

INSPECTION REPORT

WEBSTER PRIMARY SCHOOL

Manchester

LEA area: Manchester

Unique reference number: 105482

Headteacher: Malcolm Hallam

Reporting inspector: Steve Bywater
18463

Dates of inspection: 9th to 12th June 2003

Inspection number: 246493

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

© Crown copyright 2003

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

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

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior school

School category: Community

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Denmark Road
Greenheys
Manchester

Postcode: M15 6JU

Telephone number: 0161 2263928

Fax number: 0161 2264181

Appropriate authority: Governing body

Name of chair of governors: Mrs M Bell

Date of previous inspection: 20th October 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Steve Bywater 18463	Registered inspector	Mathematics Music Foundation Stage	What sort of school is it? How high are standards? How well are pupils taught? How to improve further? How well is the school led and managed?
Colin Herbert 09652	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with its parents? How high are standards? (attitudes and behaviour)
Philip Martin 23262	Team inspector	English as an additional language Science Information and communication technology Geography History Physical education	How good are curricular and other opportunities?
Lynn Marshall 31068	Team inspector	English Art and design Design and technology Religious education Equal opportunities	
Jean Fisher 19709	Team inspector		

The inspection contractor was:

TWA Inspections Ltd
102 Bath Road
Cheltenham
GL53 7JX

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

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	17
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	19
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	21
HOW WELL IS THE SCHOOL LED AND MANAGED?	22
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	25
PART C: SCHOOL DATA AND INDICATORS	26
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	31

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in Greenheys, close to the centre of Manchester. There are 236 pupils (122 boys and 114 girls) on roll aged between 3 and 11 years (41 children attend full-time in the nursery class). The school is about the same size as other primary schools and is similar in size to when it was last inspected. Attainment on entry to the school is very low and many children arrive with very little or no English. The majority of pupils who attend the school live in the immediate area in a community which faces many of the issues associated with areas of deprivation. This is only partly reflected in the proportion of pupils entitled to free school meals (76 per cent) which is nevertheless over four times the national average. A very large number of pupils enter and leave the school throughout the year. Last year the turnover was 65 per cent. Over 90 per cent of pupils are from ethnic minority groups and a large majority of these speak English as an additional language. They are at an early stage of English acquisition (169 are supported through the ethnic minority achievement grant). The 149 refugee pupils are mainly from Somalia. Many have received no formal education when they arrive in this country and they mainly speak Brava and Somali. Eight pupils are Travellers. At the time of the inspection, there were 45 pupils on the school's list of pupils with special educational needs. The majority of them have learning difficulties; a number have emotional and behavioural needs and some have other needs. There are no pupils with statements of special educational need, well below the national average. The school is part of an Education Action Zone and has benefited in a number of ways.

HOW GOOD THE SCHOOL IS

The school has reached the point where it provides a satisfactory standard of education for most of its pupils and has done well to raise standards in Years 5 and 6 this year. However, it still has to raise standards more consistently. Children get off to a very good start in the nursery and most pupils are happy at school. They behave well, have good relationships and most have positive attitudes to learning. Teaching is satisfactory overall but there are many good features. Pupils make satisfactory progress overall and good progress in five of the eight classes. Standards in English, mathematics and science are very low, but are improving. Progress over time is slower than it should be in some classes due to the issues of mobility and an influx of pupils who do not speak English when they arrive. There is also a backlog of underachievement following a number of years of inefficiency and ineffectiveness in the school's leadership and management. However, following the appointment of a new headteacher and deputy headteacher just over a year ago, the leadership and management of the school are now good and ensure that there is clear educational direction and a shared sense of common purpose. The school provides satisfactory value for money.

What the school does well

- Pupils get off to a flying start due to the high quality teaching in the nursery and reception classes
- Efforts to raise standards in Years 5 and 6 have been successful
- The headteacher and governors provide effective leadership
- Relationships are good and pupils display good attitudes and behaviour
- This is a caring school which works hard to develop pupils' confidence and self-esteem
- Moral, social and cultural development is good and there is effective recognition of pupils' cultural background in the curriculum of the school.

What could be improved

- Standards in English, mathematics, science and information and communication technology are too low. Standards in some other subjects need to be improved.
- Teachers do not use the results of assessments enough to plan work for pupils
- The attendance rate is below the national average
- Parents are insufficiently involved in pupils' learning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Following the recent appointment of a new head and deputy headteacher, the school now has clear educational direction. The school development plan now has clear priorities, appropriate action plans and measurable success criteria. A number of measures have been taken to improve the quality of teaching and learning. They include a sound system of monitoring and effective use of subject co-ordinators to plan and monitor developments in the subject. Appropriate schemes of work have been introduced in all subjects. Standards are improving and a series of initiatives has been introduced to improve writing,

reading, mathematics and science. So far these initiatives have been successful in a number of year groups although not as effective in others. There has been satisfactory improvement overall.

STANDARDS

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

Performance in:	compared with			
	all schools			Similar schools
	2000	2001	2002	2002
English	E*	E*	E*	E*
Mathematics	E*	E*	E*	E*
Science	E*	E*	E*	E*

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E
very low (lowest 5%)	E*

By the age of 11, standards in English, mathematics and science were very low in terms of the national average in the 2002 tests and also very low when compared with the standards achieved in similar schools. These standards were not high enough. Although standards at the age of 11 are currently well below national expectations in English, mathematics and science, this should in no way detract from the achievements of pupils in this school. Children enter the nursery class with a very limited range of educational experiences and poorly developed skills. Children speak little or no English. The mobility of pupils is a very significant factor. Many refugees/asylum seekers leave or enter during the school year. Many new arrivals have had no formal education when they arrive at the school. Only five pupils in the current Year 6 were present in the reception class. Children make good progress in nursery and reception classes but fail to meet the standards expected of pupils when they enter Year 1 except in their creative and physical development due to the very low standards on entry to the school. Inspection evidence shows standards in English, mathematics and science are very low by the end of Year 2. Twelve of this class have arrived during the last year. Standards in art and design and in physical education are in line with expectations at the end of Year 2 and Year 6. By the end of Year 2, standards are below expectations in design and technology, information and communication technology, geography, history and music. By the end of Year 6, standards are in line with national expectations in history, below expectations in design and technology, geography and information and communication technology. Standards are well below the levels expected in music, although those who play steel pans do very well. In religious education standards do not meet the levels expected by the end of Year 2 but do so by the end of Year 6.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils enjoy school and work happily and with interest. They listen carefully to teachers and other adults.
Behaviour, in and out of classrooms	Good. There are high expectations of behaviour and the pupils respond appropriately. They behave well in lessons although behaviour is sometimes a little boisterous outside.
Personal development and relationships	Satisfactory. Pupils are developing sensible attitudes and have good relationships with adults and each other. They are willing to take responsibility when it is offered to them but seldom take initiative.
Attendance	Despite the school's best efforts, attendance rates are well below the national average. This is partly due to the local education authority's procedure of leaving children who have left on the school roll until they find education elsewhere.

