, mathematics and science. In comparison with schools with pupils from similar backgrounds, the results in English were well below average, and the results in mathematics and science were very low. Girls performed better than boys in 2001, although boys did better than girls in the two previous years. The test results in all three subjects had been improving at a rate that was broadly similar to the national trend. The results in 2001 show a considerable decline in comparison with earlier years. The pupils in that year group had experienced a series of less than effective teachers, had a larger than usual percentage of pupils with special educational needs and had an unusually high turn-over of pupils in the preceding three years. Inspection evidence indicates that standards in English and mathematics are well below the national average. Standards in science are below average. Most pupils in Years 3 to 6 achieve satisfactorily over time and progress was often good in the lessons observed.

4. Standards of attainment are improving. These improvements are the result of an increased proportion of teaching which is good or very good and the implementation of the national strategies for literacy and numeracy which have provided a framework for planning and led to a clear focus in lessons. The school has also developed clear strategies to monitor and improve the quality of teaching and learning. Improvements in the assessment of pupils' attainment and the tracking of their progress have also helped to raise standards. The school has effective systems in place to monitor progress and set clear targets for improvement.
5. When pupils start school, many lack confidence in speaking. Their vocabulary is limited and their listening skills are poor. The school places a strong emphasis on the development of language and communication skills. In the nursery and reception classes, teachers use their secure knowledge and understanding to plan a curriculum that appropriately emphasises the development of speaking and listening skills. All staff use questions carefully to help children express and extend their ideas. Some children are confident when speaking to adults but many still find it difficult to find the appropriate words to express what they want to say. By Year 2, pupils have made satisfactory progress in relation to their previous attainment. Most listen carefully to questions and instructions. However, a significant minority have a limited concentration span and have difficulty putting their thoughts into words. By Year 6, many pupils attain the levels expected for their age in speaking and listening, although overall, standards are below those expected for the age group. Most pupils listen attentively and take turns to contribute to discussions. Higher attainers express opinions clearly and articulately. However, some pupils are not confident in expressing their ideas and tend to wait for others who are more confident, to respond to the teachers' questions. Lower attaining pupils find it difficult to find the range of words or express their ideas at length.
6. Although pupils in Years 1 and 2 make satisfactory progress, standards in reading are well below average at the end of Year 2. Higher attaining pupils are able to read simple texts with some accuracy. However, many pupils are still unable to read a range of texts with accuracy, fluency and expression. For more able pupils the systematic teaching of letters and their sounds supports pupils' progress in learning to read. However some pupils, especially those who speak English as an additional language, lack strategies, such as using meaning, to support their reading. Lack of general knowledge together with a limited vocabulary sometimes prevents lower attaining pupils from fully understanding the text they have read. Pupils in Years 3 to 6 continue to make sound progress. They develop a growing confidence in tackling reading and by the end of Year 6, higher attaining pupils read independently from a range of texts and other material. Higher attaining pupils are able to discuss books they have read and express opinions about them. However, a significant number of pupils find reading difficult. They are hesitant when reading aloud and do not have a clear understanding of what they have read.
7. Standards of writing are well below average at the end of Year 2. Many pupils are still at a very early stage of writing. Most pupils develop their ideas in a sequence of sentences. They are aware of full stops and capital letters, but not accurate in their use. The range of what they write is mainly confined to recording everyday events in their lives. Opportunities to develop vocabulary and imaginative writing are limited.

8. By Year 6, higher attainers use spelling and punctuation rules accurately. They structure their work using imaginative and descriptive words and phrases. Pupils are able to write descriptions, instructions and reports. They learn to plan, draft and improve their work. However, less able pupils still require considerable input from teachers and support staff to enable them to complete a piece of written work. The work of lower attaining pupils consists mainly of grammar exercises and there are insufficient opportunities for them to practise these skills in more extended writing.
9. In mathematics, pupils in Years 1 and 2 make satisfactory progress. By Year 2, pupils have an appropriate mathematical vocabulary. Most have a good understanding of pattern in number and know the difference between odd and even. They have a secure understanding of shape. They are encouraged to use and develop their skills of mental arithmetic. They develop skills of simple data handling and can construct and interpret graphs. The higher attaining pupils have a clear understanding of the value of numbers and they carry out simple calculations accurately. They can work out simple problems mentally. Lower attaining pupils have a limited ability to mentally recall number facts but they are able to use apparatus effectively to aid calculations. The majority of pupils have a satisfactory understanding of shape, space and simple measures.
10. By the end of Year 6, the higher attaining pupils carry out written calculations accurately and have a satisfactory knowledge and understanding of number facts. They have an understanding and appreciation of number pattern and measures and a knowledge of shapes and solids and their properties. However, many pupils still have a poor knowledge and recall of multiplication tables and addition and subtraction facts. Their mental arithmetic skills are weak and this affects the speed at which they can work. The higher attaining pupils have an understanding of percentages and can perform calculations involving fractions and decimals with accuracy. They are able to calculate the perimeter and area of shapes. The lower attaining pupils can apply the four rules of number effectively, use a range of units of measure competently and can construct simple graphs to illustrate data they have collected. Attainment in problem solving is less secure. Lower attaining pupils often have difficulty with interpreting the questions and knowing which mathematical skills are required to produce a solution.
11. Pupils make good progress in science in Years 1 and 2. They benefit from a strongly practical approach to the subject, improving their skills in handling equipment and making careful observations. By the end of Year 2, they appreciate that a test has to be made fair if the results are to be of any use and some pupils can suggest what needs to be done to make an investigation fair. They are beginning to use measurement as part of their investigations. They can make simple recordings of their work, using writing or labelled drawings. However, many pupils rely heavily on support to explain and record what they have discovered.
12. Pupils in Years 3 to 6 make good progress in science. They use accurate scientific vocabulary to describe what they know or observe. They have a good grasp of the factual knowledge required by the National Curriculum and they also develop their understanding of the process of scientific enquiry. By the end of Year 6, they can identify the features of a fair test and apply the principles well to their own investigations. Practical activities are carried out carefully, with sensible use of equipment and group discussions of the scientific basis of the investigation, using scientific terminology with confidence. However, although those pupils with special educational needs and a further group with English as an additional language, can participate well when supported by the class teachers and teaching assistants, they find difficulty in organising and expressing their ideas.

13. Pupils' attainment in information and communication technology has improved significantly since the last inspection. The school now has a computer suite and teachers are using this facility very effectively for the development of computer skills. Consequently, pupils throughout the school, including those with special educational needs and those for whom English is an additional language, make good progress in their lessons in the computer suite because the quality of teaching is consistently good. However, this improvement in provision has not yet had time to bring pupils up to the expected levels of achievement in all aspects of the subject. Standards by the end of Year 2 are now in line with expectations for that age group. At the end of Year 6, the standards are still below those expected, as staff and pupils are working to overcome a deficit in experience and skill acquisition, from previous years. Whilst all elements of the required programme of work are covered, the older pupils' skills and experience in using certain aspects such as word processing, control and graphics are still underdeveloped. However, these are improving at a good rate.
14. Attainment in art and design, geography, history, music and physical education is broadly in line with the national expectation by Year 2 and Year 6. Attainment in religious education is in line with the expectations of the locally agreed syllabus.
15. Overall, pupils with special educational needs learn effectively and make satisfactory progress. They achieve standards appropriate to their age and prior attainment. This is particularly so when work is well-matched to their needs. In the nurture group, pupils make good progress in developing their social and behavioural skills. They become more emotionally secure and learn to deal with their own frustrations. This means that they are more ready to learn.
16. A significant number of pupils are at a very early stage of learning English as an additional language when they enter school. Where teaching is good, pupils make satisfactory and frequently good progress during their time in school, although it is harder for pupils entering in Years 3 to 6, as English underpins everything they do. By the end of the reception year, children have made good progress in their acquisition of English, particularly in speaking and listening, and are able to participate fully in the lively and stimulating activities. Pupils who have benefited from the nursery and reception provision continue to make steady progress with all their English skills. The occasional pupil, joining in Year 1 or 2 and speaking no English, acquires a familiarity with the language but makes slower progress than younger pupils. By Year 6 the majority of pupils who started school with very limited English are achieving standards equal to the main body of pupils.

Pupils' attitudes, values and personal development

17. Overall, the attitudes and behaviour of the pupils are satisfactory and have a positive impact on the progress that they make. Although coming from diverse cultural and religious backgrounds, the pupils enjoy sound relationships with one another and the school functions as a pleasant, orderly community. Pupils have a good understanding of the effect their words and actions can have on other people. They work together co-operatively in pairs or in small groups, for example in literacy lessons. In the playground they play harmoniously with one another, organising football games and older pupils keep well away from where younger pupils are playing. They play sensibly with the skipping ropes and other small apparatus and are helpful in putting the equipment away at the end of playtime. During the inspection, when wet weather prevented the pupils from playing out of doors, their behaviour inside school was good. Parents and carers responding to the pre-inspection questionnaire indicated very strongly that their children like school.

18. Pupils with English as an additional language usually work hard and make a real effort to join in, particularly in the lively class-based sessions and practical investigation. They listen carefully but some, especially a few girls, are shy about speaking. When work is well-matched to their ability, pupils with special educational needs have positive attitudes to work and generally concentrate well on their tasks.
19. Behaviour in lessons is at its best in the Nursery and Reception classes. The children come into school happily in the mornings and settle quickly into the day's activities, confident in parting from their parents and glad to see their teachers. They enjoy their work and play and concentrate for considerable lengths of time. The Reception children are developing a good understanding of the classroom rules, which require them to 'look', 'listen' and 'think'.
20. In Years 1 to 6, behaviour in lessons is satisfactory. The majority of the pupils behave well. They respect their teachers and the other adults who work with them, and they show good levels of perseverance when faced with challenging tasks. Most of the pupils are keen to contribute to class discussion, for example in literacy lessons, and they are eager and alert in numeracy lessons, particularly during mental work. In an art and design lesson the Year 5 pupils worked with real enjoyment to create individual printing blocks. By the end of the lesson they had printed very colourful and detailed suns onto fabric, the first part of a collaborative textile project which will eventually depict an ancient Chinese legend.
21. A significant minority of the pupils, some of whom have social, emotional and behavioural problems, find it difficult to conform to the school's reasonable expectations of standards of behaviour. They fail to settle, challenge the teachers' authority and can disrupt their own and others' learning. Teachers have to work very hard to manage such behaviour. They have a non-confrontational approach, which helps to keep an atmosphere of calm for the rest of the class. Sometimes the offenders are sent to work in another class and this works well, helping to minimise disruption and the impact on whole class learning. In the past year there have been seven fixed period exclusions for behaviour that the school considered to be totally unacceptable.
22. Behaviour in assembly is good. During the inspection, in the monthly 'Star Award' assembly, the pupils were pleased and proud to receive their certificates and happy to have their parents and carers join them for the celebration. Those who were not successful this time applauded loudly and seemed genuinely delighted when the awards were presented. Behaviour in the dining room is satisfactory and school lunch is an enjoyable social occasion for the pupils. The pupils in the nurture group enjoy their lunchtime routine. They have their lunch with their teacher in a separate dining room and then go back to their classroom to play instead of going into the playground. They respond to their teacher's high expectations and behave as well as the pupils in the main dining room. All the pupils have opportunities to participate in extra-curricular activities during the lunch break. Reception children and pupils from Year 1 and Year 2 were busy with art and craft pursuits in the 'Lunchtime Activity Club', under the direction of teaching assistants, having an enjoyable time and behaving impeccably.
23. The pupils show respect for school property. All areas of the school are clean and tidy and the outdoor play areas are free from litter. Books and other learning resources are handled carefully and the work which is on display in classrooms and corridors is not spoiled in any way. The school is at an early stage in allocating responsibilities and providing opportunities for pupils to take initiative, but pupils help their teachers in small ways by giving out and collecting in books and by helping to tidy up after practical work.

Year 6 pupils have appropriate additional responsibilities, such as preparing the hall for assembly and returning lunch boxes to classrooms at the end of the lunch period. These duties contribute to the smooth running of classes and whole school routines and are helping the pupils develop an understanding of what it means to be part of a caring community.

