

INSPECTION REPORT

NEW MOSTON PRIMARY SCHOOL

Manchester

LEA area: Manchester

Unique reference number: 105432

Headteacher: Mrs Claire Berry

Reporting inspector: Mr Keith Edwards
21190

Dates of inspection: 5 – 9 May 2003

Inspection number: 246489

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	Moston Lane East Manchester
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Simon Sayers
Date of previous inspection:	N/A

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21190	Keith Edwards	Registered inspector		<p>What sort of school is it?</p> <p>How high are standards?</p> <p>a) The school's results and achievements</p> <p>How well are pupils taught?</p> <p>How well is the school led and managed?</p> <p>What should the school do to improve further?</p>
9348	Mary Le Mage	Lay inspector		<p>How high are standards?</p> <p>b) Pupils' attitudes, values and personal development</p> <p>How well does the school care for its pupils?</p> <p>How well does the school work in partnership with parents?</p>
15236	Morag Thorpe	Team inspector	<p>Mathematics</p> <p>Physical education</p> <p>Educational inclusion</p> <p>English as an additional language</p>	
22274	Vera Rogers	Team inspector	<p>English</p> <p>Religious education</p> <p>Special educational needs</p>	
8420	Valerie Roberts	Team inspector	<p>Geography</p> <p>History</p> <p>Foundation stage</p>	
30724	Delia Hiscock	Team inspector	<p>Art and design</p> <p>Design and technology</p>	<p>How good are the curricular and other opportunities offered to pupils?</p>
27779	Roger Fisher	Team inspector	<p>Information and communication technology</p> <p>Music</p> <p>Science</p>	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

New Moston Primary School serves a suburban area on the eastern fringes of Manchester and draws almost all of its children from the immediate locality. The school is the result of the recent amalgamation of two separate infant and junior schools on the same site. The school is much larger than most other primary schools, with 557 pupils on roll. This includes the 47 full-time and 18 part-time children who attend the Nursery. Almost 30 per cent of the pupils have an entitlement to free school meals which is above the national average. The school has an almost all-white population and almost all come from homes where English is the first language. Attainment on entry to the Nursery is lower than usual, although there is a wide spread of ability. Eleven per cent of the pupils are on the school's register for special educational needs, mainly because they find it harder to learn than usual. This is below the national average. Seven pupils have a Statement of Special Educational Needs, which is below average for the size of school.

HOW GOOD THE SCHOOL IS

The school provides a satisfactory standard of education as the pupils make sound progress as they move through the school. The well-respected headteacher has successfully managed the amalgamation of the two separate infant and junior schools into a primary school and has clearly identified the measures that need to be taken to raise standards. The overall quality of leadership, management and teaching is satisfactory. The school has a positive ethos in which each pupil is valued as an individual. The pastoral care is good. The school provides satisfactory value for money.

What the school does well

- In spite of all the changes, the school is beginning to function well as a primary school. The headteacher, with the support of staff and governors, has established a caring ethos and has mapped out clearly plans for future improvements in teaching and in standards.
- Standards in music are well above average.
- The quality of teaching and learning in Year 6 is very good.
- The children make good progress in the Nursery and infant classes.
- The school provides well for the spiritual, moral, social and cultural development of the pupils and this is reflected in the quality of relationships between the children and the staff.
- The behaviour and response of the pupils are good.
- New Moston Primary is well respected in the community and the school is committed to building on these links.

What could be improved

- The quality of teaching, particularly in Years 3 to 5. The teachers do not make full use of assessment information to set challenging work for different groups of pupils. The use of homework and marking to help the children to learn is inconsistent.
- The role of staff with management responsibilities in raising standards.
- The development of reading skills in the junior classes.
- The accommodation.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

This is the school's first inspection.

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				Key
	all schools			similar schools	
	2000	2001	2002	2002	
English	N/a	N/a	C	A	well above average A above average B average C below average D well below average E
Mathematics	N/a	N/a	D	B	
Science	N/a	N/a	E	D	

The children start in the Foundation Stage with standards of attainment that are below average and well below in their communication skills and awareness of number. The children make good progress overall in the Foundation Stage. Nevertheless, by the start of Year 1, the children's attainment is still lower than expected in their communication and mathematical skills, and in their knowledge and understanding of the world. The children meet the expected standard in their creative and physical development and their personal and social development. In the infant classes, pupils make good progress in acquiring the basic skills of literacy and numeracy and standards are satisfactory in reading, writing and mathematics at the end of Year 2.

The above table does not fully reflect the current situation in the school. Inspection evidence shows that standards in Years 2 and 6 are broadly in line with expectations, but vary in other years. However, the school is unlikely to meet the challenging targets set in English, mathematics and science at the end of Year 6 in the current national tests (SATs). This is because the pupils' progress in some classes in Years 3, 4 and 5 is unsatisfactory and does not build successfully on the pupils' achievements in the infant classes. Consequently by the time that they reach Year 6, the pupils have to make up too much ground to reach their potential. Standards in music are well above average by the end of Year 6 as this is very well taught throughout the school. Standards in information and communication technology meet expectations although opportunities are missed for the pupils to practise their skills in other subjects. In all other subjects standards are satisfactory.

There is no evidence of a significant variation between the progress of boys and girls or pupils with special educational needs or those who speak English as an additional language in each class. However, there are significant differences between the achievements and attainments of pupils in different classes and this reflects the quality of teaching.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. The pupils enjoy school and demonstrate positive attitudes to their work.
Behaviour, in and out of classrooms	Good. The pupils are well behaved in lessons, around the school and at play.
Personal development and relationships	Good. The good relationships contribute well to pupils' learning. The pupils are supportive of each other. The pupils mix easily, both in lessons and in the playground.
Attendance	Unsatisfactory. The main cause is family holidays in term-time. Most

	pupils arrive promptly at the start of the school day.
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The pupils' good attitudes, behaviour and relationships are a strength of the school.

TEACHING AND LEARNING

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

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

In almost all of the lessons observed the teaching was satisfactory or better. The overall quality of teaching in literacy and numeracy is satisfactory. The quality of teaching for the children up to the age of seven is good and this enables them to make good progress. The quality of teaching in Year 6 is very good and this enables the pupils to make rapid progress. Those pupils with special educational needs and those who are learning English as an additional language are taught satisfactorily. Throughout the school, the teachers are acquiring greater expertise in information and communication technology and are beginning to use the new suite of computers to good effect. The teachers maintain effective discipline and work well with other adults in the classroom. However, the teachers in Years 3-5 do not consistently make enough use of available assessment information in their planning to provide challenging work for many pupils, especially in English and mathematics. Furthermore in these classes, there is an over-reliance on worksheets and too few opportunities for the pupils to make decisions about how to record their work. Inconsistent use is made of homework and marking to support learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum is good in the foundation and infant classes and satisfactory in the juniors. The provision the school makes for the pupils' personal, social and health education is very effective and the music provision enriches the whole school community.
Provision for pupils with special educational needs	Satisfactory. Pupils' Individual Education Plans state clearly what pupils need to learn to make progress. The pupils in the infant classes benefit from more individual attention.
Provision for pupils with English as an additional language	Satisfactory. The small number of pupils who are learning English as an additional language receive sufficient support to enable them to learn effectively.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. It is satisfactory for their spiritual development. The pupils' social skills and cultural development are well developed. The provision for the pupils' moral development is very good.
How well the school cares for its pupils	Good. The school provides a warm and caring learning environment. Child protection procedures are sound. The monitoring of the pupils' academic performance is satisfactory. However, more use could be made of this information to help the pupils to learn.

The school has developed a satisfactory working partnership with the parents. The involvement with the community has a good impact on the pupils' learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The leadership provided by the headteacher is good. She has made a significant contribution to developing the ethos of this very new primary school. The role of those staff with management responsibilities needs further development with a clear focus on raising standards.
How well the governors fulfil their responsibilities	Satisfactory. The governors meet almost all statutory requirements. However, they rely too heavily on information provided by the headteacher and should ask more questions to deepen their understanding of the strengths and weaknesses of the school.
The school's evaluation of its performance	Good. The headteacher makes a detailed analysis of test results and tracks the performance of each individual pupil. The headteacher monitors teaching and the outcomes are being used to improve the overall provision. The priorities identified in the school development plan are entirely appropriate.
The strategic use of resources	Satisfactory. Educational priorities are supported through the school's financial planning and the school seeks best value in its spending decisions. The school provides satisfactory value for money.

There is a suitable number of appropriately qualified staff. However, the accommodation is poor and, although resources are satisfactory overall, there are too few books in the juniors.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The high expectations the school has of their children. • The way in which the school receives any questions or problems parents may have. • The quality of teaching in the school. • The way in which the school helps their children to become mature and responsible. 	<ul style="list-style-type: none"> • The range of activities outside of lessons. • The quality of information about how their children are getting on. • Homework. • The working relationship with parents.

The inspection evidence supports the parents' positive views. Some parents identified concerns about the amount of homework and the range of extra-curricular activities and felt that the school did not work closely with them. The inspection finds that the parents receive sound information about the school, its curriculum and their children's progress. The school has established good links with parents and there is a satisfactory range of extra-curricular activities. However, whilst homework supports the pupils' learning effectively in most classes, this is not the case throughout the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Attainment on entry to the school covers a wide range, although it is below average overall and well below in terms of the children's communication skills and their mathematical development. Data collected by the school shows that there has been a steady decline in the children's attainment on entry to the school year-on-year. However, by the end of their time in Reception, most of the children are likely to reach the expected levels in their personal, social and emotional development, in their creative development and in their physical development. Most are unlikely to achieve the expected levels for communication, literacy and language, for their knowledge and understanding of the world and for their mathematical development. The children show positive attitudes to learning, listen well to instructions and make good progress overall.
2. The children start in Year 1 with standards of attainment that are still below average. Although the National Curriculum assessments for seven-year-olds in 2002 showed that the pupils' attainments were well below the national average in reading and mathematics and below average in writing, the school met its targets for its pupils in most cases. This cohort of pupils included a significant proportion of pupils who were listed on the school's special educational needs register. Very few pupils achieved the higher grades (Level 3) in reading, writing and mathematics. Standards were below those achieved by pupils in similar schools. Inspection evidence shows that current standards in reading, writing and mathematics at the end of Year 2 are close to average. Overall, the pupils make good progress when compared with their attainment on entry to the school.
3. The results of the 2002 national tests for the pupils at age 11 show that standards were average in English, below average in mathematics and well below average in science. When compared to the results of similar schools, they were above average in English and mathematics, but below in science. Inspection findings show that in the present Year 6, the pupils' attainment in English, mathematics and science is broadly average. However, progress in the junior classes is uneven and many pupils make unsatisfactory progress in Years 3 to 5. This is because the teaching of basic skills in some classes lacks rigour, expectations are too low and the quality of marking and use of homework are inconsistent. The quality of teaching in Year 6 is very good and this enables the pupils to make rapid progress in their final year at the school. Increasingly, the Year 6 teachers have to compensate for the pupils' lack of progress in the lower junior classes to enable the school to reach its targets.
4. The pupils make good progress in speaking and listening in the infant classes because the school places great emphasis on developing the pupils' vocabulary and in providing opportunities for discussion. Progress is satisfactory in the junior classes and standards are average at the end of Year 2 and Year 6. Most pupils listen satisfactorily and speak clearly with an appropriate range of vocabulary. The pupils respond well to the systematic teaching of reading in Years 1 and 2 and make good progress. Standards in reading are average at the end of Year 2 but progress slows in the lower junior classes because the higher order reading skills are not taught systematically. Furthermore, the pupils' progress is limited by the poor library facilities. At the end of both Years 2 and 6, the pupils' attainment in writing is average. Their spelling and punctuation match expected levels. Standards of handwriting and presentation are weak throughout the junior classes. Few of the pupils have developed a neat joined style of handwriting.
5. The school has introduced the National Numeracy Strategy and clearly tracks the pupils' progress. Although the pupils make good progress in the infant classes, this rate of progress is not sustained in the juniors. However, the pupils benefit from the setting arrangements and the very good teaching in Year 6 and this enables the pupils to achieve satisfactory standards by the time they leave the school. By the end of Year 2, the pupils have a satisfactory grasp of how to use their mathematical skills in practical situations. They are beginning to use some of these to

solve simple problems. In Years 3–6 pupils are given opportunities to apply their mathematical skills in problem solving exercises but these are rarely used in other subjects.