TEACHING AND LEARNING

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

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

The quality of teaching in the lessons seen was good with almost two thirds of the lessons judged as good or better. However, overall, it is best judged as satisfactory when scrutiny of work is taken into account. The quality of teaching of children in the nursery and reception classes is good. In the nursery class, the teacher assesses how well children cope with their tasks and plans challenging and interesting activities. Staff have established clear classroom routines and effective organisation of resources. Progress continues in the reception class where the teacher and nursery nurse create a purposeful working atmosphere and promote the good concentration and learning of the children. Teaching in Year 1 is good. The teacher manages pupils very well and ensures well-chosen resources keep pupils interested. Throughout the school, support staff work particularly well, especially when helping pupils with special educational needs and those who speak English as an additional language. Teaching in the infant and juniors is satisfactory overall and there is good teaching in Years 5 and 6. The teaching of the basic skills in literacy and numeracy is good. There are occasions in some classes when work is not matched well enough to meet pupils' needs and higher attainers and pupils who are struggling are given the same work. Strengths include the way which teachers structure the different parts of the lesson carefully and make clear to pupils what they are to learn in the lesson. Another strength is the teachers' questioning that probes and prompts pupils' understanding.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The children in the Foundation Stage are provided with a good range of activities. The school gives high priority to literacy and numeracy and this is helping to raise standards. A good range of additional lessons is supporting the raising of standards. More emphasis is needed in other subjects, especially music.
Provision for pupils with special educational needs	Satisfactory. Pupils with special educational needs are identified early, given sound support and participate in all aspects of the school's work
Provision for pupils with English as an additional language	Satisfactory. The level of support enables the pupils to make satisfactory progress overall and children make good progress in the nursery and reception classes.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school provides well for pupils' social, moral and cultural development and satisfactorily for the spiritual development. The school provides many opportunities for pupils to work and play together and celebrates pupils' cultural heritage. The good moral and social provision helps pupils to learn well together in pairs and groups.
How well the school cares for its pupils	Good. The school cares well for its pupils. Assessment procedures are good in English and mathematics but need attention elsewhere. Teachers do not use the results of assessments well enough to plan work which challenges pupils sufficiently.

Parents and carers have a positive view about the school but their participation in their children's learning is limited.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher, supported by the deputy headteacher provides clear educational direction and expects a high commitment by all staff. This leads to a strong sense of teamwork and a sense of common purpose to raise standards.
How well the governors fulfil their responsibilities	Good. They are well informed and recognise the strengths of the school well. Governors are very supportive and take an active role in school development planning.
The school's evaluation of its performance	Monitoring and evaluation of performance are satisfactory. Governors check the progress towards meeting targets in the school development plan and the headteacher monitors the 'raising achievement plans'. Observations of teaching and scrutiny of planning and pupils' work help to identify strengths and weaknesses which guide future plans.
The strategic use of resources	Satisfactory. The school's spending reflects the priorities and these are well supported by careful financial planning. The school has used funding well to provide satisfactory levels of teaching and support staff.

The school has a satisfactory level of staffing. The accommodation is tight in some classes but it is used efficiently. Resources are satisfactory. The headteacher clearly understands the principles of best value and these are at the heart of financial planning. The school provides satisfactory value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school and make good progress. • The teaching is good and the school expects children to work hard and achieve their best. • They feel comfortable about approaching the school with questions or a problem. • Information about how well their children are getting on. • The school working closely with parents. • The school is well led and managed. • The school is helping their children become mature and responsible. 	<ul style="list-style-type: none"> • The range of activities outside lessons. • The amount of homework.

Seventy-one questionnaires were returned (30 per cent of those sent out) and 14 parents attended the pre-inspection meeting. A large majority of parents have a positive view of the school but a significant proportion of the parents who replied to the questionnaire expressed concern over some aspects of the school. Inspectors support the parents' positive views but feel that the school provides satisfactorily in the aspects that concern some parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Pupils' standards at the age of seven are very low and at the age of eleven they are well below national expectations. This is a similar situation to that found at the last inspection. However, there are special circumstances which have an adverse impact on these results.
 - Firstly, children enter the school with very low attainment. A very large majority of all children are learning English as an additional language and most speak little or no English when they start. In the last inspection this proportion was 36 per cent, it is now 76 per cent.
 - Many children of all ages start at school at times other than the beginning of the school year. Many have had no formal education before they arrive here (12 of the 27 pupils in the Year 2 class have joined within the last year, some very recently). Indeed, standards at the end of Year 2 are similar to those in Year 1 due to this.
 - The number of refugees and asylum seekers (mainly Somali) is much higher than the national average and the mobility rate of pupils who move into and out of the school each year is very high (57 per cent last year).
 - Some of the traveller children and asylum seekers are not good attenders and their education suffers.
 - A significant number of these pupils have experienced traumatic events in their lives and this often affects how well they concentrate and socialise with others.
2. Taking into account the points mentioned above, pupils make satisfactory progress throughout the school and some are achieving well in Years 5 and 6 due to additional support.
3. Strengths in standards achieved:
 - children make good progress overall in the nursery and reception classes;
 - the efforts to improve standards in literacy and numeracy in Years 5 and 6 have been successful.
4. Areas for development are:
 - to improve standards in English, mathematics, science and information and communication technology (ICT) in all classes;
 - to improve the provision of music for all pupils.
5. The full range of inspection evidence shows that children enter the nursery class with a very limited range of educational experiences and poorly developed skills, especially in their language, communication and literacy and also in their personal, social and emotional skills. Despite their good progress in the Foundation Stage¹, children fail to meet the early learning goals² expected of them in all areas of learning except their physical development.
6. In the 2002 national tests for seven year olds, pupils' results in reading and writing and in mathematics were very low (lowest 5 per cent of schools) when compared with all schools

¹ The Foundation Stage begins when children reach the age of three and ends at the end of the reception class. It is a distinct stage in preparing children for later schooling and is based on six areas of learning. These mainly refer to: communication, language and literacy; mathematical development; and personal, social and emotional development, but also include: knowledge and understanding of the world; and physical and creative development.

² Early learning goals - these are expectations for most children to reach by the end of the Foundation Stage. There are many goals for each area of learning; for example, in language and literacy pupils should be able to write their own name and other things such as labels and begin to write simple sentences.

nationally and when compared with schools with similar numbers of free school meals. Standards were also very low in the teacher assessments in science. When compared with similar schools, standards were well below average in mathematics. No pupils reached higher levels in writing or science. However, these figures include the very large proportion of pupils who speak English as an additional language. Boys do not perform as well as girls at this age and this trend mirrors the national picture. Pupils make satisfactory progress in the infant classes. There is no clear evidence of trends in improvement because the overall standards depend on how long the pupils have been in school and their individual circumstances.

7. In the 2002 national tests for 11 year olds, pupils' results in English, mathematics and science were very low when compared with the national average and when compared with schools with similar numbers entitled to free school meals. As in the national tests for 7 year olds, these figures also include the very large proportion of pupils who speak English as an additional language, and many of whom have recently arrived in the country and speak no English. If the 'new' arrivals are excluded from the calculations, standards would have been significantly higher. The school analyses its results very carefully and also sets very demanding targets for pupils. Pupils make satisfactory progress in the junior classes. There is no clear evidence of trends in improvement because the overall standards depend on how long the pupils have been in school and their individual circumstances.
8. Inspection evidence shows that by the end of Year 2, attainment in English is very low and by the end of Year 6, standards are well below average. However, when considering pupils' prior attainment they are making satisfactory progress. The school places considerable emphasis on the development of speaking and listening skills in the infant classes because these skills are poor. Although pupils listen well to the teacher and to each other, they need lots of encouragement to answer questions. When they do answer they often need help to make themselves understood and to use the right words. Effective support is provided by multi-lingual support assistants to aid pupils' progress. By the end of Year 2, standards in reading vary greatly. Few pupils are able readers, but those who are, read fluently, use expression and express opinions. The least able struggle to read one simple, repetitive sentence. Most pupils write simple words and phrases. Some write one simple sentence and a few write a short story. Most pupils are struggling to use capital letters correctly, but many successfully use full stops.
9. Good progress continues in the juniors, particularly in Years 5 and 6 where pupils have additional support including booster classes, an Easter School and Intensified support from the local education authority. This is helping to raise standards. By the end of Year 6 pupils use speaking and listening skills to show they have understood the main points of an argument. The most able readers justify their opinions using the book as evidence, talk knowledgeably about books, identify who is their favourite author and explain how to use and find out information. The least able read two or three sentences on a page enthusiastically and talk about what has happened. However, they need help to express an opinion. The most able pupils write exciting stories but the least able need prompting and support at all times to write a few simple sentences which are easy to read. These pupils also struggle to use full stops and capital letters correctly.
10. Attainment in mathematics is very low at the end of Year 2 and well below average at the end of Year 6. However, pupils make satisfactory progress overall and good progress in Years 1, 5 and 6. This is when teachers have high expectations of the pupils and set consistently challenging work. Less than half of the pupils in Year 2 have standards which are similar to those of most seven year olds in number and calculation. No pupils are on target to achieve the higher Level 3 and this depresses the standards even further. Pupils tend to lack confidence and enough opportunities to solve problems due to their difficulties in speaking and understanding English. They need and receive satisfactory support and guidance to understand questions. The National Numeracy Strategy, Intensified Support

and Springboard (booster classes) are having a significant impact on standards in Years 5 and 6. By the end Year 6, most pupils have a satisfactory knowledge of multiplication tables and divide by 10 and 100. However, only about half of the pupils in Year 6 confidently apply their skills at an appropriate level in aspects such of mathematics such as shape, space and measure.