24. Attendance in the school is improving steadily but remains well below the national average. The rate of unauthorised absence is below the national average. Contributing factors to lower than average attendance levels are extended holidays to countries of origin and parents failing to notify the school when they move out of the area. With the welfare of the pupils in mind, the school leaves the pupils' names on roll until their exact whereabouts are known and this often takes some considerable time. The school is currently the most improved school in Trafford, in terms of attendance. Pupils in general, respond well to initiatives to improve attendance. Last term, a total of 477 certificates were awarded to pupils who achieved 100% attendance in any one month and this is highly commendable. Punctuality in the school is satisfactory. The great majority of the pupils arrive on time in the mornings and lessons start promptly.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

25. The quality of teaching is good overall and has a positive impact on pupils' attainment and progress. During the inspection, 61 per cent of the teaching observed was good or better and 21 per cent was very good. Six per cent of the teaching was unsatisfactory and none was poor. Teaching has improved since the previous inspection when teaching was satisfactory overall.
26. The quality of teaching in the Foundation Stage is good overall. Eighty-eight per cent was good or better and 41 per cent was very good. None was less than satisfactory. This high quality teaching is based on the good relationships between adults and children; good planning and the teachers' knowledge of the curriculum and of how young children learn. All activities are planned carefully to enable children of all abilities to build on their previous knowledge and understanding. Children are provided with many interesting practical activities and they respond very positively, making good progress. The staff have appropriately high expectations of the children, both in achievement and social skills, and the children are respected and valued. Support staff work closely with the teachers and make a very positive contribution to children's learning.
27. In Years 1 and 2, teaching is satisfactory overall. In the lessons observed, 50 per cent of the teaching was good or better and 14 per cent was very good. However, 5 per cent of the teaching was unsatisfactory. In Years 3 to 6, teaching is good overall. In the lessons observed, 58 per cent of teaching was good or better and 18 per cent was very good. However, nine per cent was unsatisfactory.

28. The teachers generally have appropriately high expectations of behaviour and attainment. They expect pupils to maintain concentration and lessons proceed at a good pace. They make good use of questioning to develop pupils' understanding and they give clear explanations. Group work is organised skilfully to enable some groups to work independently thus enabling the teacher to give intensive support to others. Where teaching is good, pupils are encouraged to be responsible about their work, and are given opportunities to work independently and in pairs or groups. Relationships are positive and pupils respond well to teachers' expectations of good behaviour and show good levels of concentration. Where teaching is most effective it builds on previous learning, work is introduced in a lively and stimulating way and tasks are provided to meet the differing needs of pupils. Teachers make good use of questioning techniques and effective use of review sessions to reinforce and evaluate learning and understanding, for example when recapping on the work done in numeracy lessons. This good quality teaching has a very positive impact on maintaining and raising the standards of attainment. Where teaching is less successful, the work lacks challenge and the pace of pupils' response slows, with an adverse effect on the progress made. Class management is also weak on occasions and poor behaviour from pupils leads to the disruption of their own and others' learning.
29. Teaching of English is satisfactory overall but varies from very good to unsatisfactory. The way that teachers manage pupils and organise activities has a direct effect on the way pupils behave and work in lessons. In the best lessons, work is well structured and the National Literacy Strategy is implemented well. Teachers use a variety of strategies to hold pupils' interest and attention and they respond well. In lessons where teaching is uninspiring, group-work is not well matched to pupils' attainment, or when too much of the teachers' time is taken up in managing challenging behaviour, the pace of learning slows.
30. Teaching of mathematics is never less than satisfactory and is frequently good or very good. Teachers generally have high expectations. Most pupils respond well and make good progress. Good use is made of the framework provided by the National Numeracy Strategy. Lessons usually proceed at a lively pace and pupils work hard, showing good levels of concentration and developing their knowledge, skills and understanding.
31. Teaching of information and communication technology has improved since the previous inspection, it is never less than satisfactory and is often good. Teachers make effective use of the computer suite and lessons are well structured and build systematically on skills and concepts explored in previous sessions. Teaching of science is at least satisfactory and often good. Teachers use of questions and discussion well to make pupils think and lessons provide good opportunities to develop skills of investigation. Teaching in art, geography, physical education and religious education is satisfactory overall. However, unsatisfactory teaching was observed in art, geography and physical education lessons. Teaching in history and music is good.
32. The quality of teaching for pupils with special educational needs is satisfactory overall, although it varies from very good to unsatisfactory. Grouping by attainment for literacy and numeracy has some advantages for these pupils, providing that the groups are small enough for challenging behaviour to be contained. When there is specialist support available in these sessions, provision is greatly improved and pupils progress at a steady rate. Class teachers have a good awareness of individual problems and work hard to match work to pupils' needs and abilities.

33. Teaching and learning within the nurture group is consistently good. All lessons are taught with an emphasis on the personal, social and emotional needs of the pupils. The importance of body language, including eye contact, is shared with the pupils. A calm atmosphere is created in the classroom which offers optimum conditions for these pupils. The pupils develop strong attachments to the teacher and the teaching assistant which enables them to trust that the adults will help them to manage their emotions and behaviour. The pupils' behaviour is managed in a positive way. For example, they are given the opportunity to have a quiet talk with the teacher if they are unhappy or if they are finding it difficult to settle to work. They are given rewards frequently during lessons and they value these greatly. The pupils are grouped carefully so that work is matched closely to their level of need and ability and also to offers them the opportunity to learn how to work with different pupils.
34. Class teachers provide good support for pupils who are learning English as an additional language (EAL). The teaching in the nursery and reception classes is particularly supportive and effective for EAL speakers. Vocabulary is introduced in a wide range of stimulating and practical contexts and staff enunciate carefully and repeat individual words and phrases. Class teachers in Years 1 and 2 give great attention to speaking and listening. They provide a good range of experiences and activities that ensure all pupils have ample opportunity to hear and understand everyday language as well as the language that is special to a subject. When the EAL pupils are in these sessions they benefit from a good learning environment and lively, well-focused teaching. Support from teaching assistants working in class alongside the class teacher ensures further reinforcement. In the most effective class teaching sessions in Years 3 to 6, teachers carefully plan opportunities to introduce and repeat key vocabulary. This is of benefit to all pupils but particularly for those who are making good progress with their developing English but who have as yet not acquired complete independence.
35. The school benefits from specific funding to support pupils from different ethnic backgrounds, many of whom are learning English as an additional language. This is used to finance four teaching assistants working in class or with withdrawal groups. As numbers on roll have increased, the school has also appointed two teachers for additional support. They often work with groups made up of pupils with special educational needs and those who are learning English as an additional language. At times, the resulting compromise of placing pupils with special educational needs and those who are learning English as an additional language together in a group is not fully effective because of their differing needs. Likewise, withdrawal groups may extract pupils from more than one class at a time, which means that the additional teacher or teaching assistant support is not able to draw on the strengths and planning evident within the class teaching context. Pupils who have recently joined the school and are in the early stages of English language acquisition are encouraged to join in and benefit from the full range of subjects. They manage best when they are supported in class by a teaching assistant. However, pupils only benefit from this help for one or two sessions per week. The school has chosen to focus on science lessons. The support is thoughtfully done and is working well but there is not enough of it.

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

36. The school is maintaining the quality of the curriculum noted by inspectors in March 2000. It plans a satisfactory range of learning opportunities that fully meets statutory requirements and support pupils' academic and personal development. There are policies for all subjects. Daily, well-organised literacy and numeracy sessions based on the national frameworks are taught in each class and this has a positive effect on the quality of educational provision. The school has adopted the guidance from the Qualifications and Curricular Authority for most other subjects, adapting them to its own needs and providing clear guidelines for their use. An appropriate allocation of time is given to all subjects. The school has developed various initiatives to enhance areas of the curriculum. For example, in science the planning of work places greater emphasis on practical work and this has helped to raise standards. To develop literacy skills there is an emphasis on speaking and listening. There has been good improvement in the curriculum for information and communication technology. The school has a computer suite to which all classes have access at least once per week. This is having a positive effect on achievement throughout the school, although the lack of computers in classrooms means that pupils do not have daily access to information and communication technology to support their learning.
37. Other subjects are taught within the structure of a two-year rolling programme to accommodate pupils in mixed year classes. This arrangement works well when teachers ensure that the content of the lesson is well matched to the learning needs of the pupils in the class.
38. The curriculum for children in the nursery and reception classes is good. It is securely based in the six areas of learning appropriate for this age group. In line with the school's philosophy and the children's needs, special emphasis is rightly given to personal and social development, as well as to communication, language and literacy and to mathematical development. Appropriate elements of the National Literacy Strategy and the National Numeracy Strategy are incorporated into lessons in the reception classes. In the nursery, small group teaching in communication, language and literacy and mathematics is regularly provided. Incidental opportunities to promote skills in these areas are incorporated into all aspects of the curriculum. The children are encouraged to enjoy learning and to take part in a wide range of lively practical activities, which support their progress effectively in all areas.
39. The well-organised provision for pupils with special educational needs seen at the last inspection has been maintained. As at the last inspection, the best work is that undertaken with specialist staff. Pupils' individual targets are well-thought out and their progress reviewed termly. These include goals for literacy, numeracy and behaviour as appropriate. Some pupils receive support from outside agencies, which gives them individual targeted support on a sessional basis usually once a week. In the nurture group, staff ensure that snack, break and lunch times are structured to help pupils gain social skills and to experience a family atmosphere where they can learn consideration for others and have the opportunity of being accepted as part of a caring group. This provides good opportunities for the pupils' social and moral development.

40. The management of withdrawing pupils from lessons for additional support, and the size and composition of such groups needs to be reviewed. The school needs to consider the effect of withdrawing pupils and to take steps to ensure that they are not disadvantaged in the curriculum offered to them.
41. Teaching in most subjects makes a positive contribution to the development of literacy skills. For example in history, when pupils write accounts of Ancient Greek theatre, and in science, when pupils record observations and investigations. Opportunities to develop numeracy skills are also provided. Examples occur in geography when they use co-ordinates, and in science when they interpret a range of graphs.
42. A high proportion of the curriculum time is spent on developing pupils' literacy skills, both in the literacy hour and across the whole curriculum. The emphasis on speaking and listening, especially in Years 1 and 2, is of particular benefit to all the pupils but especially to the EAL speakers, whatever their stage of development. Across the whole school, a number of pupils are currently withdrawn from class for group work to accelerate their progress in literacy and numeracy or because the school believes they would benefit from work in a smaller group. The very different range of needs in some groups does not allow for effective learning. Additional teachers or teaching assistants lead these sessions. The acceleration groups include a number of EAL speakers who, according to the assessment procedure that the school uses, are working just below the level expected for their age. In terms of gains in English, the effect on pupils' learning is variable, dependent on the quality of the teaching approaches used. The quality of the planning is variable and is not always precise about the very specific learning to be achieved in a short sequence of sessions. All these groups miss out on the stimulation and support of good classroom interactive displays. Furthermore, the organisation of withdrawal groups means that these pupils miss lessons in other curriculum areas and the potential for developing and applying English skills in a range of subjects is missed. For example, pupils withdrawn in Year 6 missed the opportunity to write about their science and refine their understanding of interpreting data through graphic representation.
43. In mathematics and literacy, lower attaining pupils from Year 1 and Year 2 and from Year 3 and Year 4 are taught together. This arrangement does not work successfully when pupils with behavioural difficulties take up much of the teacher's attention and prevent others in the class from learning.
44. The school pays good attention to developing personal and social and health education. Issues such as healthy eating and dental care are dealt with in subject areas, particularly science. Assemblies and specially designated times within the curriculum are used to promote personal and social development. There is an appropriate policy for sex education. Pupils are made aware of pollution issues and the dangers of smoking and the school has plans to develop a more comprehensive drugs awareness programme in the near future. Visitors to the school, such as the school nurse and the community policeman, enhance the provision for pupils' health and personal safety. Year 6 pupils engage in problem-solving and team-building activities during their annual residential visit to Colomendy in North Wales. This plays an important part in developing social skills and independence.
45. There is satisfactory provision for extra-curricular activities. These include computer, gardening and art and craft activities and attract a good number of pupils. The school also plays football against other teams in the local area.