6. The school's performance in the Teacher Assessments for science in 2002 was well below average for pupils at the end of Year 2. Current standards in science are average at the end Year 2, which represents an improvement on the Teacher Assessments for 2002. The pupils make satisfactory progress through the school as current standards are average in Year 6. However, there is a lack of challenge in many junior classes and too little emphasis on practical experimentation. The same level of work is too often given to all pupils. This results in many pupils not finishing their work because it is too hard, or because teachers' expectations are too low and there is no urgency to finish. Pupils of all abilities are affected by these weaknesses in teaching.
7. Standards in information and communication technology are broadly in line with those expected at the end of Years 2 and 6. This is because the new computers in the suites are used systematically to teach the pupils the basic keyboard skills. However, too little use is made of the class-based computers to support learning.
8. Standards in religious education are average at the end of Year 2 and by the time the pupils leave school. The pupils have a basic understanding of Christianity and different world faiths. This understanding of the beliefs of major faiths and the consideration of how our actions impact on the lives of others are strong features of the pupils' work.
9. At the end of Year 6, standards are satisfactory in art and design, design and technology, history, geography and in physical education, including swimming, where records show that many of the pupils become competent swimmers. Standards in history and geography are well supported by visits and visitors to broaden the pupils' first-hand experiences and these enhance learning. Standards in design and technology are above average at the end of Year 2 because the teaching is good. Standards in music are well above average at the end of Year 6. This is because the pupils have frequent opportunities to develop their skills of performance and are very well taught. The quality of singing is very good.
10. In Years 1 and 2, pupils with special educational needs make good progress; they make satisfactory progress in Years 3 to 6. The differences in the rate of progress are similar to those of the other pupils. In Years 1 and 2 pupils with special needs are identified early and are very well supported both within classes and when they work away from the class in small groups. Pupils in Years 3 to 6 do not have the same amount of support within most lessons. Where they do receive support they make steady progress towards the targets that have been set for them.
11. There is no significant variation between the achievements of boys and girls or pupils who speak English as an additional language; all pupils make the same level of progress as other pupils in their class. However, there are significant differences between the achievements and attainments of pupils in different classes and this reflects the quality of teaching. There is scope for the school to do more to improve standards through the careful use of assessment information when planning lessons. Although there are systems for tracking the progress that pupils make, this information is not used sufficiently well by the teachers to ensure that pupils of all abilities are given work to help them make the step by step progress that they need.

Pupils' attitudes, values and personal development

12. The attitudes, values and personal development of pupils in the school are good and have a positive impact on standards attained.
13. Pupils' attitudes to school are good. Parents are almost unanimous in saying that their children are enthusiastic about all aspects of school life. In lessons pupils settle to work quickly and quietly, thus maximizing teaching and learning time. They generally listen attentively, respond quickly and sensibly to questioning and are eager to contribute. They concentrate well, work independently and collaboratively and persevere until tasks are complete. The atmosphere in the classrooms is purposeful and contributes significantly to the pupils' achievement. Across all

areas of the curriculum the pupils help and support each other, showing genuine appreciation of the efforts of all. Pupils are happy in school and take pleasure in the way their work is displayed.

14. Overall, pupils of different ability groups and those who speak English as an additional language have positive attitudes to school and show the same levels of enthusiasm as other pupils in their classes. Boys and girls are equally well involved. When pupils do not have the opportunities to participate and share their learning, this reflects the quality of teaching, which therefore ranges from excellent to unsatisfactory. Where teaching is unsatisfactory, pupils take less pride in their presentation and do not ask many questions or share their findings with each other. Pupils with special educational needs generally show positive attitudes to their work and good levels of concentration when they are well supported in group or individual tasks. They try hard and take a pride in their achievements. Where additional support is not available their levels of interest and attitudes to work wane and this leads to a slower rate of progress.
15. Pupils behave well in lessons. This is particularly so when there is a practical element to the lesson or when they are suitably challenged. At other times, particularly when pupils are not challenged enough, their behaviour can become inappropriate and their learning is adversely affected. Pupils are courteous and they use equipment, such as computers and musical instruments, with care. On occasions, behaviour is very good. This was seen in several school assemblies. Pupils enter and leave the hall very quietly and sensibly and during the assembly they sit still and in silence, showing great self-discipline and respect for all others present. They behave well in the dining halls and the playground is harmonious with pupils playing happily together on a wide range of attractive outdoor equipment, which they helpfully set out and tidy away. When minor squabbles do occur the school's behaviour policy is applied consistently and 'cool counsellors' (specially trained Year 5 and Year 6 pupils) encourage pupils to try and resolve the situation for themselves, with adult support available if necessary. This approach encourages pupils to develop self-discipline and not rely on imposed discipline. It is successful. There were no incidents of bullying seen during the inspection and pupils say such incidents are very infrequent. Nevertheless, pupils are very aware of the way in which they should deal with such situations. There have been two exclusions in the last school year.
16. The personal development of pupils is good. From their earliest days in school pupils are encouraged to reflect on the consequences of their actions and how they may affect other people. This approach is not confined to just considering inappropriate behaviour; pupils are also encouraged to be aware of others and offer help whenever they perceive a need. Throughout the school, displays of pupils' work promote a mature understanding of moral and social issues in the world today. Relationships are good throughout the school. There are positive relationships between all groups of pupils in the school: older pupils play with younger ones, boys and girls work and play together, and pupils of all abilities co-operate in lessons. There are good relationships between adults and pupils across the school. Pupils respond well to the opportunities they are given to take responsibility for minor jobs around school. However, as yet, there are insufficient opportunities for pupils to use their initiative or take responsibility, particularly with regard to their learning.
17. Attendance at the school is unsatisfactory and is below the national average for primary schools in England. The rate of attendance is adversely affected by the number of pupils who take holidays in term-time. The questionnaires completed for the inspection indicate clearly that children enjoy school and want to attend. Levels of attendance are improving. Punctuality at the school is satisfactory, although each day several pupils arrive late.

HOW WELL ARE PUPILS TAUGHT?

18. The overall quality of teaching and learning is satisfactory. In the lessons observed, forty-nine per cent of the teaching was good or better with fourteen per cent being very good and seven per cent judged to be excellent. Four lessons, mainly in the junior classes, were judged to be unsatisfactory. The very good and excellent lessons were mainly seen in Year 6 and in music lessons. Although the teaching of English is satisfactory overall, more could be done to improve

the quality of the pupils' reading in Years 3-5. Information and communication technology is well taught in the computer suite but the classroom computers are underused to support learning.

19. The quality of teaching in the Foundation Stage is good overall. Staff are very aware of the needs of the children in the Nursery and Reception classes. As a result the children make good progress in most areas of learning. Nursery staff ensure that children make a good start in their education by creating good resources, such as the library, for children and parents. In Reception, the teaching staff plan carefully to link language and number work to prepare children confidently for work at a later stage. Periodically there is a lack of pace in delivery at both stages and the aims of some taught sessions are not sufficiently clear. This was more evident in activities related to physical development. Equally, there is lack of challenge in some lessons, particularly for some Reception children. However, there is very good use of support staff and resources and this results in positive teamwork and reinforced learning for most children. Good assessment procedures give a clear picture of the attainments of children and staff know when and where to change planning to meet individual needs. Given the constraints of accommodation for young children, particularly in Reception, the positive attributes of the team serve these children well.
20. The quality of teaching in the infant classes is good. Little time is wasted in lessons. The teachers and classroom assistants work effectively together. Classroom displays are attractive and informative and provide useful vocabulary and guidance for the pupils. The teachers maintain effective discipline and ensure that the pupils are purposeful within the context of a friendly and supportive atmosphere. The teachers understand the requirements of the National Literacy and Numeracy Strategies and reading and writing are well taught. There is a strong focus on speaking and listening. A characteristic of many introductory sessions in literacy lessons is the good use of questioning. The teachers ensure that all of the pupils are able to make a contribution by pitching questions at different levels to enable each pupil to achieve success in answering. This enables the pupils to achieve well over time.
21. The quality of teaching in Years 3–5 overall does not enable the pupils to build consistently on what they have already learned. In these classes the pupils' progress is unsatisfactory overall. However, those in Year 6 achieve very well, especially compared to their achievements in Year 5, because the quality of teaching is very good. In the very best lessons, the teachers use a range of strategies to manage the behaviour of the pupils and to maintain their interest. The teachers support this with thorough planning and use their skills to teach the pupils in an imaginative way. For example, in a very good literacy lesson on persuasive writing the teacher ensured the work was pitched at the appropriate level and then involved the pupils in a range of activities to develop their writing and to extend their vocabulary. In an excellent numeracy lesson, the teacher ensured that there was an appropriate degree of challenge for each ability group and the entire lesson was conducted at pace. In each of these lessons the teachers maintained excellent discipline in an atmosphere of good humour. In the weakest lessons, typically those for the lower junior classes, the pupils are bored and there is little incentive for them to achieve their best. This is because the planning is weak, there is a poor use of time and resources and expectations are too low. Furthermore, there tends to be an overuse of mundane worksheets and the pupils are allowed to get away with unsatisfactory presentation and incomplete work on too many occasions. The teaching of basic skills such as reading lacks the rigorous use of assessment and this leads to underachievement. Furthermore, although most of the pupils' work is marked, the pupils are provided with little guidance on how they might improve. Because the setting of homework is inconsistent, opportunities are missed to further involve the parents in their children's learning and the impact of homework is unsatisfactory.
22. Although the school does not have a register for gifted and talented pupils, teachers know the higher-attaining pupils in their classes. However, the provision for them has the same inconsistency as for other pupils in the school. Where teaching is good or better, all pupils are provided for very well. At present there are no detailed records for pupils who speak English as an additional language. The setting arrangements for literacy in the infant classes and numeracy for the upper juniors work well.
23. The teaching of pupils with special educational needs is similar to that of other pupils. Pupils with special educational needs are generally included in all lessons. Where available they receive

good support from the learning support assistants who know the pupils well and enable them to make sound progress. There are also some occasions when pupils are withdrawn for additional teaching of basic skills outside the classroom. This tends to occur at a similar time each week so that they do not always enjoy full access to the subjects that they have missed. Pupils who have Statements of Special Educational Needs are well supported by well-trained

and experienced classroom assistants specifically assigned to them. However, teachers cannot always give the necessary time required to other pupils who have specific learning needs, especially in the junior classes.