11. Attainment in science is very low in comparison with those expected from pupils at the end of Year 2 and well below at the end of Year 6. However, pupils make sound progress as they go through the school. Pupils of all ability levels, including those with special educational needs, make similar progress to their classmates. Those pupils who come from backgrounds in which English is not the mother tongue also make satisfactory progress. In Year 1 pupils make good progress. They show a good deal of curiosity and enjoyment and this helps them to form scientific ideas when comparing the push and pull forces required to move toys. Investigative skills are built on effectively in the junior classes. However, the worksheets sometimes given by teachers to guide pupils in recording their findings restrict pupils and prevent them from reaching higher standards.
12. In ICT, standards by the end of Year 2 and Year 6 are below national expectations. Pupils in Years 1 and 2 make unsatisfactory progress. Although they use computers, there is very little evidence that they systematically develop the skills they should, or use the technology to enhance their learning. Pupils in Years 3 and 6 make satisfactory progress. The school is making good use of the Centre's facilities to introduce and begin to develop pupils' skills and understanding, but Year 6 pupils have not previously learned enough about the range of skills and understanding required and their attainment is below what it should be. The table below indicates standards in other subjects

Subject	By the age of 7	By the age of 11
Art and design	In line with national expectations - good progress	In line with national expectations - good progress
Design and technology	Below national expectations - satisfactory progress	Below national expectations - satisfactory progress
Geography	Below national expectations - unsatisfactory progress	Below national expectations - satisfactory progress
History	Below national expectations - unsatisfactory progress	In line with national expectations - good progress
Music	Below national expectations - satisfactory progress	Well below national expectations - unsatisfactory progress
Physical education	In line with national expectations - satisfactory progress	In line with national expectations - satisfactory progress
Religious education	Below expectations of the locally agreed syllabus - unsatisfactory progress	In line with expectations of the locally agreed syllabus - satisfactory progress

13. Standards for pupils with special educational needs are very low. Twenty per cent of pupils are identified as needing help with their learning and there are no pupils with a statement of special educational need. Considering the very low standards within the school, this proportion is much lower than might reasonably be expected. The senior management team should carefully monitor and assess the learning of all pupils and review the procedures for identifying those requiring further support. Pupils who have special educational needs make satisfactory progress towards the targets identified in their individual learning plans because teachers plan work which is carefully matched to their needs. Although targets are clearly identified for every pupil and progress towards each target is carefully monitored, teachers need to consider whether each target provides sufficient challenge.

14. Pupils' progress has been supported by the partnership with the Education Action Zone. This attempts to promote the full involvement of all pupils irrespective of their gender, ethnic group, poverty or any other perceived barrier. It does this by helping the school address issues of:
 - overall low standards of attainment;
 - the frequency of challenging and negative behaviour;
 - low self-esteem and confidence of pupils;
 - poor and erratic attendance.
15. However, although the funding is still available, staff who were in place have been redeployed. This means that the school has to deal with some of these issues on its own.

Pupils' attitudes, values and personal development

16. Pupils have maintained their positive attitudes to school and to their learning and their good behaviour in and around school since the last inspection. The relationships between pupils and each other and between pupils and adults are also good and the school remains a harmonious multicultural community. A high proportion of those parents who responded to the questionnaire or who attended the meeting also had positive views about the behaviour of their children. However, some parents expressed concern about the boisterous behaviour of a few children in the playground and the inspection team agrees with their view.
17. Strengths in this area include:
 - pupils are enthusiastic about school and they enjoy participating in lessons;
 - pupils' behaviour in lessons is good overall and sometimes very good;
 - no racism was observed during the inspection and pupils get on well with each other and with adults in the school;
 - pupils have a good understanding of the impact of their actions on others and a similar respect for the feelings, values and beliefs of others.
18. Areas for improvement are:
 - to reduce the amount of over boisterous activity in the playground.
19. In the nursery and reception classes, children arrive happily and readily participate in the activities. They are enthusiastic learners. Children quickly learn the routines of the class and develop in confidence. They demonstrate growing levels of independence, particularly in the nursery.
20. From the moment that they arrive in the morning pupils are enthusiastic about their activities in school. In the playground or on coming into school the majority of pupils are happy to talk to visitors and to wish them good morning. For example, a pupil in Year 4 was keen to give his views on the future of his football hero, David Beckham. Additionally, in a discussion with an inspector, two Year 5 pupils said they enjoyed learning.
21. The majority of pupils with special educational needs work hard and are keen to learn. They are encouraged to do their best because teachers value their contributions and question them carefully to check their understanding. Most special educational needs pupils work with adult support for most of the day. Although this support allows them to complete their work successfully it does mean that most of them rely too heavily on adults when working. Therefore teachers should consider how to encourage these pupils to work on their own for at least a part of the day.
22. The pupils' behaviour is good overall. In the classroom the attitudes and behaviour of pupils were good or better in 84 per cent of lessons and very good or better in 18 per cent of lessons. These aspects of school life are closely linked into the good provision of both

moral and social development provided by the school. Pupils' behaviour was particularly good on the coach to the swimming pool. They listened carefully to the instructions given by adults. This good behaviour also extended in the pool where pupils responded immediately to any directions from the pool's staff. Standards of behaviour in the playground were not always as good. In a discussion a number of pupils said that they thought behaviour would improve in the playground, if there was more for us to do. There are currently no exclusions.

23. Relationships between all members of the school community are good and have been maintained since the last inspection. Pupils from many cultural backgrounds show appropriate respect towards each other and all members of the school community. All adults in school value each of their contributions and this has a very positive impact on raising the self-esteem of pupils and their confidence to speak in public. The high quality of these relationships has a positive impact on pupils' learning, as they are all included in all school activities. Webster Primary is a very inclusive school.
24. The opportunities for pupils to take responsibility in school are satisfactory. Older pupils have the opportunity to go on an outdoor activity residential at Ghyll Head in the Lake District and they enjoy what is a new experience for most of them. A 'playground buddy' system is in place and the 'buddies' wear their badges proudly. Pupils of all ages are encouraged to comment on their own learning in their annual reports. Comments such as 'I will try harder next year', 'I will miss you' and 'My report is excellent' were seen. Pupils are aware of the needs of those less fortunate than themselves and make generous donations each year to a variety of charities such as Red Nose Day and Poppy Day.
25. The school is doing all it can to improve attendance but the rate remains very low in comparison to national averages. The high levels of absence are due to:
 - the very high mobility of pupils within the school community;
 - some traveller children and asylum seekers are not good attenders;
 - the attitudes of some parents and carers who do not always see the need for the regular attendance of their children to school.
26. However, within the school, there are more than 10 pupils who have achieved maximum attendance since the start of the school year last September. Additionally, the overall attendance of pupils at Webster Primary is broadly similar with other local schools where there is high mobility and a transient community. Unauthorised absence is well above national average. This is largely due to the local education authority's policy that transient pupils stay on this school's roll until they transfer to another school. Punctuality is satisfactory with just a small minority of pupils who are consistently late to school.