46. Links with the community add much to the breadth and relevance of the curriculum. There is a good range of visits. Very young pupils enjoyed going to the local Garden Centre. Infant pupils went to Urmston Park to plant saplings and to a local museum to look at toys. Older pupils took part in an arts festival at the Lowry Centre and have also been there to make observational drawings of Lowry's work. Visitors include a local community arts group, which worked with pupils throughout the school to make objects for the local 'Party in the Park', and a local Christian group which comes in regularly to lead assemblies.
47. Pupils transfer to a number of local secondary schools. Arrangements are in place to help this transfer and school records are passed on to the receiving school. The school has very good links with Stretford High School, which is in the same Education Action Zone. Benefits from this link include having a physical education specialist teacher coming to the school to give dance lessons and also to give advice on providing a programme of work for physical education. The school works effectively with North Trafford College in two ways. The College provides an on-site course in recent approaches to literacy and numeracy for the benefits of the parents and collaborates with the school in the provision of training opportunities for classroom assistants.
48. Overall, the school makes satisfactory provision for spiritual, moral, social and cultural development. Provision for pupils' spiritual development is satisfactory but more could be done to plan for the development of spiritual experiences across the curriculum. Through religious education pupils have the opportunity to explore the way in which religious beliefs affect people's lives. The school community is rich in its diversity and pupils show respect for the difference of others' beliefs. The daily acts of worship fulfil statutory requirements. Assemblies provide time for pupils to reflect, and to consider their position at home, at school and in the wider community.
49. There is good provision for pupils' moral development. There is a clear behaviour code which is promoted consistently through all aspects of the school and which tries to give pupils strategies to behave well. Many achieve a high level of self-control but some still find this difficult. The nurture class provides a supportive structure for some pupils. The provision for personal, social and health education gives the pupils the opportunities to explore and understand a range of issues. Pupils are encouraged to understand that their behaviour has consequences for themselves and others. They show respect for property and the school environment. Teachers provide good role models through the quality of their relationships and interactions. They promote principles of fairness and respect. Expectations of good behaviour are consistently reinforced and good behaviour is rewarded effectively by praise and personal stickers. There are opportunities across the curriculum for pupils to explore moral issues beyond their own experience. Pupils in a Year 4 class considered the effects of the Second World War on English and German people. They show respect for the different cultures represented in the school.
50. There is good provision for pupils' social development. Pupils work well together in pairs and in groups. They are given opportunities to take responsibilities around the school. The residential visit at the beginning of Year 6 further enhances pupils' social development and gives them the opportunity to appreciate the benefits of working as a team in a different environment. Such positive corporate experiences are also provided for through the monthly star assembly to which parents are invited. This is an important event in the life of the school, promoting pupils' self esteem not only for good work done but also for helpfulness and kindness to others.

51. Provision for pupils' cultural development is satisfactory. Multicultural awareness is promoted through the teaching of the major world faiths. Pupils learning English as a second language have just made an eye-catching display of dragons to celebrate Chinese New Year. The school is anxious to promote the contribution made by black people to society. In the autumn term, they celebrated the achievements of people such as Mary Seacole, Martin Luther King and Nelson Mandela during national Black History Month. The school is also pro-active in attempting to have black issues incorporated into the national scheme for history. There are opportunities to extend pupils' cultural awareness by visits. Year 6 pupils on a visit to the Lowry Centre worked with a professional video team. Pupils in Year 4 have visited the Museum of Science and Technology. In religious education pupils consider the different ways in which faiths have been represented through art. A sharing assembly provided the pupils with the opportunity to participate with others in the performance of a part song which some pupils accompanied on percussion instruments. Assemblies always begin and end with classical music, though the opportunity is missed to identify and contextualise the piece for the pupils.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

52. The welfare of all the pupils, including those with special educational needs and those who speak English as an additional language, is a high priority for the school. The headteacher has a good awareness of the particular problems that may affect 'looked after' children. All the pupils are carefully supervised throughout the school day and all but the most minor of accidents are recorded appropriately. The school building is very clean and tidy and staff are aware of the fundamental importance of maintaining a safe and healthy environment. The school's child protection policy adheres to guidelines provided by the local education authority. Teachers are kept up to date by the designated teacher for child protection by the designated teacher for child protection on school policy and any changes in statutory requirements. Good communications between senior managers and class teachers ensure that any concerns are identified early and monitored carefully, in conjunction with external agencies where necessary. Very strong links with Social Services enable the school to give sensitive support to individual pupils and their families, within the confines of the school and in the pupils' homes. The school nurse is a regular visitor and makes a very good contribution to the work of the school in matters concerning the pupils' health and general well-being.
53. The school has worked hard to improve assessment procedures since the last inspection. Good assessment systems for English, mathematics and science are now in place to assess pupils against national expectations and this is providing useful information for following the performance of pupils as they move through the school. In addition, the school makes good use of other test information, for example, to identify pupils who may need extra provision or have special educational needs. The thorough analysis of National Curriculum test results is having a significant effect on the school's curriculum provision and the quality of its teaching through the identification of areas in need of development. As yet this good assessment does not extend to all subjects. In some subjects such as history, geography, and art and design there are still no established systems for assessing the progress of pupils.

54. The use the school makes of assessment information to guide its planning is much improved since the last inspection. Termly meetings between individual class teachers and the headteacher or deputy headteacher look closely at pupil progress against the targets which have been set for them. They look carefully at the implications for teaching if these pupils are to meet their targets and plan accordingly. Pupils are aware of their targets and enjoy working towards them. In a Year 3/4 mathematics lesson, pupils with a range of abilities and challenging behaviour stayed on task, meeting the high expectations the teacher had for them and keen to demonstrate that they had in fact accomplished more than their targets.
55. Information from assessment enables teachers to plan work which matches the needs of their pupils well. This is not only in English and mathematics but in history, for example, where the teacher's planning on life in ancient Egypt demonstrated that she had a clear awareness of the range of ability in the class. A variety of activities to support the work ensured that all pupils made progress in their independent work.
56. There are clear procedures for the early identification of pupils' with special educational needs and the school has followed closely the Code of Practice for these pupils. Statutory requirements for the assessment of pupils with statements are met. Pupils have individual education plans, and gains in academic and personal progress are recorded termly. In the nurture group, a profile of each pupil's difficulties and needs is gained by using a published scheme which includes looking at each pupil's self-image and attitudes and how much they feel they are able to influence their experiences. The assessment of the initial needs of pupils for whom English is an additional language is both systematic and sensitive.
57. Procedures for monitoring and supporting the pupils' personal development are good. An appropriate programme of personal, social and health education is taught in all classes. The school allocates a generous amount of time to this area of the curriculum because many pupils are withdrawn from collective worship and so do not benefit from the personal and social elements of school assemblies.
58. Procedures for monitoring and promoting positive behaviour are good. Hard work, punctuality and helpful, caring attitudes are rewarded consistently with praise, stickers, certificates, recognition in assembly and 'Golden Time', a weekly session enjoyed by the whole school. This is a time when classrooms are taken over by fun activities, such as writing with special pens and exciting art and craft work. The school's 'Golden Rules' for good behaviour are displayed prominently in all areas of the school, useful reminders of what constitutes acceptable conduct.
59. An appropriate system of sanction is in place for dealing with negative behaviour, including bullying and racist incidents. Where pupils are identified as having social, emotional and behavioural difficulties, they are placed on the special educational needs register, in accordance with the statutory Code of Practice. Individual education plans are drawn up for them by the pupils support team, which comprises the senior pupil support teacher, the co-ordinator for special educational needs and the head of the Social Services Early Years unit, who is a senior manager of the school. In cases where there are severe behavioural problems, the school, in consultation with the parents, develops a pastoral support programme, tailored to suit the needs of the individual pupil. The nurture group within the school provides intensive support for pupils whose emotional development has been delayed or damaged in any way. The provision is for pupils of all ages, from Reception to Year 6, and usually operates over a period of between three and six terms. During this time the pupils retain links with their

mainstream classes and the majority are able to re-integrate fully by the end of the placement.

60. Arrangements for improving attendance are good. Individual and whole-class rewards provide good incentives for the pupils and attendance is given a high profile in newsletters, the prospectus and the home-school agreement. Monitoring procedures are very thorough and any unexplained absence is followed up promptly, wherever possible on the first day of absence. The school works in close co-operation with the educational welfare officer, who visits the school regularly to assist with the monitoring of attendance and to help with extra-curricular activities. He knows the pupils and their families very well and he follows up concerns about attendance without delay. Although there has been steady improvement in the attendance rate in recent years, the school recognises the need to raise levels of attendance still further and it remains a priority for the school to address.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

61. Parents and carers hold positive views about the school. The questionnaire, prior to the inspection, revealed that they feel comfortable in approaching the school with problems or questions concerning their children. Most parents and carers are of the view that the school is well led and managed and that teaching is good. They feel their children like school and are expected to work hard and achieve of their best. They consider the school keeps them well informed in relation to their children's progress and they are pleased with the progress their children are making. The inspection findings support all these positive views.
62. While the majority of parents and carers consider behaviour in the school to be good, a significant minority are dissatisfied with this aspect of the school. The inspection finds the overall standard of behaviour to be satisfactory. The majority of the pupils behave well. They respect their teachers and the other adults who work with them. However a significant minority of the pupils, some of whom have social, emotional and behavioural problems, find it difficult to conform to the school's reasonable expectations of standards of behaviour. They fail to settle, challenge the teachers' authority and often disrupt their own and others' learning. Teachers have to work very hard to manage such behaviour. They have a non-confrontational approach, which helps to keep an atmosphere of calm for the rest of the class. A substantial minority of parents and carers feel the school does not provide an interesting range of activities outside the classroom. Inspection findings are that extra-curricular provision is satisfactory, and similar to that in many other primary schools. Lunchtime and after-school clubs include computer, football, dance and art and craft activities.
63. The majority of parents and carers consider their children are given the right amount of homework. A significant minority disagree, but it is not clear whether they feel their children have too much homework or too little. The inspection finds that teachers make good use of homework, particularly in English, mathematics and science. A good feature of home-school communications is that parents are given a homework timetable at the beginning of the half term, outlining the time which should be spent on the various subjects and giving precise details of when the homework has to be handed in for marking. Through their support for the home-school reading scheme and for homework generally, the parents are making a satisfactory contribution to their children's learning.

64. The parents and carers are made welcome in the school. Many come into the classrooms at the beginning and end of the school day and take the opportunity to talk to class teachers, informally, about day to day matters. During the inspection a large number of parents and carers came to the 'Star Awards' assembly and spoke appreciatively of the warm welcome they always receive on such occasions. Through the Social Services unit, based in the school, the parents have good access to a support network of social workers, Early Years specialists and other professionals. The unit arranges numerous courses for parents, usually with crèche facilities, and a variety of drop-in sessions for parents and young children. All these facilities, including the toy library, are widely advertised inside school.
65. The overall quality of the information provided for parents and carers by the school is satisfactory. Through the prospectus, regular correspondence and the governing body's annual report, parents are kept appropriately informed with regard to the aims of the school and its policies and procedures. A good feature of home-school communications is the termly newsletter, which gives advance notice of curriculum topics to be covered by the various year groups. A formal parents' evening is held each term, when parents can discuss their children's progress with class teachers. Parents of pupils on the register of special educational needs are invited to meet with the special educational needs co-ordinator every term and the parents of statemented pupils are invited to the more detailed annual review involving external agencies. The great majority of those parents for whom English is an additional language have sufficient basic English to make their wishes and concerns known. The school receives no bilingual support to aid communication at formal meetings or on a day-to-day basis, but every effort is made to communicate effectively with those parents for whom English is an additional language. This often involves help from the pupils themselves or from relatives and friends.
66. There is scope for improving the end of year written reports on pupils' progress, which currently place insufficient emphasis on identifying areas for improvement. Reports for children in the Reception classes do not relate sufficiently to the different areas of learning for children at the Foundation Stage of their education.
67. A home-school agreement has been introduced recently. It was drawn up in consultation with parents, and it sets out clearly the aims and responsibilities of the school and the expectations the school has of the family in terms of pupils' attendance, attitudes and behaviour and parental support for school policies and procedures.

HOW WELL IS THE SCHOOL LED AND MANAGED?

68. The school is well managed. The headteacher provides clear and effective leadership, promoting and sustaining a clear sense of direction for the work of the school. Collectively, the headteacher, staff and governors contribute effectively to the quality of education provided and to the standards achieved by the pupils. They have established a caring and supportive ethos for the school. The senior managers, and in particular, the deputy headteacher, set good examples in the work they undertake and consequently there is an enthusiastic and committed staff team, including those in non-teaching positions. The very positive and supportive atmosphere and the sense of commitment displayed by all who work in the school reflect the quality of this leadership. Governors, teachers and non-teaching staff work well together to support the headteacher in promoting the school's aims. The school has made very effective use of the support and guidance provided through local initiatives such as the Education Action Zone to improve the quality of education and the standards of attainment.