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

24. The curriculum is satisfactory. The school has developed very good provision for pupils' personal, social and health education in a significant whole school development planned to create important building blocks for the curriculum so that the newly designed schools' aims can be delivered in its teaching plans. The interesting range of worthwhile experiences is open to all the pupils in the school and the essentials of a broad curriculum are in place. There is much to do to assure an even quality of provision across Years 3–5 and to weave in the strengths of different aspects of the curriculum, particularly seen in Years 1-2 and 6. The minimum requirements of the locally agreed syllabus for religious education are met.
25. The curriculum has significant strengths in important areas. These include the good quality, range and variety of activities for children in the Nursery, Reception and infant classes and the rich experiences in music that pervade the school and promote positive attitudes to learning.
26. However, there are weaknesses, which include the consistency and balance of time allocated to subjects *in practice*, in year groups and across classes; as well as a significant slippage of time through each day and the consistency and quality of teaching plans in Years 3–5. Furthermore, the school needs to provide further opportunities for the pupils' investigations in science and mathematics in all years and a more systematic approach to reading in Years 3–5.
27. The school is fully aware of these barriers to learning. For example, in the last year, the school has been swift to tackle the gaps in the use of an effective literacy strategy in Years 3–5. However, there are few activities where literacy is enriched and strengthened in other subjects. Where literacy is planned well in another subject, as it is for example in one Year 5 class, the pupils have written reports about their design activities involving "moving toys" with a depth of thought not seen in all classes. This unevenness is reflected in teaching plans. In Years 3–5, pupils' skills of reading for understanding are hampered by the lack of a rigorous approach to planning and insufficient variety and depth of pupils' reading activities. In fact, in most areas of the curriculum, teaching plans in these same year groups do not meet the learning needs of different groups of pupils and this reduces the progress they make overall. The school is set to address these barriers to pupils' progress.
28. The very few pupils for whom English is an additional language to their mother tongue achieve as well as others in their classes and often their early acquisition of the spoken word is rapid because adults are attentive to their needs.
29. Provision for subjects other than English, mathematics and science in the curriculum (*the foundation subjects*) is satisfactory overall. Teaching plans for Years 1–2, often make helpful links between subjects and this benefits learning by helping pupils to see connections in the topics they study. These links are not as strong in Years 3–5. The provision for pupils in Year 6 encompasses much that enlivens and inspires young minds. Many of the activities are designed to accelerate learning and act as catch-up for gaps in pupils' knowledge and skills. They do. Very good provision for music and good use of sketchbooks in many classes highlights the features of the curriculum that shine and, pleasingly, add some joy to the curriculum. In Years 1–2, pupils enjoy well- planned lessons in design and technology and physical education. Pupils

gain a sound bank of knowledge in history and geography in most classes but the very low amount of time allocated to the subject adversely affects pupils' progress. Together with the limited checks on teaching plans by subject co-ordinators, this leads to a patchy development of skills in these subjects and some loss in the momentum of learning. The provision for information and communication technology is satisfactory. Planning ensures pupils' skills are building step by step on previous learning but there are too few opportunities for pupils to use computers as a tool for learning in other subjects.

30. The pupils' education about drugs and sex is supported by health professionals who visit the school regularly to improve children's understanding of health related issues in their lives. Relationships are thoroughly developed in the school's enriched provision for personal, social and health development but there are no planned programs in place and activities arise incidentally through science lessons. This position does not meet statutory requirements for these important aspects of pupils' lives.
31. The provision for pupils with special educational needs is satisfactory overall but better in Years 1- 2 because of the focus on the early skills of reading and writing and the firmly set out ways that pupils are expected to learn. The pupils' Individual Education Plans state clearly what pupils need to learn to make progress. The targets set are generally achievable and realistic. They are usually taught within small groups within the classroom. However, there are occasions when they are withdrawn for small group teaching and miss some parts of the lessons in non- core subjects.
32. The satisfactory range of extra-curricular activities contributes to pupils' personal development and enthusiasm, particularly in music where the quality of the additional provision is superb. The school is aware of the need to widen the breadth of activities open to pupils and has taken steps to develop links with outside agencies to meet these needs. Activities include dance and a gardening club to develop the "quad" area. In addition, many of Year 5 and 6 pupils have a valuable residential experience to extend the breadth of physical education skills to include orienteering and computer work. At this stage in its life, the school has sound links with local schools to enrich the curriculum. Pupils benefit from science lessons taught by a specialist teacher from one of the local high schools. Wise decisions have been made when gauging the links that will support the school at this early stage.
33. The links the school has developed with the local community make a good contribution to pupils' learning. Local faith groups regularly take assemblies in the school, and one group runs a weekly lunchtime club in the school. Good use is made of local musicians, artists and sports people, who visit the school and work with groups of pupils. The environment surrounding the school is used to support and enhance the curriculum, especially in the areas of history, geography and science.
34. Provision for pupils' spiritual, moral, social and cultural development is good overall. The provision for spiritual development is satisfactory. One of the key aims of the school intends to ensure that pupils will take good care of themselves, each other and the school environment. This is a crucial ingredient in preparing pupils to understand the world around and beyond. Occasions of collective worship and assemblies led by staff and sometimes, different year groups are generally interesting and calm sessions that are lifted in quality by the very pleasing quality of pupils' singing and instrumental work. Moments of prayer are included and these contribute, to a degree, to pupils' awareness of Christianity. The best lessons contribute to pupils' understanding of feelings, awaken curiosity and promote ideas that have changed lives. For example, in their studies of poetry in Year 2, pupils learned a great deal by examining the patterns and effects of sounds and words crafted in tongue-twisting playfulness. There are many lessons that do not inspire pupils and often they do not have the opportunity to explore ideas for themselves or with others.
35. The provision for pupils' moral development is very good. The school teaches pupils to understand what is right and wrong and this is reinforced by staff. The school communicates very clear messages to the pupils about behaviour, the rewards and sanctions and how they are expected to work and play together in harmony. These messages flow through the children's writing, illustrations and the rules they draw up for playgrounds and classrooms. Pupils are expected to negotiate with each other as they learn to get along with each other. They reach up to this, whenever they can. Teachers and support staff are generally good role models. Adults promote a sense of responsibility. Assemblies often have a strong moral message in stories and the mini-plays that pupils perform to explain situations they encounter and the choices open to them. This supportive school family helps pupils to understand the importance and significance of right and wrong and, as a result, there is a clear respect between pupils.

36. The provision for pupils' social development is good. Teachers and support staff work hard to sustain high standards of behaviour so that pupils can work and play in a positive climate. Relationships between pupils are good and many of them understand the importance of considering others at all times, having learned quickly that this is a key requirement of the school. There are many opportunities for pupils to play co-operatively at lunchtimes and the school has a variety of resources to support good quality play outside in the playground. Lunchtime supervisors are particularly valuable in managing these important times. In lessons, such as those in design and technology, pupils have good opportunities to work together in pairs and small groups but in many lessons in many subjects in Years 3-5, there are fewer chances to develop the skills of working effectively with others.
37. Provision for pupils' cultural development is good. The traditions embodied in the rich heritage of the music in the school add a wealth and breadth to pupils' personal development as they listen to and appraise music and learn to play an instrument for themselves. The variety of the curriculum adds satisfactorily to pupils' understanding of traditions in British and European cultural heritages and those of other continents. Resources support these elements aptly through the range of artists that pupils study and, to a small degree, the resources used in religious education through the study of other faiths. There are satisfactory resources in the school to prepare pupils for living in a diverse and multi-ethnic Britain.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. The steps taken by the school to ensure the welfare, health and safety of its pupils are satisfactory overall. This is undoubtedly a caring environment where the safety of pupils is given high priority in lessons and the welfare of pupils is very well catered for in the daily life of the school. The obvious care within the school is underpinned by procedures to ensure all statutory requirements are met. However, a small number of minor safety concerns were reported to the school during the inspection.
39. Child protection procedures are in place, are known by all adults in the school and are satisfactory. Lunchtime staff have received training in child protection matters; however, there is no system in school to regularly review, or update, procedures with all staff. The child protection policy is in urgent need of review.
40. The effectiveness of educational and personal support and guidance in raising pupils' achievements is satisfactory. The school has good procedures for monitoring and promoting desired behaviour. The way in which the school promotes desired behaviour has the effect that inappropriate behaviour has very little opportunity to develop into oppressive behaviour. The procedures for monitoring and improving attendance are good.
41. Pupils with special educational needs are identified early. The class teachers write pupils' Individual Educational Plans and set appropriate targets for their learning. This is done with the help of the co-ordinators. Reviews are carried out appropriately in order that pupils make good progress towards their targets. Pupils' progress is regularly reviewed and the plans adjusted accordingly. Where available the pupils receive good levels of support from the teaching assistants. The ongoing assessment and the monitoring and review of the progress of pupils with special educational needs is an important factor in ensuring that the needs of these pupils are met. Parents are consulted and informed of their children's progress and what they can do to help.
42. Support for pupils at major changes in their school life is satisfactory. There are procedures to support transition from the Foundation Stage to Year 1 and then from Year 2 to the junior classes which are housed in a separate building. The transfer to secondary school is organised to give the pupils contact with staff from a range of secondary schools in Year 6.
43. The monitoring and supporting of pupils' personal development is inconsistent across the school. Pupils' personal development is assessed and recorded twice a year in the infant classes against an agreed list of qualities. However, there is no formal monitoring of the pupils' personal

development in the junior classes. Nevertheless, individual teachers know their pupils well and pupils, especially those with behaviour difficulties, receive satisfactory monitoring and support.

44. The headteacher has developed good links with the local education authority support staff and they have the records and resources to support most pupils who speak English as an additional language.
45. Assessment procedures are well developed in Years 1 and 2. Systems are in place to assess reading, writing, phonics, mathematics, science, information and communication technology, music, design and technology and art and design. These systems are operating effectively and teachers use them well to set individual targets and to plan work at the right level for each child. This has a positive impact on standards and is used to communicate accurate information to parents. However, in Years 3 to 6, although individual teachers have kept records, these have been of variable quality and there has been no overall assessment strategy. This is not satisfactory. Since the introduction of new tests earlier this year, there is some consistency in the assessment of English and mathematics and there are tracking procedures being put in place by the assessment co-ordinator to monitor pupils' progress. These are positive developments but they have not been in place sufficiently long to begin to impact on standards. No evidence was seen of pupils being involved in their own assessments. There are regular meetings between class teachers and the headteacher and her deputy where the progress of pupils who are causing concern is reported on and discussed. This is another positive development and ensures the needs of the most vulnerable pupils are considered regularly.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. The parents value the work of the school. The impact of the involvement of parents on the work of the school is satisfactory and parents make a satisfactory contribution to children's learning at school and at home. There is a home/school reading system but its value in fully enabling parents to support reading is variable across the school. It is frequently only a means of recording what has been read without containing any guidance or focus for a parent listening to their children read. There is very little curriculum information provided for parents which inhibits their ability to be fully involved as partners in their children's learning. A notable exception to this is the information provided to the parents of children in the infant classes about mathematics which is very good. Infant staff also provide parents with information about the English and science being taught but it is frequently expressed in too general a way or in educational jargon and is therefore ineffective. Parents contribute to children's learning by accompanying school visits; they are very supportive of school functions and raise funds for the school and for charities supported by the school. This involvement enhances the learning opportunities available to pupils in the school and reinforces the values of the school. In addition, some adults work in school on a regular basis as volunteers. The contribution of these volunteers is valued by the school and makes a positive contribution to pupils' learning.
47. The school tries hard to ensure that the parents of pupils with special educational needs are consulted regularly about their children's progress. Parents are made aware of targets set in pupils' Individual Education Plans during parents' consultation meetings. The headteacher and most staff have developed effective links with parents of pupils who speak English as an additional language and of pupils from different cultures, religions and different ability groups. Parents have positive views about the school and receive the same satisfactory quality of information as parents of other pupils in the school. The headteacher ensures that the parents of the pupils who speak English as an additional language are involved in their children's learning.
48. The quality of the information provided for parents is satisfactory. There is the potential for regular contact with parents through reading diaries, homework, school newsletters and two open evenings per year. However, inconsistencies in the way homework is organised can cause confusion for parents. In the best classes, all homework is put into a homework book, or file, enabling parents to see the focus of the teacher's comments and therefore offer appropriate support. In many classes no teachers' comments are ever seen by parents. Parents are welcomed into school at any time to discuss issues affecting their child's education or general