HOW WELL ARE PUPILS TAUGHT?

27. The overall quality of teaching is satisfactory and as a consequence the quality of learning is also satisfactory. Teaching is consistently good or better in the nursery and reception classes. Teaching in the infants is judged as satisfactory and teaching in the juniors is satisfactory overall although there are many examples of good teaching and occasionally very good teaching. Overall, 93 per cent of teaching was satisfactory or better, 63 per cent was good or better and 14 per cent was very good. One lesson was excellent. This is a similar picture to that found in the last inspection.
28. Strengths in teaching and learning are:
 - teaching is of high quality in the nursery class and good in the reception class;
 - teachers teach the basic skills of literacy and numeracy well;
 - teachers make good use of resources and staff to support pupils' learning in several subjects;
 - teachers generally manage pupils well.

29. Areas for development are:
- to ensure that work for all ages and abilities is more carefully planned and matched to meet their needs by making better use of assessments;
 - improving teachers subject knowledge where it is weaker;
 - placing more emphasis on marking with clear explanations of how pupils' work could be improved.
30. All lessons seen in the Foundation Stage were at least good and 44 per cent were very good (one lesson was excellent). Teaching was very good in most lessons seen in the nursery so the youngest children make good gains in their learning. Teaching is good in reception. The high quality of teaching mainly stems from the staff in the Foundation Stage having high expectations of what children should achieve. The staff are constantly looking for ways to challenge children's thinking, imagination and use of vocabulary through interesting, practical and relevant activities. This creates a purposeful working atmosphere and promotes very good concentration and learning. Relationships between all staff and children are very good and children thoroughly enjoy their time in school. The lesson planning shows clearly what is to be taught and learnt. It merges the different elements of the curriculum successfully into one topic, such as 'light and dark'. This ensures that children know what is expected of them in lessons and their learning is very focused. Teachers have good systems for assessing children's achievements and they use these successfully to plan the next step in their learning. This supports well the children who speak English as an additional language. Teachers are skilled in their questioning of children to take their learning forward and provide good opportunities for children to develop their use of language in role-play. One minor point to consider is the use of language by some support staff. Care should be taken when speaking to children, particularly if the very strong dialect of the support staff cannot be understood easily.
31. Teaching is satisfactory overall in the infant and junior classes. However, it was consistently good in Year 1. The teaching of English and mathematics is never less than satisfactory and mostly good or better. The school has rightly placed considerable emphasis on teaching the basic skills of literacy and numeracy. Teachers have a secure knowledge of the National Literacy and Numeracy Strategies. They carefully plan lessons so that there is consistency and continuity across year groups. The school has also been involved in the 'Intensified Support Project'. Lesson planning is consistent and rigorous. It is detailed and linked closely to the medium-term plans. Teachers share this information with the pupils and use the final part of lessons well to recap on what pupils have actually learned. In mathematics, they asked pupils to explain clearly the strategies used to answer questions. However, there are limited opportunities in some classes for pupils to use their mathematical understanding through problem solving work and there is a lack of clarity in developing literacy and numeracy skills through subjects such as history, geography and religious education. In most lessons, teachers use a good range of resources and strategies to make lessons interesting, though computers are not used enough. There is usually a good balance between teacher-led activities and pupils' work. Pupils enjoy these lessons. Occasionally, the class teaching sessions are too long and pupils find it difficult to sustain concentration and many become passive. Weaknesses in these and other lessons include work not always being appropriately matched to the age and ability of each child or group. Homework in English and mathematics is usually appropriate and supports pupils' learning, although it could be more consistently given.
32. In infant and junior classes, teachers are usually clear in their planning about what they want their pupils to learn in lessons. Because pupils are clear about what is expected of them they conscientiously apply themselves to the learning. In Year 5 and 6 English, for example, the teacher ensured that pupils were aware of the National Curriculum level at which they were working and what they needed do to improve this. As a result, pupils had a good understanding of their own learning. This was not a consistent feature in other

classes, however, and some good opportunities to involve pupils in their own learning were missed.

33. In the better lessons which make up over half of all lessons, positive features of teaching include good relationships with pupils and high levels of teachers' enthusiasm. Teachers use praise well to generate interest and involvement among pupils. Other positive characteristics of teaching include good questioning and clear instructions to aid learning. In Year 1 and 6, where teaching was consistently good, teachers have high expectations and a secure subject knowledge which helps pupils to move forward in their understanding. They choose and use resources well to motivate and inspire pupils. These strengths help to ensure that all pupils are fully involved in lessons and make good gains in learning.
34. Teachers manage behaviour well, which ensures that pupils behave sensibly and concentrate on their work. They use praise well to ensure that pupils are aware that their good behaviour has been recognised and this helps to raise pupils' self esteem. In a small number of classes, small groups (mainly boys) do not always behave well. This disrupts others' learning when the teacher needs to intervene to control their behaviour.
35. The quality of marking varies across the school. Some teachers mark work very well and make useful comments on how pupils can improve their work. Other teachers often restrict themselves to congratulatory ticks or comments and do not have high enough expectations of the presentation of pupils' work.
36. Where the quality of teaching is lower, for example in some music lessons, the teachers' subject knowledge is not secure and the expectations of pupils are too low. In unsatisfactory and even in some of the satisfactory lessons the weaknesses include work with too little challenge for the pupils' age and ability. Sometimes the use of mundane worksheets limits pupils' recording skills and development of literacy. Occasionally, the pace of the lesson is not brisk enough. For example, in some lessons pupils are sometimes required to sit for too long before they work independently. A general weakness at present is the poor use of computers.
37. Although teachers plan work at different levels for pupils in their classes it is not always possible to identify the work planned for those with special educational needs. Teachers use questioning effectively to help these pupils to understand and to consolidate their learning. They also teach speaking and listening skills by encouraging pupils to learn new vocabulary associated with particular topics. When work is well matched to the abilities of pupils it usually provides them with some challenge. However, teachers need to do this much more often.
38. The large numbers of refugee pupils and the Traveller children are making satisfactory progress. Both these groups speak English as an additional language. Teachers work and plan closely with the Ethnic Minority's Achievement Service teacher and the team responsible for co-ordinating this support so that individual pupils' needs are soundly met. This support is effectively provided in different ways. Sometimes, pupils at similar stages of learning English but in different years work together so that their support can be pitched at an appropriate level. During some lessons, pupils in the same class work with one of the team who supports learning in their own language. For example, Year 2 pupils were able to discuss the effects of forces in their home language when necessary. This means that their early English skills do not hinder pupils' learning in science and they learn the concepts central to the lesson as well as developing their English language skills. In some lessons in practical subjects such as art, the teacher demonstrates and models techniques well, so that pupils are successful. When necessary, support staff modify literacy and numeracy lessons so that all pupils in the class can benefit from these sessions. The

support that these pupils receive means that they can benefit fully from the school's curriculum.