69. The school has taken positive and effective steps to address the areas for improvement identified in the last inspection report. Opportunities for speaking and listening and the development of investigative skills have improved. The amount of good and very good teaching has increased and there are effective systems in place to assess and monitor pupils' progress. A co-ordinated management structure has been developed, although its effectiveness has been weakened by many changes of staff. Progress and attainment in information and communication technology has been improved throughout the school.
70. The governors are kept well informed about developments in school and many of them are regular visitors. They provide good support for the school and are effectively involved in decisions about finance and the curriculum. Individual governors have responsibility for areas such as special educational needs, literacy and numeracy. They have established committees to oversee and meet the requirements of their statutory responsibilities.
71. The school improvement plan has been produced in consultation with staff and governors. This is based on an analysis of the school's needs. It clearly identifies the school's priorities and is a useful and effective management tool. It is linked to the school budget and is reviewed regularly to evaluate progress. It is supplemented with clear and effective action plans for each area of development.
72. The co-ordinator who manages the support for pupils who are learning English as an additional language, special educational needs, and the nurture base is dedicated to her role. Together with senior management she has developed a clear policy for the deployment of what additional help there is available, using additional teachers and teaching assistants. The school benefits from specific funding to support pupils from different ethnic backgrounds, many of whom speak English as an additional language. This is used to finance four teaching assistants working in class or with withdrawal groups.
73. There is satisfactory management of special educational needs by a part-time teacher who is able to get to know pupils well through the classroom support she is able to offer to class teachers. The progress of all pupils with special educational needs is monitored and tracked. The school has met fully the requirements of the Code of Practice for special educational needs. In the light of the newly published Code of Practice, the school policy document is to be reviewed. A range of resources is available to support the learning of the pupils with special educational needs. There are committed and caring teaching assistants. The nurture group is a strength of special needs provision, providing as it does good support for pupils who have emotional and behavioural difficulties.
74. The school has effective strategies in place to promote skills of literacy and numeracy and has successfully implemented the national strategies to provide a useful framework for curriculum planning in these subjects.

75. In consultation with staff and governors, curriculum co-ordinators have produced whole school policies which support teachers. Co-ordinators are responsible for managing their subjects and providing curriculum support. Systems of monitoring the standards and the quality of teaching and learning have been established. These have included lesson observations by the headteacher, deputy headteacher and advisory staff from the local authority. However, many of the curriculum co-ordinators are relatively new in post and have not had sufficient opportunity to monitor the standards of attainment within their subjects. This is an area for development.
76. The day-to-day administration and management of the school is very good. The school's administrative officer has a thorough knowledge of current financial systems and ably supports the headteacher. The administrative staff work hard to assist the smooth operation of the school. The collection of money and ordering and checking of school equipment are efficient and ensure minimum disruption to teaching and learning. This has a positive effect on the quality of learning and standards of achievement. The very few minor recommendations in the latest auditor's report have been implemented. Good use is made of information and communication technology to manage the school budget and to track pupils' attainment and progress.
77. Long term strategic financial planning is good. Governors are fully involved in establishing spending priorities, which are clearly detailed in the school improvement plan. They carefully evaluate the effectiveness of their spending decisions and ensure that the long-term interests of the school are best served. The management of day-to-day financial administration is efficient. The school ensures it allocates specific grants for their intended purposes. The very complex school budget is administered carefully by the headteacher and governors. They have had to manage the additional funding provided by social services for the family support unit. There was a delay in arranging this payment which created some problems in adjusting the balance carried forward from year to year. This has now been resolved.
78. The site manager and cleaning staff maintain the school to a good standard. The site manager, office staff, kitchen staff and lunchtime supervisors all make an effective contribution to the good relationships and positive climate for learning within the school.
79. Staff development is well managed to address both school and individual teachers' professional needs. Well-organised induction procedures provide good support for all newly appointed teachers and especially for newly qualified teachers.
80. The school has experienced a great deal of upheaval caused by many staff changes but now has a generous staffing ratio for the number of pupils. The two 'additional teachers' and the deputy head, who is not used as a class teacher, provide a flexibility of support for classroom teachers in a variety of ways. The school and parents have high hopes of a period of greater stability. Overall, the staff are enthusiastic and well matched to the demands of the curriculum. The school is not so generously staffed with classroom assistants, none of whom are bilingual. These two factors make it more difficult to support those pupils who are at an early stage of acquiring English as an additional language from the nursery to Year 6.
81. The accommodation is new. In addition to the classrooms, there are two halls for physical education, assemblies and dining. However, the layout does have some drawbacks. The area encompassing Years 3 - 6 can be noisy and the reception and Years 1 and 2 area has limited space, which is not always easy to use effectively for a range of groupings to meet the needs of the increasing numbers. The outdoor area is large and well adapted for all-weather use but the reception children do not have

access to an enclosed outdoor play area for their physical and imaginative development. Inner courtyards provide the space for a range of projects, including the gardening club.

82. The provision of learning resources is variable and in some cases insufficient to address the demands of the curriculum. Geography and design and technology are under-resourced. The number of library books for a school this size is relatively small. Whilst the computer suite is impressive and is a major factor in ensuring that the teaching and learning of information and communication technology are effective, there are no opportunities for teachers and pupils to refine skills and understanding through practice on class-based computers.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

83. To improve the school further, the headteacher, staff and governing body should:

- (1) Raise standards in English and mathematics by:

ensuring the clear priorities identified in the school improvement plan are implemented;

making more effective use of the additional staffing to help pupils make better progress;

setting clear targets for the improvement of standards of spelling, punctuation and handwriting;

raising teachers' expectations of the standards of handwriting and presentation;

providing more opportunities for pieces of extended writing;

promoting pupils' independent learning and research skills including greater use of the school library;

continuing to develop skills of mental arithmetic and problem solving.

(paragraphs 2, 3, 6 – 10, 102 – 111, 118 – 121)

- (2) Ensure that the curriculum co-ordinators have opportunities to monitor the standards of work and the development of pupils' skills in all subjects.
(paragraphs 117, 127, 133, 139, 143, 149, 154, 161, 172, 177)
- (3) Improve the arrangements for supporting pupils who require additional learning support, to ensure that they have full access to the curriculum.
(paragraphs 40, 42, 86, 88)

- (4) Improve the resources to support learning in information and communication technology, design and technology and geography. Improve the range and quantity of reference books available in the school library. (paragraphs 82, 111, 142, 149, 156, 161)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- Work with parents to improve pupils' attendance. (paragraph 24)
- Provide more opportunities for children in the reception classes to take part in challenging outdoor play. (paragraphs 81, 99)

THE PROVISION FOR PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE

84. The provision for pupils with English as an additional language (EAL) is satisfactory overall. The school benefits from specific funding to support pupils from different ethnic backgrounds, many of whom speak English as an additional language. This is used to finance four teaching assistants working in class or with withdrawal groups. There are no bilingual teaching assistants or bilingual parents helping in classrooms. Such support would ease the EAL speakers' entry into school. A considerable number of pupils do not speak English at home.
85. Many pupils enter the nursery or main school with standards in English literacy that are well below average for their age. A significant number are at a very early stage of learning English as an additional language. Where teaching is good, pupils make satisfactory and frequently good progress during their time in school although it is harder for pupils entering in Years 3 to 6 as English underpins everything they do. By the age of 11, the great majority of pupils who have been in the school for a significant period of time have developed a sufficient grasp of spoken and written English to cope with all aspects of the curriculum. Their natural form of communication with adults and with each other when talking about their activities in school is English.
86. (As these pupils form the majority of those in the school, the overall judgements on aspects of the school, such as the standards attained, and quality of teaching received, can be read as including those with English as an additional language.)
86. Pupils, who have recently joined the school and are in the early stages of language acquisition, are encouraged to join in and benefit from the full range of subjects. They manage best when they are supported in class by a teaching assistant. However, pupils only benefit from this help for one or two sessions per week. The school has chosen to focus on science lessons. The support is thoughtfully done and is working well but there is not enough of it.
87. The assessment of EAL pupils' needs is both systematic and sensitive. The school now uses a recognised seven-step system, which identifies the stage reached in speaking, listening and understanding and in reading. This stepped assessment, in itself, provides the potential for planning focused teaching to meet their needs. The assessment schedule also provides an effective tool by which to measure progress. The school monitors the progress of pupils of different ethnic backgrounds.

88. As numbers on roll have increased, the school has appointed two teachers for additional support. They often work with groups made up of pupils with special educational needs and pupils who speak English as an additional language. At times, the compromise of placing pupils with special educational needs and those who speak English as an additional language together in a group is counter-productive as their needs are very different. Likewise, withdrawal groups may extract pupils from more than one class at a time, which means that the additional teacher or teaching assistant support is not able to draw on the strengths and planning evident within the class teaching context.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	84
Number of discussions with staff, governors, other adults and pupils	31

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	18	34	27	5	0	0
Percentage	0%	21%	40%	32%	6%	0%	0%

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

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)	18	253
Number of full-time pupils known to be eligible for free school meals	n/a	168

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	1
Number of pupils on the school's special educational needs register	3	95

English as an additional language	No of pupils
Number of pupils with English as an additional language	158

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	60
Pupils who left the school other than at the usual time of leaving	34

Attendance

Authorised absence

	%
School data	8.4

Unauthorised absence

	%
School data	0

National comparative data	5.6
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National comparative data	0.5
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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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	14	17	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	8	8
	Girls	14	15	12
	Total	22	23	20
Percentage of pupils at NC level 2 or above	School	71 (61)	74 (74)	65 (70)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	6	10
	Girls	14	14	12
	Total	22	20	22
Percentage of pupils at NC level 2 or above	School	71 (65)	65 (57)	71 (74)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	12	17	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	1	3	4
	Girls	9	4	6
	Total	10	7	10
Percentage of pupils at NC level 4 or above	School	34 (56)	24 (44)	34 (61)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	2	6
	Girls	10	8	11
	Total	14	10	17
Percentage of pupils at NC level 4 or above	School	48 (56)	34 (47)	59 (47)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	7
Black – African heritage	8
Black – other	61
Indian	45
Pakistani	34
Bangladeshi	3
Chinese	2
White	47
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	11
Number of pupils per qualified teacher	23
Average class size	28.1

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	201

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	18
Total number of education support staff	1
Total aggregate hours worked per week	32.5
Number of pupils per FTE adult	9

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	11
Number of teachers appointed to the school during the last two years	3
Total number of vacant teaching posts (FTE)	-
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	-
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	-

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	2	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	5	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.

Financial information

Financial year	2000/2001
	£
Total income	696,079
Total expenditure	627,466
Expenditure per pupil	2,765
Balance brought forward from previous year	580
Balance carried forward to next year	69,193

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	289
Number of questionnaires returned	66

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	24	2	0	3
My child is making good progress in school.	52	41	5	2	2
Behaviour in the school is good.	50	36	5	6	3
My child gets the right amount of work to do at home.	41	38	9	2	11
The teaching is good.	59	32	9	0	0
I am kept well informed about how my child is getting on.	53	38	5	5	0
I would feel comfortable about approaching the school with questions or a problem.	55	36	2	6	2
The school expects my child to work hard and achieve his or her best.	61	27	6	2	5
The school works closely with parents.	48	39	5	3	5
The school is well led and managed.	53	35	2	6	5
The school is helping my child become mature and responsible.	48	41	8	0	3
The school provides an interesting range of activities outside lessons.	39	29	8	6	18

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

89. There are 82 children in the Foundation Stage¹, of whom 36 attend part-time in the nursery, 30 attend full-time in the reception class and 16 are in the mixed reception/Year 1 class. Although attainment varies widely, many children start nursery with skills which are considerably below the expected level in almost all areas of learning. Careful assessment made of the new entrants soon after they start nursery indicates that their skills, particularly in personal and social development, communication, language and literacy and mathematical development are well below those expected. Many children have particularly poor skills in understanding and expressing themselves in English as this is not their first language and in some instances is not spoken at home. Many children's knowledge of life in the world beyond their home is extremely limited. The children's progress is tracked through continuous teacher assessment and by further formal tests on entry to the reception class. Assessment data confirms that, by the time they start in Year 1, almost all children achieve well. This is due to the suitable curriculum and the good quality teaching. Children with special educational needs are effectively supported and have full access to the curriculum. They make good progress. Children for whom English is an additional language also make satisfactory progress overall. They are well supported by staff who work hard to ensure that children develop their vocabulary and understanding of English. However, children for whom English is an additional language would benefit from access to bi-lingual support in the early stages of their acquisition of English. Despite the good progress made, overall standards on entry to Year 1 are below the expected level. Many children do not attain the early learning goals² in communication, language and literacy, mathematics and knowledge and understanding of the world. In personal and social education and creative development the pupils make good progress and most reach the expected standards. In physical development, where attainment on entry is close to the expected level, children make satisfactory progress and attain the early learning goal.
90. The school makes good provision for children in the Foundation Stage. The curriculum is securely based in the six areas of learning appropriate for this age group. In line with the school's philosophy and the children's needs, special emphasis is rightly given to personal and social development, as well as to communication, language and literacy and to mathematical development. Appropriate elements of the National Literacy Strategy and the National Numeracy Strategy are incorporated into lessons in the reception class. Incidental opportunities to promote skills in these areas are incorporated into all aspects of the curriculum in both the nursery and reception classes. The children are encouraged to enjoy learning and to take part in a wide range of lively practical activities, which support their progress effectively in all areas. The Foundation Stage prepares children well for the next stage of education.
91. The quality of teaching is good overall with some very good teaching in both the nursery and the reception classes. Throughout the Foundation Stage, relationships are strong and supportive. Teamwork between teachers and teaching assistants is especially effective and has a considerably beneficial effect on children's learning. Day-to-day

¹ The Foundation Stage is the education provided for children from entry to a nursery to the end of the Reception year.