well-being. A very limited number of annual reports on pupils' progress were available to the inspection, and were of variable quality, although never less than satisfactory. The better reports give good descriptions of what the pupil knows and understands, especially in English, mathematics and science, and contain clear guidance on what the pupil needs to do next to improve in English and mathematics. The reports contain clear information on the National Curriculum levels the pupil has achieved in English and mathematics. The better reports clearly state the skills the pupil is developing in the foundation subjects, but weaker reports simply list what has been studied and the pupil's attitude.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The quality of leadership and management is satisfactory. The good leadership provided by the headteacher has ensured that New Moston Primary, born of the recent amalgamation of the separate infant and junior schools, is beginning to establish its own identity with procedures and systems that are common to each phase. The headteacher has been successful in promoting a common ethos of social inclusion and high expectations of the pupils' behaviour and courteousness. Pupils of all abilities and backgrounds are happy to come to school; this is reflected in the positive response of the parents in the questionnaire and at the meeting prior to the inspection. The school has a good reputation within the community. However, there remain obstacles to the process of ensuring the accountability of all members of staff with management responsibilities. For example, the programme for monitoring teaching and learning has not yet resulted in the effective sharing of good practice to raise standards.
50. Although there is a developing sense of teamwork there are weaknesses in the strategic management of the school that have not been helped by the long term absence of key members of staff. The curriculum priorities identified in the school development plan are entirely appropriate and set realistic long-term goals. However, there remains a lack of rigour in the monitoring of teaching and learning to ensure that the process results in a clear evaluation of progress. Furthermore, the roles of the curriculum co-ordinators need further development to improve their effectiveness. Many of the subject co-ordinators have a limited understanding of their role and still lack confidence and expertise. Although there is a shared commitment to raise standards, they have not yet developed their area of responsibility by evaluating teaching and learning in their subject in a planned and systematic way.
51. The headteacher and senior staff have a commitment to ensuring that all pupils benefit from the educational opportunities that the school provides and seek to promote racial understanding and awareness of racist issues. The management of special educational needs is satisfactory. There are two co-ordinators; one is responsible for the infants and one for the juniors. They work well together although they have little opportunity within the school day to discuss and liaise with each other about aspects of provision. Although due regard has been given to the introduction of the new Code of Practice, the school's policy is out of date and does not fully reflect the practice that takes place in school. Clear communication between teaching and support staff underpins much of the work to enable pupils to make sound progress towards their targets. Procedures are systematic, the organisation thorough and records carefully maintained.
52. The governing body is supportive of the headteacher and the school. However, there are vacancies on the governing body, which places a heavy strain on the committee structure. Much of the work is left to a hard working nucleus who visit the school regularly and know staff and pupils well. The governors fulfil almost all of their statutory duties. They have a clear understanding of pastoral, staffing and premises issues but are less well informed about the curriculum and standards. The governing body's role as a critical friend to the school is underdeveloped as the governors rely too heavily on information presented to them by the headteacher. For example, they neither monitor provision in mathematics nor hold the school to account sufficiently well for this subject.
53. The school has secure financial management systems. Financial administration is efficient and effective. For example, the school administrator can readily provide accurate budget information to guide the senior management team and governors in making their spending decisions. The

school seeks best value by making good use of outside agencies to advise on spending decisions and by evaluating the relative costs of services required. Good use is made of resources allocated to support specific groups of pupils such as those with special educational needs. However, the school has not benefited financially from the amalgamation. This means that, although the management recognises the clear need for enhanced resources in areas such as classroom support and the library, it is unable to remedy the situation and this

has an adverse effect on learning, particularly in the junior classes. However, although there is much to be done to raise expectations in Years 3-5, the school provides satisfactory value for money.

54. Although there are sufficient classrooms and outside play areas for the current number of pupils, accommodation at the school is poor. The school is housed in three separate buildings, none of which has an assembly hall large enough for the whole school to assemble and none of which has a staff room large enough for all the staff to meet. This is a great impediment to the development of the school from two separate establishments into a single cohesive unit. In addition, areas in both the infant and junior buildings are in a poor state of repair – both assembly halls having areas of peeling paint, damaged flooring and broken plaster. The school is clean and the caretaker works endlessly to deal with the very high levels of vandalism suffered by the school. Additional difficulties are caused by insufficient storage space, especially in the infant building. The junior playground is in a very poor condition with the surface being broken in many places and a broken wall running across it.
55. The school has sufficient teaching and support staff for the demands of the curriculum, However, resources to support learning are barely adequate. This is particularly evident in the junior classes where there is a shortage of books and in the infant classes where there is a shortage of suitable equipment for physical education.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

56. The headteacher, staff and governors should now:
- (1) Raise the quality of teaching, particularly in Years 3 to 5, to the standard of the best in order to raise attainment across the curriculum:
 - by making greater use of the school's assessment data to provide work for the pupils which is better matched to their abilities and builds on what they already know, understand and can do (paragraphs 21);
 - by giving greater emphasis to the systematic teaching of reading (paragraphs 21, 75);
 - by continuing to develop the school's marking procedures so that the teachers' comments help the pupils to improve their work (paragraphs 21);
 - by adopting a consistent approach to the setting of homework (paragraph 21).
 - (2) Continue to develop the role of the subject co-ordinators and those staff with management responsibilities to monitor teaching and learning, to share good practice and to ensure the continuity of learning between the infant and junior classes (paragraphs 49, 50, 51).
 - (3) Continue to strive for improved accommodation (paragraph 54).

Minor issues:

- The school should seek to improve standards of presentation in the pupils' work (paragraph 21).
- The school should formalise its policies on sex education and drugs awareness (paragraph 30).
- The school should continue to strive for improved attendance rates (paragraph 17).

- The school should seek to improve the library provision (paragraph 84).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	86
Number of discussions with staff, governors, other adults and pupils	45

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	6	12	24	40	4	0	0
Percentage	7	14	28	47	5	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)	56	491
Number of full-time pupils known to be eligible for free school meals	0	151

FTE means full-time equivalent.

Special educational needs	Nursery	YR–Y6
Number of pupils with statements of special educational needs	0	7
Number of pupils on the school's special educational needs register	0	61

English as an additional language	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	27
Pupils who left the school other than at the usual time of leaving	21

Attendance

Authorised absence

	%
School data	6.3

Unauthorised absence

	%
School data	0.4

National comparative data	5.4
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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
	2002	35	40	75

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	23	28	30
	Girls	36	39	35
	Total	59	67	65
Percentage of pupils at NC level 2 or above	School	79 (n/a)	89 (n/a)	87 (n/a)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	27	26	26
	Girls	39	33	35
	Total	66	59	61
Percentage of pupils at NC level 2 or above	School	88 (n/a)	79 (n/a)	81 (n/a)
	National	85 (85)	89 (89)	89 (89)

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
	2002	34	37	71

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26	25	29
	Girls	31	27	27
	Total	57	52	56
Percentage of pupils at NC level 4 or above	School	80 (n/a)	73 (n/a)	79 (n/a)
	National	73 (72)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	20	29
	Girls	28	25	30
	Total	51	45	59
Percentage of pupils at NC level 4 or above	School	72 (n/a)	63 (n/a)	83 (n/a)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	253	2	0
White – Irish	2	0	0
White – any other White background	3	0	0
Mixed – White and Black Caribbean	6	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	4	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British - Indian	1	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	2	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	164	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR–Y6

Total number of qualified teachers (FTE)	17.6
Number of pupils per qualified teacher	23
Average class size	30

Education support staff: YR–Y6

Total number of education support staff	15
Total aggregate hours worked per week	442.5

Qualified teachers and support staff: Nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	30
Total number of education support staff	4
Total aggregate hours worked per week	97.5
Number of pupils per FTE adult	12

FTE means full-time equivalent.

Financial information

Financial year	2002/03
	£
Total income	1,165,774
Total expenditure	1,202,888
Expenditure per pupil	2,148
Balance brought forward from previous year	73,000
Balance carried forward to next year	35,886

Recruitment of teachers

Number of teachers who left the school during the last two years	8
Number of teachers appointed to the school during the last two years	9

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	547
Number of questionnaires returned	172

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	42	5	0	1
My child is making good progress in school.	48	44	5	0	4
Behaviour in the school is good.	45	47	4	1	2
My child gets the right amount of work to do at home.	37	45	14	2	1
The teaching is good.	59	38	1	0	2
I am kept well informed about how my child is getting on.	42	40	14	4	1
I would feel comfortable about approaching the school with questions or a problem.	65	27	6	0	1
The school expects my child to work hard and achieve his or her best.	66	33	0	0	1
The school works closely with parents.	46	40	11	2	1
The school is well led and managed.	51	42	4	1	3
The school is helping my child become mature and responsible.	52	44	2	0	2
The school provides an interesting range of activities outside lessons.	31	36	21	5	8

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

57. Children start in the Nursery in the September or January after their third birthday, and in Reception in September or January before their fifth birthday. On entry to Nursery, the skills and knowledge of most children are well below those typical of three-year-olds, particularly in speaking and listening, language and mathematics. However, by the time children are ready to leave Reception the children reach the expected standard in their personal, social and emotional development, and in their physical and creative development. However, it is below the levels expected for children of this age in their communication, language and literacy, in their mathematical development and in their knowledge and understanding of the world.
58. The provision for children in the Foundation Stage is good. A well-established curriculum, good teaching and good assessment procedures have resulted in good achievement, in most areas of learning, for children under six. In physical development, where planning is not as precise as in other areas of learning, the children make satisfactory progress. Children with special educational needs, children for whom English is an additional language and children from the homes of travelling families make equal progress to that of other children in the two Nursery and Reception classes. At the time of the inspection there were fifty-six children in Nursery and fifty-four children in Reception

Personal, social and emotional development.

59. Children enter the Nursery happy and relaxed and quickly hang up their coats, register their arrival and work immediately on activities either independently or with the support of their parents and staff. They link with other children readily and share resources and games good-naturedly. At snack time they find their named drink and later take part in the rota for tidying up after everyone has finished snacks or activities. Equally, children in Reception quickly become absorbed in the activities prepared for them and share their writing with parents. They understand when it is time to gather together for register. Through stories such as *The Good Samaritan* children begin to understand the importance of support to others of different cultures. They are courteous to visitors and understand the importance of listening to others.
60. The teaching is good. The staff are patient and understanding which results in good relationships and fosters goodwill amongst children. The staff explain instructions clearly so that children know exactly what is expected of them and, as a result, there is usually a calm but busy working atmosphere in each class. Teachers include themes in assemblies which emphasise the need to help and understand each other. Appropriate time is given for children to talk about their likes and dislikes and their ideas are valued. Children are encouraged to work together and play fair in activities. As a result they are confident and outgoing by the time they leave the Reception class.

Communication, language and literacy

61. Speaking skills are not well advanced initially but the children make good progress in both the Nursery and Reception classes. They respond well to the good opportunities for talk in such areas as the "pizza parlour" and the "shop". Children listen attentively in story times and shared reading work and are ready to comment on happenings and illustrations. In the Nursery they become totally absorbed as they hear how the fish got "bigger and bigger". In Reception the children enjoy joining in the dialogue of *The Three Little Pigs* in order to retell the story later. Nursery children quickly learn how to handle books and simply tell a story from the illustrations. More able children recognise key words and they identify simple sounds correctly. In Reception, the more able children are well on their way towards reading simple books. Less able children, whilst ready for reading, need more support. At this stage the children can use key words from their "Word Wall" which will help them in their writing. Their knowledge of letter sounds is good overall. Most children can write their names recognisably and they make good progress overwriting and copying given sentences. More able children understand the use of

capital letters and full stops and construct simple sentences. In Reception several children were keen to write letters to parents and friends, one clearly writing, "I love my mum and dad xxx" independently.

62. The teaching is good. The wide range of activities promotes the development of language well ensuring that there are many opportunities for children to read and write each day. Support staff make a good contribution here joining in role-play and increasing the children's vocabulary. As a result, they use a growing number of words for reading and the higher attaining children read simple stories well. The children use the class writing areas regularly, forming recognisable letters and improving their writing satisfactorily.

Mathematical development

63. Daily opportunities to count and use mathematical language help children in both Nursery and Reception to make good progress. In the Nursery classes, whilst most can count up to five with support, few children match up to six objects with a number accurately. Most children at this stage have difficulty in writing numbers without support. In Reception most children can order numbers up to ten but only the more able children can order or count accurately beyond 20. When using a hundred square they make good progress in recognising simple patterns in 2's and 10's. Their work shows clear recognition of size and the use of terms such as "tallest, shortest". Children have a sound understanding of shape and are well used to identifying 'circle, square, and triangle' when using their *Word Wall*. They are familiar with the simple sums of money that they exchange for 'takeaways' from the pizza parlour and for fruit in the shop at snack time
64. The teaching is good. Staff prepare colourful and good quality resources for these activities so that children are instantly motivated and are keen to learn. Good links are made between learning points. A very good lesson included making sets of five, threading beads, manipulating rubber bands and using pegboards to a set time which excited the pupils and resulted in good learning of time and timers. Staff asked pertinent questions during activities: "Is she bigger or smaller?" – "How many wheels do we need on the car?" They speak of sitting in a "rectangle" or "circle". Imaginatively prepared role-play areas give good experiences in the simple handling and exchange of money. Teachers use songs and movement games to support children's understanding of number. Well-matched programs on the computer ensure good levels of success.