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

39. The school provides a satisfactory range of learning opportunities for pupils in Years 1 to 6. Lessons cover the required curriculum and the locally agreed syllabus for religious education. There are sound opportunities to learn outside normal school hours. There has been a sound degree of improvement since the last inspection.
40. Strengths in this aspect include:
 - the curriculum is enriched by visits and visitors and is relevant to the needs of pupils;
 - strategies for teaching literacy and numeracy skills are good;
 - the provision for pupils' personal, social and health education is good.
41. Areas for development include:
 - there are some weaknesses in the coverage of geography and music;
 - information and communication technology (ICT) is underused in teaching and learning in other subjects.
42. There has been a sound degree of improvement since the previous inspection when a number of weaknesses were noted. The curriculum is now soundly planned. Teachers' use of nationally recommended guidelines for teaching and planning helps to ensure that all subjects are covered in enough depth and breadth. There is a good emphasis on teaching scientific enquiry. The history curriculum has improved and there is no undue repetition. There are now structured guidelines for teaching in physical education and geography. However, there are still some weaknesses in the geography curriculum because some aspects are insufficiently covered. There are still weaknesses in music. These have an adverse impact on pupils' achievement in music. The curriculum for pupils' personal, social and health education is good. Pupils learn about health issues in science and the school follows a programme that helps pupils to understand drugs related issues. The school has a good programme to support pupils' personal and social development in cases of particular need. This programme is sensitively run in the school's 'Sunshine Room'. The sex education policy is soundly implemented.
43. The curriculum provided for children in the nursery and reception class is good and enables them to make good progress. It covers all nationally recommended areas, and gives due attention to the teaching of the key skills of literacy and numeracy. The school pays good attention to developing children's speaking and listening skills. Good opportunities are also given for children to engage in practical activities and role-play. There is a reasonable balance between direct teaching and exploratory or practical work. Support staff, including a multi-lingual assistant help to make sure that all children are fully included. Staff make good use of the new area outside the nursery classroom for outdoor activities, but this provision is not available for pupils in the reception class.
44. The school has successfully adopted the National Literacy and Numeracy Strategies. As a result, the school teaches basic literacy skills and numeracy skills well. However, because of a number of problems with maintaining the reliability of the computers, ICT is not used consistently in teaching and learning in other subjects.
45. Pupils with special educational needs have equal access to the whole curriculum. In mathematics, English and science, work is matched to the ability of the pupil. In the other subjects, teachers do not generally plan different work for pupils who have special educational needs, although additional adult help is sometimes provided, particularly for the younger pupils. Consequently not all pupils are able to complete their work

satisfactorily. Teachers now need, in some lessons, to plan different work for these pupils so that they can complete the work successfully.

46. The school provides a sound range of activities outside normal school hours. These include sporting activities such as football, tag rugby and cricket. There is also a thriving steel band. A daily breakfast club offers a good start to the day for many pupils. Older pupils have sound opportunities to extend their learning in 'booster' classes. This year, the school ran an Easter school during the holidays so that Year 6 pupils could prepare themselves for the national tests
47. The school has sound links with other educational institutions that benefit pupils' education. Years 3 to 6 use the ICT facilities at a nearby City Learning Centre. Without this partnership, these pupils would not be making the sound progress that they do. Each year, a number of students who are training to be teachers work in school. These activities benefit pupils because the students not only work with the pupils but also offer extra support to teachers.
48. The community provides a satisfactory contribution to pupils' learning. Pupils make numerous visits to places of interest such as museums and art galleries in Manchester, Tatton Park, Chester Zoo and Camelot theme park. Pupils also explore their immediate locality where they carry out surveys of the local shops and the flow of traffic in Princess Park Avenue. An interesting variety of visitors come to school, such as representatives from the police and fire service, a drama group and business representatives from City Pride. In particular the close link with the fire service was observed during the inspection when children in reception class had great fun clambering over a fire engine and using a hose to squirt water. This was a very good example of how children get to know and respect 'people that help them'. The school links all these activities clearly into the curriculum and they have a positive impact on pupils' learning and development. Numerous links have been developed with the local secondary and high schools and these enable pupils to make an effective and smooth transition into Year 7.
49. The school's provision for pupils' personal development is good. This aspect is a particular strength and is recognised by both staff and parents. All staff work together to create an atmosphere of trust and respect between themselves and pupils. Teachers show trust and respect in their courteous manner and in the way they value pupils' contributions in lessons. In return pupils work well together and respect each other. There have been no reported racial incidents during the last year. All pupils benefit from the good provision for spiritual, moral, social and cultural development. The school is aware of pupils' needs and deals with them thoughtfully. Teachers and other staff set good examples of tolerance and deal with potential problems sensitively. The school is involved in a good range of out-of-school projects such as Beowulf, The Players and stories from different cultures which enable pupils to try out different activities and gain new skills.
50. The provision for pupils' spiritual development is satisfactory. An assembly takes place every day which allows pupils the opportunity to experience a sense of belonging, to celebrate achievement and consider moral issues. Candles are lit and pupils are given time to reflect on the message of the assembly. Be kind and generous to all was the theme of a Muslim assembly which encouraged pupils to strive to achieve these things as they are valued by Allah. A good comparison was made with the same message in other religions. Muslim pupils have the opportunity to pray at lunchtime in the hall. The prayers are supervised by a teacher but are generally led by a pupil. The pupils are well-organised and most take part sensibly, calmly and quietly.
51. However, too few opportunities are provided throughout the school day for pupils to reflect quietly on important ideas about life and to explore their thoughts and opinions about things they have learned. There was only one observed moment of awe and wonder and

that was in an art lesson when pupils watched the teacher use a stencil. When she removed the stencil to show the pattern there was a noticeable gasp revealing a moment of pure pleasure and revelation.

52. The school is effective in raising pupils' awareness of moral and social issues. Both these aspects of pupils' development are good. The school has an effective behaviour policy which clearly states how to deal with unsatisfactory behaviour and how to reward good behaviour. Pupils have the opportunity to discuss issues relevant to them through a discussion group known as circle time. During this time pupils talk about such issues as, what makes them special, what makes them angry and how they feel when other people misbehave in lessons. These opportunities enable them to understand how others feel and how they can change their own behaviour. The school has introduced a Buddy system and a friendship stop which enables all pupils to feel safe and secure and encourages older pupils to take responsibility for others. Moral issues are discussed through different subjects. There were debates on the rainforest in geography and 'should people smoke?' in a personal, social and health education lesson. The nurture/sunshine room makes a very positive contribution to pupils' social development, as they are encouraged to work together and to respect and listen to each other. In addition, pupils who visit this room are helped to understand a little more about the country in which they now live.
53. Pupils' cultural development is good. There is much evidence around the school of the diversity of faith and culture. The school enhances pupils' awareness of their own cultures through several curriculum areas. There are clear links between art, English, history, geography, religious education, personal and social education, shown through work on display and in books. This work celebrates the achievements of famous black women, refugee week, Black History Month, and my home – a combined project with a local art gallery resulting in a video celebrating Where I Live. Pupils also weave Muslim prayer mats and study Caribbean art. Through assemblies and religious education lessons, pupils learn about other faiths and the customs associated with those faiths. The school also celebrates major festivals and special days in all cultures. The steel band plays very well and is a great asset to the school. Any pupil who wishes to learn to play is encouraged to take part.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

54. The school continues to provide a very good and effective level of care for the emotional needs of its pupils. There are also good procedures in place for the promotion and monitoring of both attendance and behaviour. At their meeting all parents expressed the view that the school cared about their children and provided a high level of emotional support. The good relationships that exist within the school community and the effectiveness of the provision of personal, social and health education throughout school underpin the quality of this aspect of school life.
55. Strengths of this aspect are:
- the first day contact that the school makes with parents and carers if pupils are absent;
 - the hard work that the school is doing to monitor and promote attendance amongst its highly mobile and transient community;
 - the continual promotion and reinforcement of the need for acceptable behaviour.; and
 - the quick and effective removal of a hazard that was pointed out to the school.
56. An area for development is:
- that the governing body should now consolidate its focus on safety matters in school by adopting a more formal approach based on an updated and more appropriate policy.