² Early learning goals are expectations for most children to reach by the end of the Foundation Stage.

assessment and formal testing are used efficiently to plan work, which meets the pupils' needs.

Personal, social and emotional development

92. Teaching is very good throughout the Foundation Stage and reflects the importance given to this area. Opportunities to promote personal, social and emotional development are built carefully into all aspects of the curriculum, and staff set and model high standards of care and consideration. For instance, at snack time in the nursery, staff insist on children saying 'please' and 'thank you' and in waiting their turn to be served. Good opportunities to take responsibility are provided, for example, children are keen to give out food and drinks. In the reception class, group work is carefully organised so that children learn to be considerate of others. They are good at taking turns and in sharing equipment, for example, when cutting and sticking to make models. They show pleasure in their own achievement and are appreciative of the work of others. Children are taught to understand another's point of view as when engaging in role-play in the 'garden centre' or home corner. Timely intervention by the teacher extends their play and models caring attitudes which children adopt. In both nursery and reception, staff value the children's work and use it to create stimulating displays which enhance the children's self-esteem and confidence. All staff communicate their high expectations of appropriate behaviour. The equipment and resources are easily accessible to children to enable them to become independent learners. The children respond very well and most are enthusiastic and keen to join in all activities. All children, from the time they start nursery, are encouraged to become independent in selecting activities for themselves. As they get older, they sustain concentration for increasingly long periods and often complete their chosen tasks without direct adult supervision. They are becoming independent in looking after themselves, for instance, in dressing and undressing for physical education.

Communication, language and literacy

93. Teaching is good. Teachers use their secure knowledge and understanding to plan a curriculum which appropriately emphasises the development of speaking and listening skills as well as promoting the development of reading and writing skills carefully over time. The well-planned, clearly focused activities include formal whole class and group teaching, informal independent learning, for example, through role-play and daily purposeful interactions across the curriculum. Teachers ensure that work is closely matched to the particular needs of children of different attainment. All staff use questions carefully to help children express and extend their ideas. The attainment of the majority of children is well below that expected for their age in listening and speaking. Many nursery children tend to respond in one-word answers, some of which are unclear and difficult to understand. Reception children are becoming confident to contribute to discussion. Some children are confident when speaking to adults but many still find it difficult to find the appropriate words to say what they want to say. All of the children are encouraged to enjoy stories. Children in the reception class concentrate for longer periods, but their limited vocabulary sometimes hinders their understanding. Teachers make very good use of additional props such as puppets to bring stories to life and as a result, children listen carefully. Staff in the nursery use rhymes and jingles to draw children's attention to letters and their sounds. Children in the nursery and the reception classes enjoy looking at books and handle them with care. Early reading skills are taught well in the reception classes. By the end of the reception year, children understand how letters and words convey meaning in books. They know how books and stories are organised. Most children recognise some letters by shape and sound, and some high frequency words from simple texts. They use

their knowledge to spell out words or to write the initial letter. In group reading activities they are encouraged to use the pictures and initial sounds of words to help them work out new words. Children in the nursery are encouraged in early writing and drawing skills, and mark-making materials are always available. Higher attainers are beginning to recognise the first letter of their name and to attempt to write their name. Children in the reception classes use early writing skills as part of their role play, for example, when taking orders in the café. However, levels of writing overall, are well below what is expected of children of this age. Whilst higher attainers are beginning to write independently, many children need the support of an adult when writing.

Mathematical development

94. Teaching is good. Teachers provide a variety of interesting well-structured practical activities, which support learning well. Children count, match and order with enthusiasm. Children in the nursery develop a sense of number, order and sequence through daily counting routines such as at snack time, when they help to count the number of drinks needed. Staff also make good use of counting songs and rhymes to motivate and interest children in this area of learning. Staff plan activities carefully targeted to the age and abilities of their children which help to develop their basic number skills. This is further developed in the reception classes through the more structured sessions linked to the National Numeracy Strategy. Staff make good use of incidental opportunities to promote mathematical development, for instance, asking children engaged in a construction task, 'Have you got enough wheels?' or counting the legs of the caterpillar they are making. They provide good support for groups to talk through ideas, ask questions and so promote good understanding.
95. The majority of children make good progress in learning mathematical language such as 'more', 'less', 'bigger than' and 'smaller than'. In the nursery, children are beginning to recognise numerals. Higher attainers match the symbols of numbers to the correct number of objects. In the reception classes, most children can recognise and sequence numbers up to ten, higher attaining children can count beyond this, and to add one more or find one less. However, many children have difficulty with this. Children can count on in twos, and higher attainers recognise odd and even numbers. By the end of the reception year, children can recognise and name common regular shapes. Higher attainers are beginning to carry out practically, using apparatus, simple addition and subtraction sums. However, many children lack confidence in using mathematical ideas to solve problems.

Knowledge and understanding of the world

96. On starting school, many children have had very limited experience of the world around them. Although they make good progress, standards in this area of learning are below those expected at this age. This is mainly due to the children having insufficient language skills to enable them to support their learning. Teaching is good. Teachers plan a wealth of interesting first-hand experiences, including out-of-school visits, to enhance the children's knowledge. Children are encouraged to use their senses to explore a wide range of materials. Resources are thoughtfully prepared and organised so that the children learn well. Carefully directed questions extend children's knowledge and help them make sense of the world around them. Language is used carefully and precisely to extend the pupils' vocabulary and deepen their knowledge. The nursery teacher made very good use of photographs from an earlier visit to a garden centre to talk about road vehicles. This was supplemented by the use of toy vehicles as an encouragement for children to build and then talk about their own vehicle. As part of their topic on growth, children in both nursery and reception classes

have experienced growing their own seeds and have also enjoyed using their senses to investigate fruit and vegetables. In the nursery, children used magnifying glasses to examine vegetables and explored shape, form, texture and smell. Staff also took the opportunity to develop their knowledge and understanding about the vegetables and how they would be cooked and eaten. Reception children investigated different fruits after hearing the story 'Oliver's Fruit Salad'.

97. Stories are used to encourage pupils to develop concepts of time and place. They recall their experiences through a range of role-play situations. Floor play equipment such as a garage, railways and roadways is used to enable pupils to develop their language use and to make connections with their own surroundings. Children talk about their family members who are older than them and are encouraged to talk about past events, and they recognise the difference between past and present. Children are able to use the skills of cutting, joining and building using a range of materials. They have access to construction sets which they use with skill to build models.
98. Children learn to use technology such as listening centres to listen to music and stories. They have access to the computer suite and the reception class made very good use of this when following a mathematics program. The children demonstrated good control of the mouse to move the cursor around the screen. Higher attaining children were able, with support, to start the computer, log on and enter the program. Reception children also have access to a computer in the classroom which they use with increasing confidence and independence. The nursery children do not currently have access to a computer in the classroom.

Physical development

99. Teaching is good. All staff manage pupils well with praise and encouragement and are aware of safety factors, for instance, in the use of large equipment. Staff establish clear rules in the use of space and apparatus. Nursery children make good use of the outdoor play area and the range of equipment. Children run, jump and climb with increasing co-ordination and some independence. They learn to control the way they move and pedal tricycles with good control. Reception children do not have a safe, enclosed play area that would offer opportunities for a variety of activities to develop skills and enhance teaching. There are limited opportunities for children to experience challenging outdoor play. They do however, take part in physical education lessons in the hall. The children move with control and co-ordination, confidence and imagination when responding to music. This they do with a good awareness of space and the movement of others. They collaborate well with others and persevere to improve their throwing and catching skills using small apparatus.
100. Many opportunities are provided for children in nursery and reception to improve their fine motor control. They show increasing expertise in using tools like glue spreaders and scissors safely, to complete their tasks. They are given opportunities to use large and small construction kits that develop their manipulative skills well.

Creative development

101. Teaching is good. The children explore an interesting range of media, including art materials, construction kits, and musical instruments. Teachers encourage children to develop their own ideas as well as learning skills. Throughout the Foundation Stage, children use paint and collage techniques to fulfil their own independent ideas as well as to work with others to produce a class or group effort. Teachers are imaginative in planning tasks, which capture the children's interest and help them to learn. Staff intervene appropriately with pertinent questions to extend the children's ideas. They use praise to persuade children to persevere. Children are involved and collaborate effectively in role play which is actively supported and extended by staff involvement. The children enjoy singing and most join in with nursery and number rhymes within a range of class activities. The planning of appropriate activities, along with the use of a good range of resources, result in children being able to achieve the intended learning outcomes in this area of learning.

ENGLISH

102. The school's 2001 results in national tests for 11 year-olds showed standards which were very low in comparison with the national average and well below the average for similar schools. Standards of attainment for pupils aged 11 seen during the inspection are well below those found in most schools nationally but show an improvement on those reached in 2001. Careful tracking of the pupils' attainment from year to year indicates that almost all pupils in the present Year 6, who have been in the school for at least four years, are making at least satisfactory progress as they move through the school.
103. The school's results of national tests for seven-year-olds in 2001 were well below the national average in reading and writing and were broadly in line in comparison with similar schools. Inspection findings are that standards currently being reached by seven-year-olds are well below those found in most schools nationally and reflect the particular nature of the present Year 2 class and the high proportion of pupils with special needs within it.
104. Opportunities are provided across the curriculum for pupils to improve their speaking and listening skills by taking part in whole class and group discussions. However standards are below expectations by Year 2. Many pupils start school with very limited communication skills and in the present Year 2, pupils have made satisfactory progress in relation to their previous attainment. Most listen carefully to questions and instructions. However a significant minority have a limited concentration span and their attention drifts after a relatively short time. When required to suggest what words had been deleted from a poem about elephants, most pupils enthusiastically suggested very appropriate words but some did not express their ideas until prompted. Later, in groups, when preparing for a "readers' theatre" many lacked negotiating skills to share out the tasks.
105. By Year 6, many pupils attain the levels expected for their age in speaking and listening, although overall, standards are below those expected for the age group. Pupils listen attentively and take turns to contribute to discussions. They reply appropriately to teachers' questions and have a sufficient technical vocabulary to express their thoughts and ideas in most subjects. Higher attainers express opinions clearly and articulately, for instance when describing their response to particular poems and images shown on the computer. However, some pupils are not confident in expressing their ideas and tend to wait for others who are more confident to respond to the teachers' questions.

Lower attaining pupils find it difficult to find the range of words or express their ideas at length.

106. Pupils' attainment in reading by the age of seven is well below the national average. The majority of pupils develop a basic sight vocabulary and know how to use letter sounds to work out unfamiliar words. Lower attaining pupils use the first letter of a word when deciphering new words, but they are not secure on the full range of letter sounds or how to join them together and this limits the progress they make in their reading. For more able pupils the systematic teaching of letters and their sounds supports their progress in learning to read. However some pupils, especially those who speak English as an additional language, lack strategies, such as using meaning, to support their reading. Higher attaining pupils are fluent readers and use punctuation and expression to make their reading interesting and talk with understanding about the story. They are aware of 'author' and 'illustrator' and can identify the contents and index in non-fiction books, but few are able to retrieve information from simple reference books.
107. By the age of 11, the higher attaining pupils are achieving the expected levels for their age. They develop a good range of strategies to get the meaning of what they read. Most break words into syllables and make effective use of the context of the passage. They enjoy reading and recount the significant ideas, events and characters in stories. They are aware of a range of genres and express their preference, for instance, for fantasy stories. They enjoy reading the Harry Potter books and the works of authors such as Roald Dahl and C.S. Lewis. Their reading skills enable them to cope with most of the texts they encounter in literacy and in other subjects. Throughout the school higher attaining pupils demonstrated good skimming and scanning techniques to extract information about for instance the processes involved in cleaning water, and pirate life on the high seas. However, a significant number of pupils find reading difficult. They are hesitant when reading aloud and do not have a clear understanding of what they have read.
108. Standards in handwriting are generally unsatisfactory for many pupils throughout the school. Pupils are not being taught a joined style of writing by the age of seven. In the analysis of pupils' writing, many pupils were found to print neatly and their writing is legible, but many letters are not positioned on the line correctly. This means that pupils do not develop the beginnings of joined writing early enough and they develop habits in the formation of letters when printing that are difficult to correct later. By Year 6, many pupils use only print in their work and others use a mixture of printed and joined writing which often spoils the overall presentation of their work.
109. Standards in writing are well below the national average. By the end of Year 2, pupils are starting to develop their ideas in sentences. They are aware of capital letters and full stops, although most pupils do not use them reliably. Higher attainers write accounts using a recognisable structure. However the range of what they write is mainly confined to recording everyday events in their lives. Opportunities to develop vocabulary and imaginative writing are limited.
110. By Year 6, higher attainers use spelling and punctuation rules accurately. They structure their work using imaginative and descriptive words and phrases. They produce written work of a good length that shows an understanding of the use of punctuation and grammar. Average ability pupils write extended strings of sentences in which basic punctuation is usually correct, and frequently used words are spelled correctly. A significant number of less able pupils still require considerable input from teachers and support staff to enable them to complete a piece of written work. The

work of lower attaining pupils consists mainly of grammar exercises and there are insufficient opportunities for them to practise these skills in more extended writing.