Knowledge and understanding of the world

65. Children make good progress in this area learning through their topic. Both groups of children make outside visits within the immediate locality. Nursery children readily recognise significant people such as the lollipop lady and police officers when they watch a video of their walk. They retrace their walk through well placed photographs in their *I went walking* book. In Reception they check what is *Around and About* the school with their clipboard and tally sheet and increase their sense of place by marking the rooms they know in the school. Children soundly increase their understanding of plant growth as they observe their caterpillars become green and hairy with lawn seed. They correctly sequence pictures of the life cycle of the frog. In computer work both Nursery and Reception children are familiar with the mouse and Reception children click appropriately to move the program on.
66. Teaching is good. Teachers imaginatively link the content here with all areas of learning well and use the curiosity of the children to develop language skills further. Support staff work very effectively in areas such as the pizza parlour to ensure that children understand the many activities that contribute to eating out or having a 'takeaway'. Adults listen carefully to children's ideas and offer very good support where necessary.

Physical development

67. Children achieve satisfactorily in this area of learning. In outdoor play Nursery children are very lively when riding and steering their wheeled vehicles. Their control is good and they direct them

well. In lessons in the hall whilst they are increasingly aware of space they are not yet ready to control their movements in time or speed. At different levels children have sound control of small equipment such as paint and glue brushes and pencils. Reception children catch and roll a quoit successfully. They tentatively balance a quoit on their head for a short distance. In class activities their pencil hold is secure for most children and they manipulate play dough materials sufficiently well to model and make imaginary cakes. Whilst small equipment is interlocked successfully they are less successful with finer activities such as threading.

68. Teaching of physical development is satisfactory overall and support staff in the Nursery make a good contribution here. Long and mid term planning is clear but planning for outdoor activities does not sufficiently advance children's skills. Equally, in some lessons children are inappropriately dressed and infrequently encouraged to improve on their performance. Indoor activities often include work with coloured plasticine or dough, where children roll, squeeze, push and knead, when making figures or models which supports their handling of smaller pieces of equipment. Their play with small construction equipment and large jigsaws shows sound levels of control

Creative development

69. As a result of good opportunities to make models, sing, paint, and make music, children make good progress. Children enjoy being creative and are proud of their efforts. This was evident in the interests they had in Nursery when making cars and helicopters from well prepared resources. They enthusiastically discussed numbers and types of wheels and propellers and were careful to glue and stick the to their chosen carton. They enjoy singing simple songs and joyfully join in songs such as music and movement. In Reception, children amply explore colour and texture when mixing coloured glue to create interesting collage with beads and seeds and creating textured pictures from rubbings made around the school.
70. Teaching is good. A wide range of well-linked activities ensures children can explore colour, texture, and shape through topic, language and number work. In Nursery children are free to use paint and chalks throughout the day and make prints paper using the wheels of a small vehicle. In Reception good planning ensures that children make choices which will stretch their imaginations and powers of observation. Children are managed well by the team so that they can access activities in an orderly manner and increase their self-discipline and independence. Several activities are housed in corridors and children work in these areas with good self-control and behaviour.

ENGLISH

71. By the end of Years 2 and 6, pupils attain standards that are broadly average. The findings of the inspection indicate an improvement over the results achieved by the pupils in 2002 in the national tests at the end of Year 2 in both reading and writing; they are similar overall by the end of Year 6. The pupils enter the school with below average attainment and make good progress through the infants as a result of the good quality of systematic teaching. Although pupils' progress through the juniors is satisfactory overall, their rate of progress is inconsistent in Years 3 to 5. It is accelerated in Year 6, so that the majority of pupils achieve at the expected levels.
72. Since the amalgamation of the infant and junior schools, the school has worked hard to try to ensure continuity and progression and provide a continuity of approach by introducing the National Literacy Strategy. Although this is largely successful in the infants, as evident in the good teaching seen, in some classes in the juniors, the teachers are not yet fully secure in their knowledge of the more systematic approaches needed to teach the basic skills, particularly in developing pupils' reading skills from Years 3 to 6. As a result, the rate of progress although satisfactory overall, is uneven across the school. A further contributory factor to the uneven rate of progress is that, although the school has developed thorough procedures to assess pupils' achievements, this information is not used sufficiently well to provide work that is appropriate or challenging enough for pupils of all abilities, particularly in Years 3 to 5.

73. By the end of both Years 2 and 6, pupils attain standards in speaking and listening that are broadly average. Many pupils enter school with below average standards in speaking; many lack confidence and have a limited range of vocabulary to use in discussion. Most pupils are keen to talk about their experiences and what they have learned. However, when speaking, some pupils struggle to describe their experiences in any detail and a few remain passive during question and discussion sessions when they are not required to contribute. Although in some classes the pupils were challenged well during discussions, in some lessons questioning and discussion did not encourage pupils to deliver more than the minimal response. The school does not yet have a clearly planned programme to promote pupils' speaking and listening within other subjects or through drama, debate or role play. This limits the opportunities for pupils to explore technical language and subsequently an improvement in their vocabulary. Teachers manage their pupils well. As a result most pupils listen attentively in class both to their teachers and to the contributions made by others.
74. In reading, pupils attain standards that are broadly average by the end of Years 2 and 6. In Years 1 and 2, the teachers have responded to the below average standards in reading by improving the systematic teaching of reading skills during the literacy lessons. There are a good number of non-teaching support staff who work well within classes to support the development of reading within lessons. Teachers keep careful records of pupils' understanding and knowledge of letters and sounds. The school successfully implements the Early Literacy Support programme each year. Home/schoolbooks are used to encourage the participation of parents and carers in their children's education. However, these are mainly used to record the books that the pupils have read and do not sufficiently form the basis of a dialogue between home and school.
75. Although the school has introduced the National Literacy Strategy requirements as the basis for its work in literacy, the development of the pupils' reading skills in Years 3 to 6 is not yet taught in a systematic way. The pupils have opportunities to practise their reading within the literacy lessons. However, there is insufficient attention paid to a consistent approach to teaching and developing pupils' reading skills as they move through the juniors. Pupils are assessed at regular intervals but teachers do not use this information to set targets for improvement and develop the next stages of learning. Some teachers do not keep records of pupils' day-to-day achievements in reading. The school has recently purchased new group readers but, other than these, the range of fiction and non-fiction books on offer is limited. As a result many pupils lack a breadth of reading experiences. Although in some classes the pupils take home reading books, the practice across Years 3 to 6 is inconsistent and there is no evidence of home/ school contact books to encourage the participation of parents.
76. When reading aloud, the above average and average attaining pupils in Year 2 read confidently, are fluent and pay attention to punctuation. They have a secure grasp of letter sounds and use these well along with the picture clues to work out words that are new to them. They understand the plot of the story and respond to the humour in the text. They make predictions about what may happen in the story. When reading from a simple text the below average readers recognise most of the words and understand the content but their reading lacks fluency. They use the initial letters and sounds to help them work out new words. Pupils express an interest and enjoyment in reading.
77. By Year 6, most pupils express an interest in reading. The higher attaining readers discuss a number of favourite books and read aloud confidently, fluently and with expression. They pay attention to the content and discuss the causes of events and characters in the story. Although the average and below-average-attaining pupils read accurately and reasonably fluently, they generally lack expression. They understand the plot of the story and are able to make predictions. The below average readers have few strategies to help them work out words that are new to them. All know how to use the contents page and index to locate a specific topic in a reference book. They know that the books are arranged in topics in the library but have no further knowledge of how the books are classified.
78. Pupils' attainment in writing is average in both Years 2 and 6. In Year 2, pupils of all ability levels communicate some meaning in their writing. The most able and average seven-year olds write their ideas independently, putting their ideas in a logical sequence. They generally use capital

letters and full stops correctly to denote sentences. The below average pupils attempt to write independently and put their ideas in order. They use a limited vocabulary and are not yet secure in using full stops and capital letters correctly when writing simple sentences. Although the spelling of simple words by the higher attaining pupils is generally secure, it is less so by the pupils of average and below average ability. Pupils are taught to write using a joined script; however, most of them tend to print within their daily work. The presentation of pupils' work is satisfactory overall.

79. Although the pupils in Years 3 to 6 make satisfactory progress in developing their skills in writing, their progress is inconsistent across the classes with a much more rapid rate of progress in Year 6. Pupils have opportunities to write for a range of purposes as they follow the recommendations of the National Literacy Strategy. By Year 6, the writing of the higher and average attaining pupils is technically competent with correct use of capital letters and full stops; some are beginning to use speech marks appropriately. The more able pupils are beginning to use an increasingly imaginative and wider range of vocabulary to make their writing more interesting. They understand how to plan and organise their ideas when writing a story. The below average attaining pupils have similar opportunities for writing but they use a limited range of vocabulary and lack a secure understanding of the technical skills when writing sentences. Their spelling is insecure and they make many mistakes. Handwriting of most of the eleven -year-olds is variable and the presentation of work in most classes is often untidy.
80. In Years 1 and 2 the pupils on the register of special educational needs make good progress towards the targets set for them, whilst in Years 3 to 6 it is satisfactory. This is largely as a result of the emphasis placed on identifying the needs of these pupils at an early stage and providing generous support within classes and also some small withdrawal groups in Years 1 and 2. Although the needs of the pupils in Years 3 to 6 are identified appropriately, there is less support available within classes; where they receive this support they make better progress. Within the small withdrawal groups they also make satisfactory progress in developing their early reading and writing skills.
81. The quality of teaching seen ranged from very good to unsatisfactory and was satisfactory overall. In Years 1 and 2 teaching and learning are good; in Years 3 to 6 they are satisfactory overall, with some good teaching and learning, particularly in Year 6. In the most effective lessons, the teachers are secure in their knowledge and use a wide range of teaching strategies and activities that engage the interest and involvement of the pupils and ensured good learning. The lessons were conducted at a good pace with high expectations of the standard of work that the pupils were to achieve. The levels of questioning and discussion at the start of the lessons ensured that the pupils understood what they were learning and were constantly challenged to develop their knowledge further. The discussion at the end of the lessons was used well to provide further opportunities both to review what the pupils had learned and to provide challenges that expected the pupils to use and apply their knowledge and skills. Good use was made of learning support assistants and resources. In the less successful lessons, the teachers were less clear in their subject knowledge. The level of questioning and discussion that took place was not used sufficiently well to fully engage and develop pupils' understanding or provide sufficient challenges to extend learning. The lessons were conducted at a slower pace and did not fully involve or engage the interest of the pupils. The closing part of the lessons was hurried and not used sufficiently well to enhance learning.
82. Across the school the pupils are managed well and good relationships are formed between pupils and teachers. Teachers' planning identifies the overall objectives that they want the pupils to learn. However, in some classes the work that the pupils are given to do is not always sufficiently based on what the pupils already know and can do. This leads to some underachievement, particularly of the more able pupils. Pupils' work is marked regularly although the quality of marking is inconsistent. There are examples of some good marking with comments that are evaluative and give clear suggestions for improvement.
83. Pupils have opportunities to use their writing skills in other subjects such as science, history and religious education, although in some classes there is too much use of commercial worksheets. Although pupils have some opportunities to use their information and communication technology

skills in the literacy lessons and use the Internet for research purposes, this is inconsistent across the school.