57. The school maintains appropriate records for first aid, fire drills and accident recording. Additionally, the school makes immediate contact with parents and carers if their children are not in school. This is a good illustration of the care that the school takes of all its children. The governing body takes its responsibilities for health and safety seriously but governors now need to extend their role in this aspect of school life by drafting a more relevant and sharper policy, which will clarify roles and responsibilities. The school reacted quickly to remove a serious hazard, which should have been identified earlier. Procedures for child protection are effective and the designated teacher ensures that all members of staff have an appropriate understanding of it. A good example of the caring nature of the staff was on the way to the swimming pool when adults ensured that all pupils were wearing their safety belts. The school looks after pupils satisfactorily at dinnertime and in the playground but the size of the play area means that supervisors need to be continually aware of what is going on some distance away.
58. The school promotes and monitors attendance well amongst its highly mobile and transient community. Despite a mobility rate of over 50 per cent so far this year, the school has maintained a constant rate by talking to groups of parents about the importance of the regular attendance of their children and by working closely with various support agencies. The school promotes and monitors behaviour well through the good provision of moral development and the way that it is implemented. The school also makes good use of behavioural support teams to work with certain pupils. On many occasions during the inspection adults were observed reinforcing the need for good behaviour. The procedures for monitoring and eliminating oppressive behaviour are satisfactory.
59. The school is well supported by a number of groups who help with the assessment, support and integration of pupils. The primary learning support service funded by the Education Action Zone supports the school well by assessing pupils regularly. Assessments are discussed with teachers so that targets can be set and each pupil provided with the most suitable work. This group also works well with the project team which assesses pupils a few days after they have started at the school. Some pupils need to be assessed in their home language and this takes place successfully because of good liaison with members of the ethnic minority support staff. These pupils are quickly and easily identified as needing special educational needs support or put into the class group which best suits their capabilities. The funding and personnel from the project team have recently been withdrawn, but the school is doing its best to continue the work with money from its own budget, as it considers the work to be of great benefit to both teachers and pupils. Good liaison with outside support agencies, such as the behaviour support service, the educational psychologist and the transition group ensures that pupils gain the support and special resources they need to make progress within school.
60. Procedures for the measuring pupils' attainment and progress are satisfactory. They are good for English and mathematics and satisfactory in science.
61. The nursery and reception class teachers note children's achievements and create a record of achievement. They have established clear systems for regularly assessing and recording each child's attainment and progress and use this information well to plan the next step of their learning throughout the Foundation Stage. As a result, they plan daily activities with attention to what individual children need to learn and this enables them to make better progress.
62. Teachers identify how well pupils are performing in English and mathematics in some detail and use the information to set group targets for improving attainment. The procedures are also used very well to identify those pupils who might benefit from further support in literacy and mathematics in smaller groups set up for this purpose. However, sometimes these targets are too general. They do not identify closely enough what

individual pupils need to do to improve in these subjects. The pupils in some classes know what their targets for improvement are and that meeting these will help them with their work, but some are not aware of them. Teachers do not always stress the importance of these targets by reminding pupils to look at them before doing relevant work, or in their marking. Teachers use the information soundly to put pupils in Years 5 and 6 into ability groups for teaching in these subjects.

63. The school's procedures for checking pupils' attainment and progress in most other subjects are satisfactory. Teachers identify those pupils who have done well, those who have performed as well as expected and those who have not. However, the information is not used effectively in planning work in those subjects. This is a particular drawback in science and in information and communication technology. Procedures for measuring attainment in progress in religious education, geography and music are unsatisfactory and do not offer enough information to aid planning in these subjects.
64. Although pupils with special educational needs are identified as needing additional support to help them improve, the school does not monitor their progress sufficiently carefully and consistently to ensure that they are making the best progress possible.
65. When pupils arrive, the school has effective procedures for finding out their current level of education and other essential details such as their background and ethnicity. Where necessary, these assessments take place in the pupils' home language so the school gains an accurate picture. There is sufficient expertise in school to do this in the main languages spoken by such pupils. In other cases, the school draws well on the facilities provided by the local education authority. The information is soundly used to identify the type of learning and pastoral support that pupils need. Those who need additional support for their social and personal development benefit from regular sessions in the 'Sunshine Room'.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

66. The school's partnership with parents and the quality of information that it provides for them is satisfactory overall. Those parents, who responded to the questionnaire, attended the meeting or who were interviewed in school had positive views about many aspects of school life. The school has maintained the quality of this aspect since the last inspection.
67. Parents particularly like:
 - the high expectations that the school has of their children;
 - the fact that the school helps their children to be mature and responsible;
 - the fact that their children like school; and
 - the good quality of teaching.
68. Areas for development are:
 - to increase the involvement of parents in school life; and
 - to ensure that more translation facilities are available for all school documentation.
69. Although parents have high expectations for the education of their children very few help out in school regularly or attend such events such as award assemblies. However, attendance at the annual meeting of the governing body is good. There is currently no formal fund raising organisation but parents are supportive of such events as the summer and Christmas fairs, which are organised by the staff. The school values this support but would welcome an increased involvement by its parents. It is working hard to develop participation in events by organising workshops on aspects of school life such as literacy, numeracy and attendance.

70. The information provided by the school continues to be satisfactory. Annual reports on pupils' progress are informative and include appropriate targets to enable pupils to make further progress. Additionally, children are encouraged to comment on their own progress. However, although the school welcomes its parents to discuss the reports in school through the provision of a translator, many parents would like reports to be translated into their own language. Additionally regular letters are sent to parents informing them of events and activities and they welcome these. Many of these are translated into Brava and Somali which parents appreciate.
71. Parents of pupils with special educational needs are often invited into school to meet with the teacher and the special educational needs co-ordinator to discuss their children's individual learning plans. However there is no formal procedure to check that this happens. In fact most teachers catch parents in the playground after school to discuss new learning plans. Parents should be fully involved in their children's learning so that they can help them to improve. Therefore the school needs to plan a programme for all parents of special educational needs pupils to meet regularly with teachers.
72. The school values all the support given by its parents although it does not yet have a sufficiently positive impact on pupils' learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

73. Leadership and management of the school are good. The headteacher provides good leadership and clear direction for the school. He is supported well by the deputy headteacher and the governing body fulfils its responsibilities well. This is a significant improvement since the last inspection when the leadership and management by the governing body, headteacher, deputy headteacher and subject managers were described as providing unsatisfactory educational direction for the school.
74. Strengths in leadership and management are:
- the good leadership of the headteacher and deputy headteacher;
 - this is an inclusive school;
 - there is a good level of shared commitment to improvement and capacity to succeed;
 - the governing body is well informed and has a good understanding of the strengths and areas for development of the school;
 - specific grants received by the school are used effectively;
 - educational priorities are supported well through financial planning
75. Areas for development include:
- ensuring that the commitment to raising standards is explicitly stated in the school's mission statement and aims;
 - improving the effectiveness of the subject and aspect co-ordinators in raising standards;
 - improving communication with parents,
76. The school is led well by an effective, enthusiastic and committed headteacher, deputy headteacher and senior management team. Together they provide a clear educational direction for the school and everyone shares a sense of common purpose. This school is a pleasant, well-ordered and happy community. The mission statement and aims of the school need to be more explicit about raising standards, but the intention and desire to raise standards reflect a very real commitment and are central to school life.
77. The school embraces the needs of all its pupils well and holds a firm view that all pupils have a right to be included in all activities offered both in and out of school time. The school is careful to ensure that all pupils benefit from educational visits. All pupils have full access to a range of learning opportunities because of the additional help provided by

class teachers and support staff. Pupils are given help to understand spoken English and the lessons being taught. The school has specific inclusion, special education needs, racial and equal opportunities policies in place.