111. Pupils are encouraged to use speaking and listening and reading and writing skills to support their learning in other subjects. However, library skills are not well developed. The library situated in the junior area has a very limited number of attractive reference books. When pupils were questioned about their use of the school library they indicated that they did not use it. Pupils make use of information and communication technology (ICT) to improve their literacy skills, but this is restricted to their timetabled visits to the computer suite. The lack of computers in classrooms restricts the use of ICT to support their learning on a more regular basis.
112. Overall, pupils with special educational needs learn effectively and make satisfactory progress. They achieve standards appropriate to their age and prior attainment. This is particularly so when work is well-matched to their needs. The school has established a system of withdrawing pupils from classes to be taught in small groups with the aim of accelerating their reading and writing skills. While there are some positive aspects to this provision, there are also some drawbacks in its implementation. For example, two very young pupils practised reading and dictionary skills for an hour, which was too long for them to sustain their interest. Pupils are removed from lessons where they could have equally developed their reading or writing skills in more relevant learning situations. Grouping by attainment for literacy has some advantages for these pupils providing that the groups are small enough for challenging behaviour to be contained. When pupils with special needs are taught in larger groups containing pupils from two year groups, including pupils who are learning English as an additional language, progress is at times unsatisfactory. Pupils with English as an additional language also make unsatisfactory progress in these classes because their specific needs are not catered for. These pupils however make good progress in their use of English in other classes.
113. The quality of teaching is satisfactory overall but varies from very good to unsatisfactory. The way that teachers manage pupils and organise activities has a direct effect on the way pupils behave and work in lessons. In lessons where teaching is uninspiring, group-work is not well matched to pupils' attainment, or when too much of the teachers' time is taken up in managing challenging behaviour, the pace of learning slows.
114. In most lessons the whole class activity at the beginning of the lesson is good. The purpose of the lesson is shared with pupils and this part of the lesson proceeds at a good pace with teachers involving all pupils and extending their knowledge and understanding through pertinent questioning. However group activities do not always provide opportunities for pupils to reinforce and practise what they have learnt in the whole class sessions. In the good and very good lessons the group activities did this very effectively. For example, in a Year 4 lesson on scanning print, each group activity was linked to the opening discussion about locating key word and phrases. This ensured that the teacher was able to assess how well each pupil had understood the purpose of these features and pupils worked hard making notes on selected themes in the passage. The closing session was used well to consolidate pupils' learning. In less effective lessons the written work consisted of undemanding sentence work on grammar and vocabulary with which the pupils had already demonstrated their familiarity at the beginning of the lesson, and thus offered no extension to their learning.
115. When teaching is very good, the teacher establishes a learning atmosphere that is calm and purposeful and conducive to learning, is enthusiastic and motivates pupils to

give of their best. These qualities were particularly evident in two such lessons, one in Year 6 and one in Year 5, both with lower attaining pupils. These pupils made very good progress in their understanding of the components of explanatory text, because the teachers made the work interesting and so held the attention of all the pupils. Careful explanations of the chronological structure and the meaning of technical words in the passages ensured pupils' thorough understanding. In the closing section of the lesson, the teachers' appreciative and constructive reception of their ideas increased pupils' confidence and reinforced the main teaching points of the lesson. Year 1 pupils, including some at a very early stage of learning English, made good progress in their understanding of the meaning of various sentences in a story, as well as the ability to construct their own grammatically correct sentences because of the teachers' clear enunciation and modelling of the language. The lesson proceeded at a good pace and the teacher had a variety of interesting strategies to hold the pupils' attention. The teacher had high expectations of what the pupils should achieve and her own clarity of explanation was reflected in the pupils not only internalising the processes but also being able to explain them .

116. Since the previous inspection, against a background of difficulties including pupil mobility, the school has worked hard in a number of ways to improve standards in English. The national strategy for literacy has been implemented effectively and the teaching of it has been monitored. The quality of teaching has improved throughout the school. There are now effective procedures for assessing and monitoring pupils' progress and great emphasis is put on developing pupils' speaking and listening skills.
117. The literacy co-ordinator is very recently appointed. The school has effective systems of monitoring standards and the quality of teaching and learning, although the co-ordinator has not yet been involved in this process. She has a clear view of the main issues facing the school and the actions that need to be taken.

MATHEMATICS

118. The results of the 2001 National Curriculum tests in mathematics in Year 2 and Year 6 were well below the national average. However, evidence from the inspection shows that standards throughout the school are improving. The introduction of the National Numeracy Strategy has led to improvements in teachers' planning and a clearer focus on developing pupils' mental strategies. More pupils now achieve the standards expected nationally, however, the high proportion of lower attaining pupils means that overall, attainment is well below the national expectation by the end of Year 2 and Year 6.
119. Pupils' attainment on entry to the school is well below that expected for the age group. The percentage of pupils identified as having special educational needs is above the national average. The number of pupils for whom English is an additional language is very high. Many pupils have limited English on entry to the school and their mathematical vocabulary is restricted. Overall, these pupils make satisfactory progress. Class teachers are aware of their needs and provide work that is usually well matched to their needs and abilities. Additional teaching support is provided and this enables pupils to be grouped for mathematics according to their ability. This works effectively for the average and higher attaining pupils. However, lower attaining pupils are placed together in groups which are relatively large and where pupils often have difficulties with concentration and behaviour. As a result, the pace of lessons is slow and pupils do not always make the progress of which they are capable. Across the whole school, a number of pupils are currently withdrawn from class for group work to accelerate their progress in numeracy. The quality of the planning is variable and is not

always precise about the very specific learning to be achieved in a short sequence of sessions. Furthermore, the organisation of withdrawal groups means that these pupils miss lessons in other curriculum areas.

120. Pupils throughout the school make at least satisfactory progress over time, and in lessons, many pupils make good progress. In Years 1 and 2, they develop an appropriate mathematical vocabulary, an awareness and knowledge of shapes and their properties and simple data handling skills. However, many pupils are still consolidating their knowledge of number facts. A significant number are still not secure in their understanding of the value of a digit in two or three digit numbers. By the end of Year 2, the higher attaining pupils have a clear understanding of the value of numbers and they carry out simple calculations accurately. Most have good understanding of patterns in number and know the difference between odd and even. They can use money effectively and can work out simple problems mentally. They develop skills of simple data handling and can construct and interpret graphs. Lower attaining pupils have a limited ability to mentally recall number facts but they are able to use apparatus effectively to aid calculations. The majority of pupils have a satisfactory understanding of shape, space and simple measures.

121. By the end of Year 6, the higher attaining pupils carry out written calculations accurately and have a satisfactory knowledge and understanding of number facts. They have an understanding and appreciation of number pattern and measures and an awareness and knowledge of shapes and solids and their properties. However, many pupils still have a poor knowledge and recall of multiplication tables and addition and subtraction facts. Their mental arithmetic skills are weak and this affects the speed at which they can work. Pupils develop an appropriate mathematical vocabulary, although weaknesses in their language development impair this process. The higher attaining pupils have an understanding of percentages and can perform calculations involving fractions and decimals with accuracy. They are able to calculate the perimeter and area of shapes. The higher attaining pupils have an understanding of percentages and can perform calculations involving fractions and decimals with accuracy. They are able to calculate the perimeter and area of shapes. The lower attaining pupils can apply the four rules of number effectively, use a range of units of measure competently and can construct simple graphs to illustrate data they have collected. Attainment in problem solving is less secure. Lower attaining pupils often have difficulty with interpreting the questions and knowing which mathematical skills are required to produce a solution. Pupils can measure length, weight and capacity with a reasonable degree of accuracy, but are not always confident or accurate when making estimates or recording their work. Pupils are becoming confident when handling data. They can interpret graphs and charts to find particular information.

122. Pupils make effective use made of mathematical skills in other areas of the curriculum such as science and design and technology to measure accurately and record results. Pupils also make effective use of information and communication technology in the computer suite to support their work in mathematics, although this is limited by the lack of computers in classrooms.
123. The majority of pupils display positive attitudes to work. They behave well and respond positively to challenge. They are keen to contribute to discussions and settle quickly to their work. When required, they collaborate well with other pupils, sharing ideas and equipment sensibly. These positive attitudes to learning have a beneficial effect on their attainment and progress. They show a pride in their work, which is well presented. However, there is a significant minority of pupils who find it very difficult to concentrate for any length of time and who often show little interest in the work provided. At times their behaviour is disruptive and this impedes their own and their classmates' learning.
124. The teaching of mathematics in Years 1 and 2 is satisfactory overall. It is never less than satisfactory, and at times is very good. In Years 3 to 6, teaching is good overall. The good teaching reflects detailed subject knowledge, and very good management of pupils. Lessons are well prepared and structured, with clear aims which reflect the National Numeracy Strategy. Lessons begin with a session of mental arithmetic when teachers encourage the development of skills and strategies to improve pupils' performance. A good example of this was observed in Year 5 when pupils responded very positively to the challenge provided in a lesson on decimals. The teacher was also very skilled at building pupils' confidence and encouraging them to give clear explanations. This enabled her to ensure that they had a clear understanding. Teachers' explanations are good and they make good use of questioning to develop pupils' understanding and provide support as necessary. Higher attaining pupils are provided with challenging work that enables them to make good progress. Year 6 pupils responded well when using a computer program to estimate and measure angles using a protractor. Good use is made of an appropriate range of practical apparatus to support learning and develop understanding. Year 1 pupils used a good collection of shapes to investigate their properties by counting faces, edges and corners. They used these shapes to create models which the teacher photographed. In a later lesson pupils had to recreate the models using plasticine. This involved them in careful observation and helped them to develop an understanding of the properties of shapes and solids.
125. Teaching assistants provide support in class and in withdrawal groups. The support provided in class is good and makes a positive contribution to pupils' learning. Teaching assistants often support pupils with special educational needs or those for whom English is an additional language. However, the use of these assistants to withdraw groups from class means that teachers often have limited support available in class lessons. There is no bi-lingual support available for pupils who are learning English as an additional language.
126. The teachers generally make good use of questioning to assess and develop pupils' understanding and provide support as necessary. Day-to-day assessment is good and teachers know their pupils well. The school analyses the results of National Curriculum tests and uses these to set targets for improvement. Individual targets are established in the termly review meetings held between the headteacher or deputy and each class teacher. These provide the school with a very effective system to track individual progress and identify pupils who may require additional support.

127. The subject meets the statutory requirements of the National Curriculum and has sufficient resources. Mathematics has been a priority area in the school improvement plan and the school has effective strategies to develop numeracy. Homework is used well to support learning in mathematics. The National Numeracy Strategy is now used as an effective framework for planning and is having a beneficial effect on standards especially in mental work and the development of mathematical language. There is evidence that these strategies are having a positive effect on standards of attainment. The subject co-ordinator has only been in post since the beginning of the school year. Her role is not yet sufficiently developed and she has not had sufficient opportunity to monitor the standards of attainment.

SCIENCE

128. The results of the 2001 National Curriculum tests in mathematics in Year 2 and Year 6 were well below the national average. However, evidence from the inspection shows that standards throughout the school are improving, although standards at the end of Year 2 and Year 6 are below the national average. Inspection evidence suggests a rapidly improving picture of science teaching in Years 3 to 6 with the resulting improvement in pupils' understanding. The school has addressed the shortcomings identified in the Year 2000 report, and in the current school year progress is good. However, the school has a large percentage of pupils who are not yet fluent in their second language, English, or who have considerable learning difficulties. As a result, the quality of work produced in test situations is not likely to equal that achieved in the well-taught and supported class sessions. The test results will reflect the English competence rather than the science understanding.
129. Years 1 and 2 enjoy their science, work hard at it and are eager to talk and discuss their findings. There is a growing confidence about using technical terms appropriately in their explanations. In both years, the teachers ensure plenty of time for pupils to voice their predictions and justify these. Year 2 had investigated whether a car went more quickly on concrete, carpet or in sand. They confidently explained why there was a difference. The teacher effectively helped them recall and reflect constantly in order to build up an understanding of what was required if a test was to be fair. Pupils also recalled and rehearsed their findings so that when they came to write independently they did so with confidence. Written explanations, though similar, were expressed in their own words and pupils were pleased with their achievements. This careful focus on hearing and using language throughout the lesson, together with the vivid, concrete experiences of the day before, ensured that all pupils including those with very limited understanding of English got something worthwhile from the session. Lower attaining pupils frequently understand the main points of lessons, although they rely heavily on support to explain or record what they have found.
130. The interest and enthusiasm for science continues as pupils move through Years 3 - 6. The stage reached in the sequence of work on teeth in Year 3 and on pollination and fertilisation in Year 5 presented fewer opportunities for practical investigation during the inspection but in both, pupils demonstrated a good recall of previous knowledge and the technical vocabulary. Year 5 used this well as they wrote their own paragraphs explaining the process of reproduction in flowers. Teachers ensured that pupils understood clearly how to structure their writing. The results demonstrated how effective this input had been.