84. The school has developed good procedures to assess the achievements of its pupils, based on regular evaluations by class teachers and standardised tests. This information, alongside that gained from the assessment of pupils' attainment soon after they start school is used to plot the attainment of pupils as they move through the school. In some classes this information is used well to set targets for groups of pupils for writing but this practice is not used consistently throughout the school. Assessment information is not always used as well as it might be to plan and set work that is well matched to pupils' abilities.
85. The management of the subject is satisfactory. The school has two co-ordinators for the subject-one teacher is responsible for pupils in Years 1 and 2 and the other has responsibility for Years 3 to 6. Both work well together and have a clear view of how they wish to develop the subject and improve achievement across the school. They have started to evaluate the pupils' achievements but have not yet used the information to identify common weaknesses. One co-ordinator has monitored the pupils' written work from across the school and evaluated this with a view to bringing about improvement. Neither co-ordinator has had the opportunity to monitor the teaching and learning in classes since the amalgamation of the infant and junior schools. Resources to support work in literacy are satisfactory in Years 1 and 2 but are unsatisfactory in Years 3 to 6. The range and quality of fiction and non-fiction books available are unsatisfactory both within classrooms and the library. This is not used as well as it might be to develop pupils' independent learning.

MATHEMATICS

86. Standards are in line with the national average at the end of Year 6; this shows a significant improvement on the 2002 national test results when they were below the national average. Pupils in Year 2 are working at the national average with strengths in numeracy and shape and space. These standards show a very good improvement compared to last year's results when they were well below the national average and also the standards achieved when pupils began full time education. Standards in the investigative elements of mathematics are inconsistent but have improved since last year.
87. In Year 6, a high percentage of pupils are already working at the national average with an increased number well placed to attain the higher level 5. These improved standards are reflected not only in their numeracy and knowledge of shape and space, but also in investigations and data handling. Pupils add, subtract, multiply and divide large numbers, know their multiplication tables very well and enjoy the challenge of mental mathematics. The large majority understand place value to a million and apply their knowledge of number patterns and tables to calculations. Pupils calculate fractional parts of quantities and understand the equivalent values of fractions, decimals and percentages. Their numeracy skills are extended to calculating the areas and perimeters of regular and irregular shapes. Nearly all pupils understand co-ordinates in the four quadrants, which necessitates their understanding and use of negative numbers.
88. Most pupils in Year 2 attain satisfactory levels; the majority know place value to over 500 and count in 10s, 5s and 2s. They add and subtract using tens and units and choose the appropriate methods for calculations. They recognise number patterns such as odd and even numbers and count in 2s, 5s and 10s. The majority of pupils tell the time to quarter-to and quarter-past the hour and know the properties of regular two-dimensional and three-dimensional shapes. They use a range of measurements with confidence in practical activities and apply their numeracy skills to measurements and money. Most pupils find information from block graphs and diagrams.
89. Overall, the pupils make satisfactory progress; their progress is good in Years 1 and 2, very good in Year 6 and barely satisfactory in Years 3, 4 and 5. Although no unsatisfactory teaching was observed during the inspection, the analysis of pupils' work reflects a significant amount of unsatisfactory teaching in Years 3, 4 and 5. There are no significant differences in attainment between boys and girls.

90. Pupils with special educational needs and those for whom English is an additional language make the same levels of progress as the rest of the pupils in their classes. This is reflected in the lessons observed and the analysis of pupils' work. Although the school does not have a register of gifted and talented children, most teachers know their higher-attaining pupils and these pupils progress at the same rate as other pupils in the class. However, where teaching is good or better (lessons and analysis of work) the higher-attaining pupils have more challenging activities and consequently make better progress. The setting arrangements in Year 6 are highly beneficial for pupils in all ability groups.
91. Relationships in the large majority of lessons are good. Pupils are well behaved and have the confidence to answer questions, knowing that their teachers are supportive. In this way they understand how well they have achieved and learn positively from their mistakes.
92. There are many contributory factors to the standards and uneven progress. For example, there is insufficient high-quality teaching to ensure consistently good levels of improvement throughout the school. During the inspection, although no unsatisfactory lessons were observed, the analysis of pupils' work points to some unsatisfactory teaching in most classes in Years 3, 4 and 5 where there is a lack of mathematical rigour towards ensuring good progress. In Years 1 and 2 the analysis of work reflects good teaching and, in Year 6, excellent teaching. Where teaching is good or better, teachers have very secure knowledge and understanding which are reflected in clear explanations and very good teaching of basic skills. These aspects result in pupils' improved levels of understanding. The rates of pupils' learning over the year are well paced and lessons are challenging and maintain pupils' interest.
93. Sufficient time is given for revision and therefore pupils consolidate their learning. Teachers use questioning skills effectively when assessing pupils' understanding and challenging their thinking. The objectives for lessons are always shared with pupils and consequently, by the end of the lesson, they know how well they have achieved. Homework is highly appropriate and very challenging and teachers ensure that pupils understand the work as it is nearly always a continuity or extension of class work. The high level of classroom support assistants, including those who support pupils with special educational needs, positively contributes to pupils' achievement as they are highly involved in the planning and take responsibility for groups.
94. Overall assessment is satisfactory. The co-ordinators have developed an effective calendar of assessments and target setting for pupils in Years 2 and 6 is very securely in place. Consequently the co-ordinators have a very good understanding of strengths and weaknesses in mathematics for each pupil in these year groups. Although there is a calendar of assessments in place for each year, some of the tests used do not give as rigorous an indication of progression from year to year as originally planned. Consequently the assessments in Year 3 do not build sufficiently well on the national tests taken in Year 2. The co-ordinators analyse pupils test results very well but there is insufficient rigour in the teaching to ensure that pupils in different classes are achieving as well as they might.
95. The leadership and management of mathematics are good overall. The two co-ordinators for mathematics are very enthusiastic and one, who is a full-time class teacher in Year 6, provides excellent examples of how mathematics should be taught. There is an openness and active sharing of good mathematical teaching in Years 1, 2 and 6. The co-ordinators know the strengths and weaknesses of all aspects of mathematics and are committed to improving the achievements of all pupils. They have already begun to monitor certain aspects of teaching but this is not as frequent as it should be in order to raise standards. Their enthusiasm and expertise permeates the mathematical atmosphere of part of the school but they have not yet succeeded in raising standards sufficiently in Years 3, 4 and 5. Pupils' progress is tracked very carefully by both co-ordinators and the resulting information has been used well to assist planning in Years 1 and 2 and Year 6 where setting has been introduced. The co-ordinators have very good vision for the subject and, where they have influence, there is commitment by those teachers to improving standards.

96. Information and communication technology (ICT) is not used frequently enough to support pupils' numeracy skills. However, in some classes it is effectively used; for example, pupils in Year 3 have investigated databases and pupils in Year 6 regularly use calculators for investigations involving large numbers. In one lesson observed, pupils had insufficient time for using the computers to benefit fully from the data-handling activities planned.
97. The curriculum provided satisfactorily meets the requirements of the National Numeracy Strategy. Although planning is generally satisfactory, the high levels of inconsistency in achievements, within Years 3 to 5, show insufficient opportunities for investigations and challenges for higher-attaining pupils in these classes. Where pupils are given opportunities to investigate they enjoy the activities, work very well, in groups and independently, and achieve well. Throughout the school pupils use accurate mathematical vocabulary in most cases and

apply numeracy skills satisfactorily to other subjects. For example; rhythm and note values in music, measurements in science and design and technology and symmetrical shapes in art and design and physical education.

98. The co-ordinators have successfully involved parents in helping their children in mathematics at home by the challenging range of homework set and the clear guidance given to parents. They have tried very hard to ensure that as many families as possible are included in helping their children to achieve. Teachers and parents have clear guidance about homework. However, parents raised concerns about inconsistencies between the homework set for pupils in different classes and the inspection team agrees with their concerns.

SCIENCE

99. Standards achieved by pupils at the end of Year 2 and Year 6 are average. This is an improvement as in the National Curriculum Teacher Assessments at the end of Year 2 in 2002, standards were well below average and in the National Curriculum tests at the end of Year 6 they were also well below average. At that time the senior management team produced an action plan to raise standards which is currently being implemented. Pupils in Year 6 are on track to perform at average levels in this year's national tests.
100. The science curriculum in the school is based largely on a national scheme and is followed by all teachers. This leads to satisfactory progress being achieved by pupils in Years 1,2 and 6. Progress of pupils in these classes is further enhanced by a satisfactory system for assessing the knowledge, skills and understanding that have resulted from the teaching. However, in other classes curriculum coverage is rather superficial as there is no on-going, systematic assessment and the subject does not have a high profile. Insufficient emphasis is placed on scientific enquiry with the result that pupils' investigative skills are insufficiently well developed and progress falls short of expectations. The raising of standards across the school as a whole is hindered by there being no subject co-ordinator, no monitoring of teaching and learning and inconsistency in the teachers' assessment of pupils' learning.
101. The quality of teaching and learning is satisfactory overall but varies considerably from year to year and, in some cases, from class to class. In one Year 6 class where the pupils were investigating the separation of materials, the teaching seen was very good. Characteristics of this good teaching included an emphasis on the need to use accurate scientific vocabulary and the teacher's high expectations about using systematic procedures in planning and evaluating investigative work. In a very good Year 4 lesson where the pupils were investigating materials, they were able to identify the characteristics of solids and liquids. The teacher constantly questioned the pupils very effectively to ensure their understanding and to reinforce the main teaching points. Pupils were able to say that liquids retain the shape of their container, that they flow, that you can pour them and that they evaporate. When investigating the changes that occur when solids are added to water, pupils were expected to predict the outcomes of the investigations before conducting them, and to make careful records of their results. This is good practice. In a good Year 1 lesson focusing on growing plants, the teacher had prepared a number

of interesting and challenging tasks for the pupils to complete, assisted well by the classroom assistant and parent helpers. As a result, the pupils were very interested and involved and by the end of the lesson could explain the basic stages of plant growth.

102. However, in a number of classes the teaching is not so strong. In many lessons, the same work is given to all the pupils with the result that the more able pupils are not sufficiently challenged and pupils of lower ability have difficulty in understanding what is expected of them. The lack of assessment information in Years 3–5 makes targeting teaching at the appropriate level more difficult. In some classes there is little evidence of a systematic approach to the teaching of scientific enquiry skills. For example, in an otherwise satisfactory Year 4 lesson, which was looking at the effects of gravitational attraction on weights, good opportunities for reinforcing such skills as understanding the need for fair testing were missed. Marking of pupils' work is often of poor quality. Teachers' writing is sometimes difficult to decipher, it does not describe how well the pupils have met the lesson objectives, and it is not used to inform pupils about the next stages of their learning. Presentation of pupils' work is below expected standards.
103. Pupils are generally enthusiastic about the subject and respond particularly well to practical activities. The teachers give pupils many opportunities to work in pairs and in groups. Relationships are good and pupils work well together. Teachers use a range of techniques, based on rewards, to maintain discipline and as a result the pupils behaviour in lessons is usually very good. Pupils' numeracy skills are developed in lessons through, for example, practical measuring activities. Literacy skills are less well developed, although in a Year 6 lesson good writing for a specific purpose was developed when completing an account of the scientific procedures that had been followed. Not enough use is made of information and communication technology to support learning. Resources for teaching and learning are satisfactory but need organising and extending to maximise their contribution to teaching and to pupils' scientific understanding.
104. Leadership and management of the subject falls short of expectations, as there is no co-ordinator at present. As a result, there is no monitoring of teaching and learning, policies and practices from the individual schools prior to amalgamation have not been integrated, and whole school assessment is unsatisfactory. As a temporary measure the senior management team have produced a realistic and detailed action plan, and this includes the appointment of a new co-ordinator.

ART AND DESIGN

105. Inspection evidence indicates that attainment broadly matches that expected nationally by the end of Years 2 and 6. Pleasingly, the breadth of pupils' experience of different media and the compilation of sketchbooks brings a growing awareness of how artists work, particularly in Years 1-2 and some classes in Years 3 -6. Despite the limited role of the subject co-ordinator there is a good amount of consistent work that has enlivened the subject. Achievement is broadly sound across the school and within year groups when compared to other subjects but in some classes in Years 1–2 the pupils make good progress. Pupils with special educational needs particularly benefit from activities in the subject and some pupils are able to shine as they explore pattern and design.
106. The quality of teaching is never less than sound and there are some elements of good teaching in Years 1–2 but this is a little uneven between classes. Overall, this judgement represents a pattern of teaching that is somewhat variable in Years 3 -6 and across classes. Where pupils explore and refine their use of different media to improve their work, they make better progress. Although teachers' knowledge and skills are variable, much effort is made to improve pupils' techniques of sketching and the techniques of using charcoal. Pupils thoroughly enjoy their work, which is valued and celebrated in displays. Where lessons are good or very good, activities are well thought out to develop in pupils an understanding of how an artist works by using natural objects or imaginative ideas to re-work effects and use additional materials. In Year 2, pupils benefited from observing an adult sketch a tree before them and provide a running commentary on the emerging tracery of the branches.