78. The headteacher delegates soundly. Co-ordinator roles are now clearly defined with job descriptions. The roles of some co-ordinators have been developed well as a result of staff development opportunities but some areas need further development. For example, English, mathematics and science are led and managed well. In these subjects the co-ordinators, as part of their role, are involved well in reviewing and evaluating teachers' performance, including teaching. They analyse what needs to be done to improve this further. They are supported in this by the headteacher and a variety of consultants. The procedures for this evaluation and monitoring are good in these subjects. The school's intention to develop teachers' skills in this area is an important part of its plans for improvement. However, most other co-ordinators are not allocated sufficient time to monitor and develop their subjects. This has been identified as an area for future improvement in the school development plan. .
79. The school development plan is drawn up after full consultation with staff and governors. It is a satisfactory working document that enables the school to move forward. Subject co-ordinators have contributed useful ideas to this plan. However, this way of working is new to some co-ordinators and their plans sometimes lack detail of how they will raise standards. In some cases, the co-ordinators have not included enough detail about how much carrying out these plans will cost, or how much time will be needed. This reduces the plan's usefulness for planning development and judging its effectiveness. The plan itself covers next year's development in detail and a brief longer-term view. The governors provide good support to the school and there has been a clear improvement in their role since the last inspection. The governing body fulfils all its statutory duties. Governors have a good knowledge of the strengths and weaknesses of the school and are able to act as 'critical friends'. However, they need to review regularly the school's mission statement and aims to ensure that they are relevant to the school. Those governors with specific responsibilities are well briefed and meet regularly with their appropriate co-ordinators. Additionally, the governors have a sound understanding of financial matters. The school provides satisfactory value for money.
80. The school's provision for supporting pupils with English as an additional language is sound. There is a dedicated team led by a knowledgeable and committed teacher. She works well with other teachers in the school and the local education authority to ensure that support is effectively directed. The team has organised and contributed to a range of activities. These include organising parts of the Black History week, visits to places of interest and bringing in storytellers from different cultures.
81. The school recognises that special educational needs issues are very important and this area is therefore a high priority in the school improvement plan. A considerable amount of staff training has taken place and has included managing pupil behaviour, helping pupils to be independent through the use of task boards, inclusion and circle time activities. The special educational needs co-ordinator is very committed to her role and is beginning to take an active part in supporting staff when dealing with pupils' needs. However, she is unable to give the overall support necessary as she only has release time to attend meetings. In order for the standards of pupils with special educational needs to improve the co-ordinator has identified that staff need to monitor and carefully analyse the work of these pupils and that staff also need more training in reviewing pupils' progress. Finally the co-ordinator needs a weekly amount of release time to do her job effectively and efficiently.
82. The school uses its specific grants satisfactorily. For example, the monies received through initiatives such as the National Grid for Learning and Capital Fund have both been

used appropriately. The school makes satisfactory use of new technology and the office, which is well organised makes a valuable contribution to school life.

83. Good procedures exist to match the allocation of finance to various planning projects and the school has also recently benefited from its link with the Education Action Zone which has provided an interactive white board. The very high carry forward figure, which is well above Audit Commission recommendations, is to be used to improve standards in school, by maintaining staffing levels at current levels. The governing body has a satisfactory understanding of the principles of best value but this concept has not yet been fully embedded as a part of the financial decision making process throughout school.
84. There is a sufficient number of qualified teaching and support staff overall. The arrangements for the induction of new teachers are good and those who are at this early stage of their career say that they have been well supported through mentoring and lesson observation. Similarly, those who are on a training secondment consider that they have also been well supported.
85. The adequacy of accommodation is satisfactory overall. However, in many classroom areas the size of furniture is inappropriate for the ages of the pupils. Lessons that take place in open areas are often disturbed by a flow of adults and children. The library accommodation and supply of books is satisfactory. The appearance of the outside of the building has not improved since the last inspection when it was described as 'impoverished'. The quality of the outside play area is also unsatisfactory. It is barren and totally devoid of any stimulating areas for pupils to play. The caretaker and his staff are valued members of the school community and they work hard to maintain the building as best as they can. Learning resources are also satisfactory overall. However, the unreliability of some computers has a negative impact on the teaching of information and communication technology.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

86. In order to raise standards and improve the quality of education the headteacher, staff and governors should:

raise the standards of all pupils, particularly in English, mathematics and science, by:

- raising teachers' expectations of what pupils can achieve;
 - ensuring that all teachers always provide sufficient challenge in the work that is set;
 - making better use of assessment data so that work is more accurately matched to the individual needs of pupils;
 - sharing the targets for improvements with pupils and parents and tracking the progress towards meeting these targets more effectively;
- (paragraphs 66-67, 113-117, 122, 125, 128, 135)

and especially in subjects other than English, mathematics and science:

- provide more opportunities for pupils to use their literacy and numeracy skills;
 - ensuring that teachers allocate sufficient time to information and communication technology (ICT);
 - develop teachers' subject knowledge where it is weaker;
 - ensure sufficient time is allocated to the teaching of each subject;
 - providing sufficiently detailed guidance to support teachers in planning the use of ICT in all subjects;
 - ensuring that a programme of work in each subject gives enough emphasis to all its required aspects;
 - provide time and guidance for co-ordinators to evaluate critically how well their subjects are developing.
- (paragraphs 11-12, 40, 82, 116, 124, 135, 150, 158, 164-165, 170-171, 181)

The school should also consider the following areas of development:

- improve the attendance rate by pursuing the initiatives already instigated (paragraphs 29, 30, 62);
- explore ways in which the parents can have a greater impact on the work of the school (paragraphs 73-75).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

43

Number of discussions with staff, governors, other adults and pupils

35

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	1	5	21	13	3	0	0
Percentage	2	12	49	30	7	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 two percentage points.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	41	195
Number of full-time pupils known to be eligible for free school meals	23	158

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	45

English as an additional language

	No of pupils
Number of pupils with English as an additional language	163

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	88
Pupils who left the school other than at the usual time of leaving	57

Attendance

Authorised absence

	%
School data	5.1
National comparative data	5.4

Unauthorised absence

	%
School data	4.4
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	13	12	25

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	5	7
	Girls	7	7	8
	Total	13	12	15
Percentage of pupils at NC level 2 or above	School	52 (41)	48 (45)	60 (50)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	5	7	7
	Girls	7	8	9
	Total	12	15	16
Percentage of pupils at NC level 2 or above	School	48 (50)	60 (59)	64 (68)
	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	13	11	24

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	4	4
	Girls	5	4	2
	Total	9	8	6
Percentage of pupils at NC level 4 or above	School	32 (32)	29 (29)	21 (25)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	4	5
	Girls	5	5	3
	Total	11	9	8
Percentage of pupils at NC level 4 or above	School	39 (32)	32 (39)	29 (33)
	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	19	0	0
White – Irish	0	0	0
White – any other White background	3	0	0
Mixed – White and Black Caribbean	8	0	0
Mixed – White and Black African	2	0	0
Mixed – White and Asian	3	0	0
Mixed – any other mixed background	11	0	0
Asian or Asian British - Indian	3	0	0
Asian or Asian British - Pakistani	3	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	5	0	0
Black or Black British – Caribbean	19	0	0
Black or Black British – African	9	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	104	0	0
No ethnic group recorded	2	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)	8
Number of pupils per qualified teacher	22
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	12
Total aggregate hours worked per week	282.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	41
Total number of education support staff	3
Total aggregate hours worked per week	97.5
Number of pupils per FTE adult	10

FTE means full-time equivalent.

Financial information

Financial year	2002-2003
	£
Total income	753,645
Total expenditure	773,422
Expenditure per pupil	3,468
Balance brought forward from previous year	121,158
Balance carried forward to next year	101,381

Recruitment of teachers

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	4
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 30%

Number of questionnaires sent out	236
Number of questionnaires returned	71

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	83	15	1	0	1
My child is making good progress in school.	76	18	3	3	0
Behaviour in the school is good.	56	34	4	1	4
My child gets the right amount of work to do at home.	41	39	14	3	3
The teaching is good.	75	21	3	0	1
I am kept well informed about how my child is getting on.	69	25	3	3	0
I would feel comfortable about approaching the school with questions or a problem.	66	24	0	0	10
The school expects my child to work hard and achieve his or her best.	79	19	1	0	1
The school works closely with parents.	58	35	4	0	3
The school is well led and managed.	61	32	6	0	1
The school is helping my child become mature and responsible.	68	30	1	0	1
The school provides an interesting range of activities outside lessons.	45	24	20	1	10

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

87. The provision for children under five was good in the last report. Children in the Foundation Stage continue to receive a very good start to their education in both nursery and reception classes. From a very low starting point in the nursery, children's achievement is good in the nursery and reception classes as they are working in English, a language they rarely use outside school. However, by the time children reach Year 1, their attainment is still well below the nationally expected standard in all areas of learning with the exception of creative and physical development.
88. A strong feature of all the lessons seen is that teaching and support staff work together effectively as a team in the nursery and also in the reception class. Staff ensure that all children are included fully in the activities. This has a positive effect on children's learning. Teachers and support staff identify those children who need specific help with their speaking and listening and give good additional support. As a result children make good progress in relation to their prior attainment. For instance, a multi-lingual assistant uses the children's home language and asks specific questions to involve them and encourage them to listen in order to raise their confidence and self-esteem. To improve the provision for children in the Foundation Stage even further, a more focused relationship between nursery and reception is needed. The two classes are physically separated by almost the full length of the school and it is difficult to share the best practice. Both the nursery and reception are strong areas but they do work as largely separate units. The nursery and reception classes need to co-operate more fully.