131. Year 4 and Year 6 were extending their investigative skills. Pupils were made to think, to weigh up the knowledge that they already had, use this in new contexts, to predict and then investigate to check these ideas. Year 4 wondered whether the method used to separate a mixture of sand and water would work for a sugar solution. As a class they discussed what they might use and in pairs completed their own investigations to be examined carefully the next day. They were challenged to suggest how they could check if there was still sugar in the solution beneath the filter paper. Their discoveries and further investigations led to a better understanding of the properties of materials. Year 6 had been investigating the effect of up-thrust of water, comparing the weight of an object when submerged and out of water. They had used a Newton meter. The initial recall and comments indicated that pupils understood the general principle. As they plotted the data from the experiments the discrepancies became clear. They came together to discuss the significance of the difference in size of objects and the value of repeated measurements. However, although those pupils with special educational needs and a further large group with English as an additional language could participate well when supported by the class teacher and teaching assistant, they found difficulty in organising and expressing their ideas. This has clear implications for the likely performance in national tests.
132. The quality of teaching is at least satisfactory and often good. The strengths included the way in which pupils are encouraged to recall previous knowledge and use this in new contexts. Pupils are made to think. Questioning and discussion are used effectively to assess pupils' degree of understanding and confusions are sorted out through further talk. Work or support for individual writing is managed in different ways to meet the differing needs of groups and ensures good pace to the lessons. Pupils who have special educational needs, those who find participation or concentration hard, or are at an early stage of their English acquisition, are generally well supported. The support of a teaching assistant for the latter both provides additional modelling of specific language and an opportunity to cover aspects of scientific content so that language is not a barrier. The objective of the lesson and targets about the amount to be covered are clearly stated and shared. In the good lessons science activities are used effectively to further pupils' practice in writing and an understanding of the structure and style of an explanation or a report. Data analysis, graphic representation and a careful investigation of anomalies enhance work in mathematics. On occasions the presentation of the scientific material, the limited use of visual support and the over-use of closed questions requiring one word or yes/no answers reduces the impact of the scientific knowledge and does not sufficiently challenge thinking.
133. The co-ordinator, only very recently in post, has a clear sense of direction for the subject. She appreciates the importance of increasing the numbers of pupils achieving the expected Level 4 and 5 standards. Her plans also includes the enhancement of learning through acceleration; the analysis of the weaknesses of pupils' understanding as demonstrated in their response to each National Curriculum test question; additional interesting computer software; and the development of areas around the school to further support work on the aspect of 'Life and Living Processes'. The school has radically rethought timetables and now the time allocated to science is way above that found in most schools. It is having a marked impact on the understanding of the subject and as science is of interest to most pupils, is providing a very good vehicle for enhancing writing, speaking and listening in English, and for mathematics, data handling in particular. The use of teaching assistants to support pupils at an early stage of English acquisition is a positive move but that help is limited to one session per week per pupil and is far from sufficient. The number of English as additional language speakers is likely to remain a factor in the overall spread of achievement in the National Curriculum tests in Years 2 and 6.

ART AND DESIGN

134. Standards of attainment by Year 2 and Year 6 have been maintained since the last inspection. Whilst there are some examples of work which are still immature, overall, the level attained is close to that expected for pupils of the same ages nationally. Throughout school, pupils make satisfactory progress in the acquisition of skills and their understanding of art and design as a way of expressing feelings about line, shape and form. The school is involved in an arts project organised through the Education Action Zone.
135. In Years 1 and 2, pupils use a range of media including paint, crayon, felt-tipped pens and pencil. They explore primary colours and experiment with colour mixing. In a link with their study of toys in history, they have used good colour mixing to paint their favourite toys. Much of their work is appropriately linked to other subjects. For example, their contribution to the display of Jack and the Beanstalk gave them the opportunity to explore textures. In Year 2, pupils learn how to interpret images in the natural world as shown in their work using leaves, bark twigs and fir cones. They make observational sketches of these and learn how to shade.
136. In Years 3 to 6, pupils continue to develop their skills and extend their knowledge and understanding. In a very good Year 3 lesson, a teacher from the Education Action Zone arts project helped pupils to analyse and represent the typical patterns of ancient Egyptian art. Working well in pairs, pupils designed impressive neck collars using the technique of collage. They focused well on appropriate colours, shapes and patterns for their decoration. In Year 5, pupils dyed cloth and learned to make a printing block. They rolled their block in dye and printed onto their prepared fabric. This collaborative textile work illustrated a traditional Chinese tale.
137. Pupils in the nurture group have explored the properties of chinks, pastels and charcoal. They have worked in three dimensions using papier maché and collage to make heads in their own image. Their work shows attention to detail and is celebrated in display. Pupils with special educational needs and those for whom English is an additional language are well supported in class lessons and make sound progress. However, some pupils miss art and design activities when they are withdrawn from class for additional work in literacy or numeracy.
138. Overall, the teaching observed is satisfactory. Where there is very good specialist teaching, as seen in the Year 3 lesson, pupils achieve very well. This teacher spent a considerable time demonstrating techniques for the preparation of a variety of collages. The detailed instructions that accompanied this demonstration helped pupils to work confidently with the materials. They showed great pride in their achievements. Good attention from the teaching assistant to the work of those with special educational needs ensured that they participated fully and achieved a good result. Where teachers manage behaviour well and provide highly motivating tasks, pupils concentrate and try hard to do their best, completing work with obvious enjoyment.
139. The management of the subject is satisfactory. The school is using the national guidance as the basis for planning a programme of skill development throughout the school. Attainment is beginning to rise due to the structure the guidance provides for teachers. There is no form of assessment, though this is planned for the summer term. Currently, the co-ordinator has no structured means of monitoring pupils' attainment and progress. Pupils lack sketch books which would enable teachers and pupils to monitor progress. The school has adequate consumable resources for art and design

and is developing a collection of reference materials concerning artists and their work. The high quality support offered through the Education Action Zone project places the school in a good position to develop the subject further.

DESIGN AND TECHNOLOGY

140. No design and technology lessons were observed and there was very limited evidence of previous work. Consequently it was not possible to collect sufficient evidence to enable secure judgements to be made about standards of attainment, progress or the quality of teaching.
141. Pupils enjoy their design and technology. Year 4 pupils were keen to explain how they had been challenged to make a torch suitable for a young child to use. They explained the importance of looking at a range of torches and identifying common features. They talked about how they came up with some possible designs, had thought about the range of materials that they would need and indicated how they would build a circuit and then put on the outer case. When it was all assembled they tested and evaluated their efforts and then thought carefully about how they might improve on their original design. This work had made a strong impression on them and they were very clear about the sequence of the process.
142. The scheme of work ensures that an appropriate range of challenges and materials are planned for. In the past there has been too little opportunity to use a good range of materials, modify these or develop more sophisticated measuring, cutting and joining skills. The school has a range of tools and materials that are used, but these are limited. Previously there has not been a systematic effort to assess and monitor pupils' progress.
143. The co-ordinator, who has been in post a mere three weeks, feels that the scheme and its in-built assessment procedures will support the school well. She recognises the need to audit resources and ensure that there is adequate stock to support the next units of work.

GEOGRAPHY

144. Standards are in line with expectations by the end of Year 2 and Year 6. They have been maintained since the previous inspection. All pupils, including those with special educational needs and those for whom English is an additional language, make satisfactory progress.
145. By Year 2, pupils are aware of their own position in their locality. They make plans of the local area and have carried out a traffic survey. They are also becoming aware of places beyond their own locality and the similarities and differences between their own area and others.
146. Pupils in Years 3 to 6 develop simple mapwork skills. They know the major compass points and can use grid references to locate position. They can identify features on a map. By Year 6, pupils have a secure understanding of the water cycle and are able to describe how rivers might be formed, understanding some of their attributes as well as the effects of rivers on landscapes. Their work shows they have had opportunities to carry out various research and investigative activities on rivers. They have investigated climate in other parts of the world and how people can improve or damage the environment through their actions.

147. Only one lesson was observed in Years 1 and 2. The teaching was very good. The pupils made very good progress in their knowledge and understanding of the differences and similarities between their own houses and those that might be found in Tocuro, a village in Mexico. The teacher gradually built on pupils' knowledge of their own environment and made the study of another place relevant and interesting to them. Photographs were used to bring aspects of the Mexican village to life for the pupils, who spent some time in pairs animatedly discussing the images presented to them. Speaking and listening skills were particularly well developed. Two pupils who are at a very early stage in their development of the English language made good progress because the teacher spent time with them initiating a discussion which they were able to continue even when she moved on to another group of pupils.
148. Two lessons were observed in Years 3 to 6. In a Year 5 lesson, the teaching was satisfactory. As part of their work on the water cycle, pupils carried out an experiment on the effects of filtering water and were subsequently able to successfully record the experiment and come to a conclusion. Pupils with special educational needs were supported well and made good progress. In the closing session, the teacher's good questioning skills enabled pupils to consolidate their learning. Pupils in Year 6 were observed carrying out similar tasks. This lesson was unsatisfactory. Pupils were not managed effectively and a significant minority did not apply themselves sufficiently to the tasks they were required to do. The work lacked sufficient challenge. Pupils had carried out the same experiment before in a science lesson and were not motivated to analyse the evidence it provided.
149. The teacher with responsibility for geography has only recently taken over this role. She is enthusiastic and has already produced a system of assessment carefully linked to the programme of work which is to be introduced in the spring term. She is not yet involved in the monitoring of pupils' attainment. The quality and quantity of resources is unsatisfactory. The teacher is aware of this and is presently ensuring that topics being covered now and in the near future are sufficiently resourced. Visits to Colomendy in North Wales by Year 5 and Year 6 pupils enrich the geography curriculum. Pupils spoke enthusiastically about river studies conducted in that area. Their written accounts of their work in Colomendy makes a good contribution to their literacy skills.

HISTORY

150. Standards in history are at expected levels for pupils in Year 2 and Year 6. Pupils in the other year groups are also achieving at the expected levels. This was also the finding of the last inspection.
151. By Year 2, pupils develop their knowledge and understanding of the past. They recognise the similarities and different characteristics of other times. They look at the features of old and new toys. They make good use of their observational skills in drawing these. They are acquiring appropriate historical terminology such as 'old', 'new', and 'in the past'.

152. By Year 6, pupils have gained much more information about a range of historical periods. Pupils in Years 3 and 4 are studying the ancient Egyptians, looking at illustrations and photographs from which they make deductions about these people. They acquire historical vocabulary and use this appropriately in identifying the uniqueness of the lifestyles of Egyptians. Higher attaining pupils use their research skills well, following their own lines of enquiry. Last term, pupils in Year 4 studied the Second World War. They learned about the implications of rationing, the reasons why children were evacuated and why Hitler persecuted the Jewish people. Their work suggests a sensitive understanding of the rigours and deprivation which people experienced at that time, making a good contribution to their personal development. Pupils in Years 5 and 6 study the civilisation of ancient Greece. They mark key events on a time line. A useful link was made with literacy when pupils looked at roots, prefixes and suffixes derived from the Greek language.
153. There were no lessons taught in Years 1 and 2 during the inspection. Two lessons were seen in Years 3 and 4. Teaching was good in both. Teachers make sure that pupils understand what they are going to do and find out by giving them very clear instructions. They give pupils the opportunity to draw on their prior knowledge and develop it further within the context of what they already know so that there is a clear building of skills. Pupils in a Year 3 lesson were helped to deduce that along the river Nile was a good place to live. Teachers encourage pupils to use appropriate vocabulary such as 'fertile', 'banks', and 'mouth of the river'. In a Year 4 lesson, the teacher made good use of photographs to help pupils make inferences about mummification. Teachers have a good awareness of the range of ability in the class and their planning ensures that the work is matched to the needs of pupils, including those with special educational needs or for whom English is an additional language, so that all can make progress in their independent work.
154. There is satisfactory management of the subject. The teacher with responsibility for history has introduced the national guidelines which provide a programme of work to help teachers plan effectively. At present there is no formal assessment strategy or record keeping to enable standards to be monitored. The co-ordinator has identified priorities for development. These include improvement in the use of information and communication technology to support history and to build in opportunities to reinforce writing so that it offers an extension to that done in the literacy hour.