107. Year 6 explore the design element of the subject with interest. Their sketchbooks show a developing exploration of movement in the figures they draw, reflecting sound achievement in these techniques. Resources are appealing but used in each class with differing degrees of success. Pupils have a sound knowledge of the artists and techniques they study. Discussion with Year 5 and 6 pupils indicates that they understand how an artist's work develops from observation, drawing and the compilation of notes and sketches. Those pupils with a talent for the subject are encouraged informally to improve on their work, although there is no special provision for gifted and talented pupils. Pupils for whom English is an additional language to their mother tongue achieve at least as well as others in this visual subject.
108. Teachers assess pupils' work mainly by marking sketchbooks but the quality varies considerably from the sensitive and very helpful commentary of a Year 6 teacher to little or no marking in others. Computers are just beginning to be used to enhance the tools used in the subject but are undeveloped at this stage in the school's life.

DESIGN AND TECHNOLOGY

109. Only one lesson was observed during the course of the inspection so there is insufficient evidence to make a judgement on the quality of teaching. From the evidence of pupils' work around the school, sketchbooks and discussions with the two subject leaders, it is evident that, by the end of Year 2, standards are above those typically attained and that pupils achieve well. In addition, discussion with pupils in Years 5 -6 demonstrates that standards attained by the end of Year 6 are broadly in line with those found nationally. The variability of progress evident through and between classes in Years 3-6 indicates that progress is satisfactory overall but that pupils do benefit from an acceleration in Year 6. Of particular note is the generally even nature of the designing and making methods in many classes. This consistent strand in the teaching plans supports a steadily developing understanding of materials and components.
110. Most pupils understand how designs help to clarify the making process. The breadth of work seen around the school indicates that pupils thoroughly enjoy this subject, so much so that some serious thought went into Year 6 pupils' early designs and research for a shelter to be designed for the quad. Rigorous measures of suitability of the place, materials, structure and use occurred as pupils considered the effectiveness of their designs.
111. Satisfactory work by the subject co-ordinators ensures that resources match the activities planned. With the onset of the new school and more pressing priorities, teaching plans have not been streamlined across all years yet. This has not adversely affected the quality of pupils' work in Years 1 -2 where pupils demonstrate a clear understanding of the nature of designing, making, modifying and appraising their products. Teachers help pupils to share ideas with the result that many of the pupils can adjust designs according to their function, their "customers" and the pleasing aesthetic effect. Literacy skills are not a barrier to achievement and pleasure in this subject because teachers expect some thought and evaluation. This happens. Pupils test their products to check how successful they have been and some record their findings well. This approach is particularly successful in one Year 5 class where the skills and understanding of working with materials and components flow across into the next design brief. In one example seen, pupils from different levels of attainment and ability learned about moving toys and sustained the design process as they constructed *cam-operated* toys after researching the likely technical issues. One pupil with additional learning difficulties but talented in the *making* aspect of the subject, developed a thirst for the activities that took him much further in his achievements. Time given to this active involvement promoted good self-discipline, patience and thought.
112. Many of the pupils demonstrate a spirit of generosity when comparing each other's work. Where pupils achieve more in their work, they apply their literacy and numeracy skills to label, make notes and write reports, measure and estimate. There is little use of computer tools in the subject yet. Design from cultural heritages other than their own is used well in the subject as a teaching resource and this broadens pupils' understanding and interests. These include masks, theatres, puppets, paintings, textiles and photos, much of which is teacher sourced. Pupils for whom English is an additional language to their mother tongue achieve similarly to other pupils. The subject generates much thought and caters well for the different ways in which pupils learn best.

GEOGRAPHY

113. Whilst planning and timetabling limited observation of lessons, standards for seven-year-olds and eleven-year-olds are judged to be at expected levels. The achievement of both groups of pupils is satisfactory, including those with special educational needs, and those for whom English is an additional language. As only one lesson was seen judgement on the standards of teaching has not been made.
114. Alongside their knowledge of their local area, seven-year-olds pupils begin to identify aspects of their island home. They locate the different countries in the British Isles and imaginatively describe what they would do on their own imaginary island. One pupil writes "It would be difficult to go to school!" In Year 3 these contrasts are more real and pupils understand the

marked differences between life in some parts of India and their own. They sympathise with the hard life of villagers in Chembakolli and find it difficult to write enough activities in their day, which will match these of a mother in the village.

115. From work seen, pupils' attitudes to learning are satisfactory overall. Presentation is variable. Infant pupils' work shows a higher level of enthusiasm for the subject whereas the writing and illustration of some older pupils is weak. However, where links are made with other subjects, such as history, the mapping skills are comparatively better. A presentation on the River Nile, completed with computer graphics, was of a high standard and showed that the higher attaining pupils in Year 6 have enjoyed their geography lessons and have a sound general knowledge of mapping skills and rivers.
116. Teachers plan their work well but do not include sufficient challenge for the more able pupil or build in sufficient success for the less able pupil. Most pupils attempt the same work but achieve at different levels. Subsequently, little independent learning takes place and pupils do not always perform as well as would be expected. However, teachers give good opportunities for pupils to research textbooks and the Internet. As a result, pupils are able to use appropriate vocabulary when approaching and labelling their work. Teachers also use aerial photographs and maps well to give pupils an understanding of where their learning fits around their locality. A good feature in planning is the inclusion of environmental issues in each year. For example Year 1 pupils question how they can make the area around school safer, Year 5 pupils are aware of the effects of acid rain and Year 6 prepare publicity for "Protecting our rivers". Pupils visit places of local interest such as the Rochdale Canal to support learning and junior pupils have opportunities for some fieldwork and orienteering.
117. Co-ordination, which will unite the two stages in the school, is developing positively. Some monitoring has been done but assessment of pupils' attainment is not yet in place. Whilst the provision of globes has increased, learning resources are inadequate overall.

HISTORY

118. Standards are at the expected levels at the end of Year 2 and Year 6 and the pupils make satisfactory progress. Equally, pupils with special educational needs and those who have English as a second language make satisfactory progress overall.
119. Younger pupils write "This is me wearing my school uniform", which leads to pupils in Year 2 beginning to understand the difference between clothes in the past and the present. They look for information in photographs and examine clothes of a different period. They compare and contrast clothes worn in the 1940's with modern clothes and prepare questions for a speaker who was a child at the time. They have a clear sense of the past when they work out their place and the place of their parents and grandparents on a time line with their teacher. More able pupils recall the work they did on the Great Fire of London when they reach that time on the time line.
120. In Years 3 to 6, the pupils' sense of time is supported by work on Ancient Greece, Christopher Columbus and the life of Victorians. Pupils in Year 5 increase their subject vocabulary when learning about census taking. They understand how their locality has changed over time, for example, how the number of dwellings has increased alongside the increase in population. They make tally sheets of their own from the information they have of the area in 1851. Year 6 pupils recall well their work on Victorians and are particularly touched by the plight of poor Victorian children. They download information from the Internet and use it well to show conditions at that time.
121. Teaching and learning are good overall. Teachers often begin their lessons with good introductions and describe the purpose of the lesson clearly. As a result, pupils are often good listeners and are well focussed for the lesson. They question pupils well and consequently younger pupils learn of a variety of ways they can access information about the past. Older

pupils ask for meanings of historical terms such as 'era' and construct lists of what might show the difference in a locality between then and now. They make good links with other subjects such as literacy and geography to improve diary skills and map reading. Overall, teachers manage their pupils well and as a result pupils begin activities with enthusiasm. Nevertheless, there is a lack of challenge and pace in some classes, which limits the potential for learning, particularly for older pupils. Equally, the level of writing skills tends to affect the attainment of all groups of pupils.

122. Historical sites and centres within the reach of the locality enrich the subject and teachers make good use of them. Past visits have included visits to heritage centres and museums. Resources have been recently audited but do not contain a sufficiently wide range of artefacts. Teachers use resources from outside well and infant pupils were absorbed when listening to first hand experience of a resident who was a child in the 1940's.
123. Subject policy and planning has been carefully discussed with staff to ensure continuity and progression and fulfil statutory requirements. Overall monitoring is informal at present. As planning is based upon recommended national guidelines, assessment broadly follows the expectations attached to the guidance given.

INFORMATION AND COMMUNICATION TECHNOLOGY

124. By the end of Year 2 standards in ICT are broadly in line with those expected for the age of the pupils. The joint subject co-ordinator with responsibility for the younger pupils has good subject knowledge and has been able to help colleagues ensure that, despite poor quality equipment, pupils make satisfactory progress. By the end of Year 6, standards are also broadly in line with those expected, but this is largely as a result of the high quality of teaching and learning in Year 6, which compensates for inconsistent subject provision in the other older year groups. Progress is, therefore, uneven, and this needs to be addressed by the subject co-ordinator for the older pupils. The school has recently greatly improved the quality of its resources through the opening of a suite and the acquisition of a wireless class set of laptop computers which can be used in classrooms. This should, in time, help to address the major weakness in current ICT provision – its use to support other areas of the curriculum.
125. Year 1 pupils show a sound knowledge of the components that make up a computer system and they have a basic understanding of the place of computer technology in everyday life. They understand that, using a computer, information they have collected can be stored and represented pictorially. For example in one lesson observed pupils were able to transfer information from a pictogram they had previously produced to a computer program that would represent it graphically. They demonstrate increasing confidence with mouse control and use the mouse to respond to questions and tasks posed on the screen. Year 2 pupils are able to use an art program to produce pictures, having looked first at pictures by well-known artists. They know how to draw an outline, fill in blocks of colour and print their results. They can word process simple sentences, import pictures and use an encyclopaedia to search for information. They show familiarity with simple operations like saving and retrieving work. These classes use an effective system of assessment which help teachers target work at the appropriate level for individual pupils.
126. Pupils in junior classes now have the advantage of a computer suite in which lessons are taught each week. Overall, they make satisfactory progress in word-processing, desktop publishing and graphics programs, but this is not consistent – progress in Year 6 is much quicker than in other year groups. Progress in areas like data handling, control technology and using ICT to monitor changes is much more variable and depends on the individual teacher's confidence and competence. Pupils are able to access the Internet to research, for example, the work of a famous scientist. Pupils in a sound Year 3 lesson were introduced to email and demonstrated ability to follow the program using the mouse to follow on-screen instructions. In Year 4, pupils showed they can input data to a program that turns it into pie and block graphs. In both of these lessons there was an imbalance between talk from the teacher and the pupils having the opportunity for hands-on experience with the computers. Pupils in Year 6 have started using the

new class set of laptops effectively and travel to the City Learning Centre where the excellent facilities have helped them make good progress in areas like control technology and multi-media presentations. There is no formal assessment system across these junior classes.

127. The quality of teaching is satisfactory overall. Teachers in Years 1 and 2 have sound subject knowledge and well-organised teaching strategies to maximise learning opportunities when using the limited resources. There is, however, right across the school, insufficient use made of the computers to practise skills they have learnt and to enhance learning in other subjects, particularly numeracy and literacy. In a number of classes of older pupils ICT is taught by a different teacher. This has the benefit of using specialist knowledge effectively, but means that work is not being extended across the curriculum in the classroom.
128. There is sound management of the subject. The co-ordinator responsible for the younger pupils has drawn up an action plan for the future that clearly identifies areas for improvement. Plans to introduce a suite of laptops for the younger pupils should raise standards there further. At present there is no monitoring of standards or of the quality of teaching and learning.

MUSIC

129. Standards in music are above those expected for pupils by the end of Year 2 and are well above by the end of Year 6. Singing is of a high standard throughout the school, both in class and in assemblies. The quality of work shown by the pupils when performing with tuned and untuned musical instruments well exceeds expected standards. Pupils have a very good understanding of musical vocabulary and use it appropriately. Some of the very many who are learning to play stringed instruments enter public examinations and achieve as high as grade 5. The tuition provided by visiting specialist teachers in strings and steel pans considerably enhances the provision for all pupils. Pupils clearly enjoy music and the subject has a high profile in the school. Judgements were made from lesson observations, listening to pupils singing in assemblies and discussions with teachers and pupils.
130. The singing of younger pupils is tuneful and shows good expression. They are able to listen carefully to the music and clap in time and at the right moments. After listening to the first few chords of a song's introduction most of the pupils are able to predict accurately what that song is. Opportunities are provided for the pupils to hear a wide variety of music before and after assemblies and they listen carefully. Many Year 2 pupils achieve success in learning to play the recorder, and more than 20 are learning to play the violin. In their class lessons pupils focus each half-term on a particular musical element, such as pitch or dynamics. As a result of this, together with the good teaching they receive, pupils are able to move to Year 3 with skills and understanding already very well developed.
131. In Years 3 and 4, pupils know how music is written and use musical words correctly, for example *stave, pitch, rhythm, canon*. Their singing continues to develop and they are able to sing in two parts, maintaining their part against the other and showing good expression. Pupils are confident to sing on their own, direct from notation cards, and they do this with accuracy. As in all other types of performance pupils listen carefully to each other and have a very supportive attitude. By Year 6, two part singing is well established and characterised by clear diction, control of pitch and a good sense of dynamics. In all classes pupils compose with and use tuned and untuned instruments with skill and confidence. For example, in an excellent Year 4 lesson, pupils used a wide variety of instruments to create ostinato rhythms that would fill spaces created by the teacher in the beat she was making. These they performed, with considerable skill, in groups of 4, then larger groups, then as a class. In the same lesson, classical music – Vivaldi's 'Winter' – was played to the pupils. They listened carefully and were able to identify when the repeat started.
132. The quality of teaching in music is very good. Teachers have very good subject knowledge that enhances the interesting and stimulating activities provided for the pupils. Classes are managed well and as a result the pupils are very well behaved. Pupils of all abilities are fully involved in lessons and boys and girls benefit equally from the teaching and are equally involved in lessons.

Teachers show an enthusiasm for the subject that is transmitted to the pupils. Lessons are conducted at a brisk pace, with an appropriate mix of information, demonstration, practical activities and performance. A number of excellent lessons were seen where all of these aspects of good teaching were combined to provide very high quality learning experiences for the pupils. Teachers of Years 1 and 2 are using an effective assessment system, which ensures teachers are aware of the abilities and experiences of the pupils and which helps plan their future learning. It is intended that this will be extended across the whole school. This is likely to enhance teaching still further.

133. The subject is well led by a knowledgeable and enthusiastic co-ordinator. Elements of the Manchester music scheme are used to supplement the very thorough scheme of work she devised for the younger pupils prior to amalgamation. Older classes have recently adopted the Manchester music services scheme and this has been implemented well, aided by demonstration lessons and feedback on taught sessions. There is some teaching of classes by other class teachers in order to take advantage of their expertise. There are a number of concerts organised through the year: for example, last summer a whole school performance of 'Captain Noah and his Floating Zoo' took place in the local church. At Christmas a concert that took place in school raised funds for the R.N.L.I. Several times each year pupils' experiences are broadened by visitors to school who perform live music of different types.

PHYSICAL EDUCATION

134. Standards in physical education are satisfactory overall and pupils in Years 2 and 6 achieve the levels expected for pupils nationally in most aspects of physical education. They exceed them in dance and gymnastics and, in the lessons observed, standards were consistently high. The lessons observed were dance, gymnastics and games.
135. Pupils in Year 6 attain satisfactory standards in swimming. The majority of pupils swim 25 metres unaided and some pupils exceed this distance. In dance, pupils move expressively and sensitively with a good feel for the rhythm and style of music. They create and perform complex sequences involving twists, turns and stretches with a very good awareness of time and direction. In gymnastics, pupils combine a wide range of movements showing contrasting speeds on the floor and transfer these skills to the apparatus showing precision and fluency.
136. Pupils in a Year 2 gymnastics lesson use a wide range of curls and curving movements as they move close to the floor, changing direction and varying their shapes. They create very high quality linked sequences with contrasts in rhythm, shape and speed on the apparatus. In the games lessons observed in Year 2, most pupils throw and bounce balls at levels appropriate for their age group. The higher-attaining pupils are very accurate and well co-ordinated when throwing, catching and bouncing balls on bats.
137. In most classes pupils enjoy their lessons and make every effort to achieve well. They are willing to learn from one-another and are eager to give demonstrations of their skills. They are conscious of safety when moving in the hall and the playground and are very attentive and follow their teachers' instructions.
138. Although teaching and learning are satisfactory overall there is a wide variety of standards, from excellent to satisfactory in Years 1 and 2 and excellent to unsatisfactory in Years 3 to 6.
139. The best lessons observed were in dance and gymnastics in Years 6 and 4 and for pupils in the mixed Year 1 and 2 class. In these classes, lessons are carefully planned, building on previously learned skills and move at a brisk pace with no time wastage. Teachers have excellent subject knowledge and give pupils very clear explanations, consequently, pupils understand their expectations and move creatively and with confidence. These teachers have established very good relationships with pupils and have high expectations and, as a result, pupils reach very high standards in physical skills, health and fitness.

140. Where teaching is good or better, pupils have positive attitudes to the lessons and relate well to each other and their teachers. They work well in groups and discuss each other's work. All pupils, including those in Years 1 and 2, show very high levels of responsibility for equipment and setting out apparatus for gymnastics. The large majority of pupils move expressively and sensitively with a very good feel for rhythm, time and space.
141. Where teaching is unsatisfactory, the activities planned do not develop pupils' knowledge, skills and understanding either systematically or at a fast enough pace because of lengthy reminders before each activity and slow pace during the lessons. Consequently, there is insufficient time available for physical education activities and pupils have insufficient time to consolidate and improve their skills. In one Year 3 class, pupils spent only half of the time allocated for the lesson on actual physical education activities and did not progress from the introductory activities to the type of games, which are planned for pupils of this age group. Another aspect, which is inconsistent, is the planning for warm-up and cool-down activities, which are absent in some lessons. Consequently, some pupils are not physically prepared for the range of activities planned. Some teachers do not wear appropriate footwear for physical education and, in Years 1 and 2, pupils wear school uniform for outdoor activities. This restricts their movements and spoils their clothing.
142. The curriculum is satisfactory overall and most teachers in the school follow the local education authority scheme of works. The curriculum is broad and balanced, but the inconsistency in the quality of teaching results in some pupils having a better quality of learning than others. Some pupils benefit from residential visits and the opportunities to take part in a wide range of outdoor and strenuous activities and orienteering. The headteacher intends that the pupils who do not take part in these visits have a similar range of activities in school and in the locality, thereby ensuring that all pupils have a similar range of experiences. This has not happened in previous years.
143. The provision for pupils with special educational needs is good; in lessons which are satisfactory or better, they are effectively involved in all activities and, where necessary, benefit from additional resources. Overall they progress at the same rates as other pupils.
144. The recently appointed co-ordinators for physical education have not yet had time to impact on standards of attainment, teaching or learning or increase the profile of physical education in the school. Standards achieved are dependent on the quality and commitment of individual teachers. In spite of football coaching for some pupils in Years 5 and 6 and dance lessons for pupils in Year 2, there are insufficient extra-curricular activities. The school has not yet established either good community or sporting links with other schools. Parents commented on the lack of football and netball teams and the inspection team agrees with their concerns about lack of extra-curricular activities.
145. There are sufficient resources for all aspects of physical education for pupils in Years 3 to 6. The co-ordinators for these older pupils have spent the available finance well and there are sufficient resources for a wide variety of games. However, there is insufficient games equipment, especially balls, for pupils in Years 1 and 2 and the metal containers are too heavy for young pupils to carry. The accommodation is satisfactory; there are two well-equipped halls which are used very effectively for dance and gymnastics and there are adequate outdoor facilities including a field.

RELIGIOUS EDUCATION

146. Standards in religious education broadly meet the requirements of the locally Agreed Syllabus by the end of Years 2 and 6. The clear policy in the infants provides a good basis on which teachers can plan to develop the pupils' knowledge and understanding consistently. However, the subject does not enjoy a sufficiently high profile in all classes in the juniors and therefore the progress in those classes is uneven.
147. Pupils in Years 1 and 2 make a sound start in developing their understanding of Christianity, Judaism and Hinduism. Pupils in Year 2 develop their spiritual understanding when reflecting on

some of the wonders of the natural world. They listen to music, look at pictures and listen to literature, which helps them to appreciate these aspects. They know that the church is a special place where Christians go to worship and that the Jewish place of worship is the synagogue. They have visited the local church and Jewish museums and have identified the main features of the places of worship. Past work indicates that pupils in Year 1 know that different religious groups have celebrations for different reasons; for example they understand that Christmas is a celebration of Jesus' birth and that Divali is the Hindu celebration of light. They are familiar with some of the stories from the Bible, particularly the stories centred on the life of Jesus such as the parables and miracles and stories from Hinduism, for example the story of Rama and Sita.

148. By the end of Year 6, pupils have a satisfactory knowledge of the Christian faith through their learning about the Bible. They study aspects of Buddhism, Hinduism, Islam and Judaism as they move through the school. Pupils in Year 3 are developing their understanding of Judaism. They have developed some knowledge of Christianity through stories about the life of Jesus and His teachings. In Years 4 and 5, pupils develop a satisfactory knowledge of some of the better known stories from the Bible. In a lesson in Year 4 for example, they reflected on the effect of Jesus' commandment to 'Love one another' on their daily lives and relationships after listening to the story of the Good Samaritan. They considered and discussed a wide range of people who they considered to be their neighbours. In Year 6, pupils further develop their knowledge and understanding of Christian festivals and celebrations such as those at Christmas and Easter and stories from the Old Testament. They have learned about the main characteristics of the beliefs, values and practices of other faiths such as the significance of places of worship and the importance of the special books such as the Torah in Judaism, and the Qur'an to the Muslims.
149. The quality of teaching and pupils' learning although satisfactory overall is inconsistent, particularly in the juniors. There has been very little training for teachers and as a result some do not have sufficient subject knowledge. Where the teachers have a secure knowledge of the subject, they are clear and confident about the objectives of the lessons and provide a range of strategies and a good pace, which engages the interest of the pupils. They make good use of discussion and questioning and are careful to listen to and build on pupils' ideas to help understanding. The pupils are encouraged to work in pairs or in small groups and gain a broader view and understanding of the main elements of the lessons. In the less effective lessons, the teachers do not use discussion and questioning sufficiently well to enhance pupils' knowledge and understanding. This was particularly evident in some lessons where the teachers relied on reading from a child's textbook to provide the necessary information. Little account was taken of pupils' earlier learning and knowledge and, as a result, their learning was slower than it should have been.
150. Pupils' previous work indicates that in most lessons teachers provide opportunities to record their learning either in pictures or in writing. However, in many, the same activities are generally planned for pupils of all abilities, which means that pupils with below average attainment and special educational needs have difficulty in recording their work without support. Teachers' planning follows the locally agreed syllabus and the detailed plans provided by the local authority. This ensures continuity and progression as pupils move through the school. In the infants there are good procedures for assessing and recording pupils' knowledge and understanding. These have not yet been developed for the juniors.
151. There are two co-ordinators for the subject who manage the subject satisfactorily. However, they have not yet had the opportunity to monitor the teaching or the learning of the pupils. Resources for the subject are satisfactory and cover all the religions adequately. These are enhanced by visitors to school, such as the local vicar and visits to the local church, mosque, synagogue and Jewish museum.