INFORMATION AND COMMUNICATION TECHNOLOGY

155. There has been a good improvement in attainment in information and communication technology (ICT) since the last inspection. By the end of Year 2 the pupils achieve the standards expected for their age. At the end of Year 6, the standards are still below those expected, as staff and pupils are working to overcome a deficit in experience and skill acquisition from previous years. Whilst all elements of the required programme of work are covered, the older pupils' skills and experience in using certain aspects such as word processing, control and graphics are still underdeveloped.
156. The computer suite has been an important factor in raising these standards and allowing all teachers to introduce, teach and provide effective practice situations for each class. Further practice is impossible, as there are no computers in classrooms, other than one in the reception-base area. ICT is planned carefully to link subjects together and as a result its potential as an effective tool in further learning across the curriculum is clear.

157. Pupils enjoy working with computers, recording machines and calculators and are appreciative of the power that computers in particular provide. Year 1 pupils used 'Clicker', to recognise, select and order, words and phrases to make a simple piece of text based on the characters in their reading book. They had to think hard about what made sense and whether it sounded right and was punctuated correctly. Thus they were developing an understanding of grammar and the conventions of writing as well as using words creatively to further their writing skills. At the same time they enhanced their mouse skills and established a sound foundation for the later 'cut and paste' process in drafting. Year 2 log on, find and load the program, enter data, present this in a graphic form and save work. Those who have access to computers out of school work at greater speed. Pupils who are still acquiring English were able to make progress with the ICT skills because the exercise was based on the book Handa's Surprise, which they had been reading and discussing in class.
158. Pupils in Year 3 to 6 continue to make good progress when introduced to new programs and skills. The interactive white-board allows the teacher to explain a program to the whole class effectively. As a result, the following individual or paired practice at the machines runs smoothly. With most pupils working independently, the teacher is free to concentrate on those that need most help, or challenge confident pupils to explore the program and function keys further. Most of Year 3 used an encyclopaedia program to find, identify and classify musical instruments from around the world: the others explored the sound made by some percussion instruments and recorded their name, the instrument and the sound. This was played back to all.
159. Year 5 considered how the graphical representation of data, which they had entered into a database about plant growth, could be examined. Anomalies were checked and the line graph presentation used to speed up this process. The nature of the task and the simple, clear instructions enabled those pupils, some of whom have special educational needs and who in some lessons lost concentration, to persevere. Likewise, pupils still struggling with English acquisition handled the mathematical principles underlying the activity more easily through this ICT context. Year 6 extended their understanding of data handling through spreadsheets, comparing the speed and efficiency of computer-aided presentations with the more laborious and error prone calculator plus manual format. Similarly, a program on angles and protractors enabled one recently enrolled pupil who is at a very early stage of English acquisition to more than hold her own with her classmates.
160. The quality of teaching is at least satisfactory and sometimes good. The teachers are making effective use of the very recently acquired interactive white board and as a result are able to maintain a good pace throughout a lesson, picking up teaching points without any loss of time. The lessons are well structured and build systematically on skills and concepts explored in previous sessions. Ongoing assessment is well used and knowledge, once it is secure, is used effectively in new contexts. Explanations are usually clear and work is carefully linked to material used in the classroom in other subjects. At times, the individual work planned lacks sufficient challenge to meet the needs of pupils who are already confident in their knowledge and skills. On the rare occasion that the teacher had support for a particular pupil, this was used well to sustain a small group.

161. The co-ordinator has been very successful in moving this subject forwards and is constantly looking for further ways to enhance teaching and learning. He appreciates the importance of pupils keeping evidence to illustrate their developing understanding, such as recording work at each stage of the process. It could be the first, second and final drafts of text or graphic work or the individual items for a multi-media presentation before they have been modified and assembled. Whilst assessment is firmly based on the Qualifications and Curriculum Authority units it is not yet sufficiently flexible to support pupils who should be challenged to work at a level considerably beyond that of the majority of the class. The staff has benefited from good professional development sessions organised through the Education Action Zone and subject knowledge is secure. Resources are well monitored and items purchased to ensure that all aspects can be addressed in sufficient depth. The development plan highlights the need for class-based machines to supplement the suite and keep the level of provision acceptable as the school roll increases.

MUSIC

162. Standards are in line with national expectations by the end of Year 2 and Year 6. Standards have been maintained since the previous inspection. Pupils in both Year 1 and Year 2 identify a wide range of musical instruments such as chime bars, Indian bells, xylophones and triangles. Year 1 pupils respond to music with appropriate actions and movements. Year 2 pupils successfully categorise instruments into those which are tapped, scraped or shaken, and recognise the sounds made by different instruments. By Year 6, they identify different rhythmic patterns. They know that these patterns can fit together and they maintain patterns of sound when working in small groups within larger groups.
163. Because of the good overall teaching that they receive, pupils respond positively in their lessons and enjoy them. They listen carefully to the teachers and work to the best of their ability. In each lesson observed the teacher established very good relationships with the pupils. Lessons proceeded at a good pace with interesting activities which effectively developed pupils' skills. In a Year 1 lesson, pupils made very good progress in their ability to listen carefully to sounds and respond with an appropriate movement because the teacher's own infectious enthusiasm stimulated the pupils. She involved them in activities which consolidated previous learning and reinforced each new learning skill. Pupils were motivated to produce different sounds on a variety of instruments because of the way other pupils, encouraged by the teacher, responded to the sounds they produced. One pupil who initially lacked confidence had a look of absolute delight as she watched the teacher respond to her music. Year 6 pupils made good progress in improvising and performing their own rhythmic patterns in a very well planned and organised lesson. The teacher made sure that pupils understood by careful questioning and by getting them to demonstrate what they could do before moving on. The pupils worked in groups, experimenting, practising and gaining in confidence before coming together in a whole class performance. Teachers consistently evaluate their pupils' efforts throughout lessons and give constructive advice on how performance could be improved but do not always give pupils the opportunities to evaluate their own and each others' performance which would raise their awareness and achievement even more.
164. Pupils with special educational needs and those for whom English is an additional language are supported well in class and make good progress. The subject makes a good contribution to pupils' listening and speaking skills and to their social development. They learn the importance of working together to compose music and they improve their interpersonal skills. However, some pupils miss music activities when they are

withdrawn from class for additional work in literacy or numeracy. Information and communication technology was used successfully by Year 3 pupils as they created, accessed and manipulated recorded sound.

165. The subject is managed satisfactorily. There is a policy and a scheme of work that provides useful guidance for teachers. The school is well resourced for the subject and has a good variety of instruments including ones from different cultures. Pupils have the opportunity in assemblies to listen to various kinds of music. They also contribute to assemblies with good quality tuneful singing. Music also plays an important part in school productions at Christmas time. Funding through the Education Action Zone project enabled the school recently to have the services of a specialist music teacher for one whole day each week. This proved to be very beneficial for the school. The specialist worked with the pupils and also helped the teachers to develop a programme of work which is working very successfully.

PHYSICAL EDUCATION

166. The school provides a programme of physical education which meets the requirements of the National Curriculum. Pupils learn to play games, participate in gymnastic activities and respond to music through dance. Pupils in Years 1,2, 3 and 4 also have opportunities for swimming lessons.
167. Standards are in line with the national expectation by the end of Year 2 and Year 6 and all pupils, including those with special educational needs and those for whom English is an additional language, make sound progress. The school has maintained the standards reported in the last inspection.
168. In Year 1, pupils demonstrate adequate awareness and use of the space around them. They follow instructions accurately, adjusting the pace and direction of their movement in response to signals from their teacher. Pupils in Year 2 respond appropriately to music, adapting their movement according to the tempo and mood of musical accompaniment. They make effective use of the space available and follow instructions with care. By the end of Year 2, pupils develop control, co-ordination and balance and have an awareness of space and the need to use it well as part of their physical education activities. They develop skills in the use of small apparatus, including catching, throwing and hitting a ball. They participate in gymnastics and respond to music through dance. Pupils put out and store equipment safely and are becoming increasingly conscious both of the benefit of exercise and the importance of warming up for physical activity.
169. From Year 3 onwards, skills are further developed and pupils perform with increasing competence. Pupils develop simple gymnastic skills, learn to play games, and dance. They develop a clear understanding of benefits of vigorous exercise and the effects of exercise on the body. The opportunities provided for teamwork and a sense of fair play support the development of pupils' social skills. Pupils in Year 5 showed very good co-operation as they worked in groups to develop a dance sequence. They discussed how they could improve their performance and were appreciative of the efforts of others.

170. The quality of teaching observed in Years 1 and 2 was good. It was satisfactory overall in Years 3 to 6, although teaching varied from very good to unsatisfactory. Teachers plan appropriate activities for all areas of the curriculum using the guidelines in the scheme of work. In the most effective lessons, teachers offer plenty of praise and immediate feedback to the pupils. They set appropriate challenges, provide clear instructions and explanations and encourage pupils to develop skills. Questioning is used effectively and use is made of pupils as exemplars of good practice. Lessons begin and end in an orderly manner and contain appropriate warm-up activities. In the best lessons teachers regularly provide new challenges and encourage pupils to achieve higher standards. Relationships and class management are good. This results in safe, controlled lessons where pupils listen carefully and follow their teachers' instructions. Teaching is enthusiastic and this is reflected in the pupils' response. When teaching is less effective, the pace of the lesson is slow and activities lack sufficient challenge. At times, class management is weak and teachers do not have sufficient control of pupils' behaviour. The poor behaviour of a minority is allowed to disrupt their own and others' learning.
171. A satisfactory range of extra-curricular, physical and sporting activities is planned throughout the year and supports the physical education curriculum. The school also takes part in competition with other schools. Effective use is made of outside coaches to develop pupils' interest and skills in sports such as cricket, football and dance.
172. The co-ordinator provides clear leadership. There is a policy and a scheme of work that provides useful guidance for teachers. However, there is no means of measuring the development of skills across a wide range of activities as pupils move through the school and this is an area for further development. There is a good selection of apparatus and equipment to meet National Curriculum requirements. The school has two halls where gymnastics, dance and indoor games take place. Outdoor facilities consist of playground areas and an all weather playing surface.

RELIGIOUS EDUCATION

173. During the inspection, because of the timetable arrangements, it was only possible to observe two lessons in Years 5 and 6. However, from talking to pupils, examining their books and the work in lessons it is clear that the standards achieved by pupils in Years 2 and 6 are in line with the expectations of the locally agreed syllabus. The pupils with special educational needs make satisfactory progress in relation to their prior attainment.
174. By Year 2, pupils are aware that people's beliefs and culture influence their daily life. They look at how particular clothes are worn to demonstrate a sense of belonging. They know that special clothes are worn for worship in the mosque. They explore the idea of belonging to a school and to a wider community. They know that baptism for Christians is a sign of belonging to this faith. They are familiar with the specific vocabulary such as 'font', 'holy water', and 'baptised'. They have some knowledge of festivals such as Eid, Holi and Diwali, which are important to various faiths.
175. Pupils in Years 3 and 4 extend their knowledge of the Bible and consider its importance to Christians. Written work on this theme produced some thoughtful responses. In Year 5, pupils looked at the teachings of Islam and its influence on behaviour. They considered the concept of God and finished the sentence 'I think God is.....' There is evidence in their work that pupils have discussed how people express their feelings by changing the tone of their voice or the way they use body language. Pupils in Year 6

have studied symbolism in Christianity and the way in which artists of various religions have displayed their faith through their paintings.

176. Teaching and learning were satisfactory in the lessons seen. Both lessons were concerned with the way in which artists use symbolism, colour and texture to express meaning and were closely linked to art and design. In a Year 5 lesson, the teacher's questioning led pupils to express their feelings for what they could see. Some pupils responded well but others need more focused questions to help them to say exactly what they mean. The objects of religious interest used in the Year 6 lesson: the Koran, the stand for it and the richly decorated prayer mat enabled pupils to see that Islamic art is very different from Christian art. They correctly identified that only in the latter would God be represented.
177. The subject is managed satisfactorily. There is a clear scheme of work which follows the locally agreed syllabus and is augmented by units of work from the national guidelines. The school has no formal assessment procedures. Record keeping and assessment are yet to be addressed. Resources are satisfactory and sufficient for the units of work covered. In extending the pupils' knowledge of and respect for diverse religious beliefs and customs, the subject makes a good contribution to their spiritual, moral, social and cultural development.