Personal, social and emotional development

89. Staff promote children's personal, social and emotional development effectively. They are caring, supporting and encouraging, for instance in praising children's efforts and achievements. Children's behaviour is good in both nursery and reception classes. They work together as friends, but some children in the nursery in particular, find it difficult to share equipment. Some boys tend to be a little dominating and teachers are mindful of the cultural traditions of boys and girls. Staff are aware of these issues and ensure that activities are open to everyone and act quickly to correct any inappropriate behaviour.
90. Children are encouraged to take increasing responsibility for resources. For example, in the nursery, children show that routines are firmly understood and established by stopping when a tambourine is shaken and tidying up very well. Before a very sociable snack time, children hold hands and sing a friendship song. Staff set a good example for children to follow of courtesy and consideration for others by listening with genuine interest to what children say or do. This was seen to good effect in a nursery class circle time session where all children are encouraged to participate, even though they may not be able to speak English. They all listened carefully to each other. This kind of activity leads to trusting relationships and helps children to understand other people's point of view. Children in both classes show good levels of concentration, initiative and independence for this age. Children often choose and find their own resources and they file their work away at the end of an activity. Reception children dress themselves independently after physical education lessons and settle readily into daily routines, such as registration. Children in the reception class have a good awareness of their class rules and know some actions, such as 'calling out' are wrong, and others such as helping others and trying hard are right. Children delight in receiving rewards for their good attitudes and behaviour.

Communication language and literacy

91. Almost all children enter the nursery with little or no English. Despite the good teaching in this aspect of the curriculum, children are still well below the levels normally expected when they enter Year 1. Nursery and reception staff place a strong emphasis on developing children's speaking skills. They are supported in this by a multi-lingual assistant who translates into Somali and Brava when necessary. Soon after starting at the school, children can repeat the names of colours and name some everyday objects. Staff give children many opportunities to discuss their work individually, in pairs and to speak in a larger group. Reception staff try to extend children's vocabulary through topic work, for example about 'People who help us'. Children delight in the visit by fire service personnel and enjoy their role play in the 'pretend' Webster Fire Station. They act out a role as fire fighters with imagination and independence, but their speech is very limited. Staff make every effort to develop this aspect of children's work and children who speak English as an additional language can use language in context. A higher attaining child said 'They all helped me to put the fire out'.
92. Children enjoy sharing books with adults and listening to the stories that they read to them, such as 'The Gingerbread Man' and 'The Three Little Pigs'. Children respond well to stories and rhymes and listen attentively. Lower attainers enjoy looking at pictures but do not understand that print carries meaning. Reception staff teach effectively basic skills, such as the knowledge of letter sounds. They encourage children to use this knowledge to help them to read and write the unfamiliar words they meet. Writing is developed from the earliest days in school with opportunities for children to trace, copy and make their own early attempts at writing in role play situations. A small proportion of children in the nursery can write their own names with increasing confidence. The reception teacher builds well upon the formal skills of handwriting, such as the correct formation of letters. Average and higher attaining children are beginning to form letters correctly and write their name independently. By the end of their time in the reception class, a growing minority of children use their knowledge of initial sounds to write simple, regular words correctly and even some difficult words are phonetically justifiable.

Mathematical development

93. In the mathematical area of learning, most children attain levels which are well below those normally expected by the end of their time in the reception class. However, they make good progress as a result of good and very good teaching in developing their mathematical understanding in nursery and reception classes. They sort and match objects into heavier and lighter and children are encouraged to use the English words and repeat them. Where pupils have difficulty the multi-lingual assistant helps the children by using their mother tongue. Staff in both nursery and reception classes organise a wide range of activities to develop common mathematical understanding and vocabulary such as large and small, empty and full. They plan for pupils to use these words in structured play in sand or water so that children develop a good understanding of quantity, and successfully compare objects by size. Children recognise repeating colour patterns and by the end of the time in reception, a majority of the children recognise number symbols to ten and count confidently using one-to-one correspondence. The development of mathematical learning is well promoted through practical activities such as, counting using plastic animal shapes, towers of cubes and singing a variety of number rhymes and games. Many children in reception recognise and name shapes such as circle, triangle, rectangle and square confidently. They are beginning to develop a satisfactory sense of time and can recognise significant times of the day such as tidy-up time followed by snack-time.
94. The quality of teaching is good. Sessions are well planned and teachers make good use of a range of teaching strategies. Teachers and support staff effectively use everyday

opportunities to promote children's learning and progress such as counting the number of snacks and milk cartons needed for each group. Teachers effectively promote the use of correct mathematical language and teach the children to read and record numbers and other mathematical information using pictures, objects and numerals. Planned work is based on regular assessment using small teaching steps to ensure children's full understanding. Teachers encourage children to use computers and this effectively supports their learning in mathematics. It also consolidates children's understanding of numbers and number values. In an excellent lesson in the nursery class, a group of children showed a good understanding of forwards and backwards as they programmed a 'floor robot' to move a given number of squares.

Knowledge and understanding of the world

95. Almost all children enter the nursery with little first hand knowledge of the world beyond their own families. The teacher is aware of this and makes sure that a range of experiences based on a topic theme does not overwhelm the children but also ensures that they link the ideas together. For example, in nursery the topic of 'light and dark' gives an opportunity for pupils to learn about a variety of aspects in this area of learning. For example, children experiment with torches in a tunnel to provide experiences of using a light beam in a darkened place. In small groups, children work with their teacher to light a bulb using a complete electrical circuit. Higher attaining children recognise that the battery supplies the power source. Sand and water, paint and play dough are available all of the time for pupils to experience different materials. They are taught to use tools safely but they need more opportunity to choose their own tools.
96. By the end of their time in the reception class, most children have a sound knowledge of people who help them. A visit by the fire service was very well received by children. They have a good recollection of living things and understand the life cycle of frogs and butterflies. Children plant seeds and name parts of plants such as stem, root and flower. They know that plants and animals need food and water to survive. They name features of houses and recognise the materials used to make doors, windows and roofs. They link this well to the story of three little pigs and know that the brick house is strong. Children use construction kits to build a variety of objects and they are introduced to early computer skills. However, these skills are not developed as well as they could be due to the limited equipment. Children find it difficult to talk about their everyday lives and where they live. They have a basic understanding that some people are different and celebrate festivals such as the Chinese New Year.
97. The quality of teaching is good. Teachers and nursery nurses provide a range of opportunities and support for children to explore the environment such as the work on plants and wild life and link these experiences effectively to classroom activities. This approach effectively includes all pupils and especially those with limited English. Children talk, draw and explore what they see using a range of materials. Good attention is paid to safety issues when artefacts, objects and computers are used, enabling children to learn to handle equipment successfully and with care.

Physical development

98. By the end of their time in the reception class, children have developed physical skills which are at the levels expected for their age. They are confident in their movements in and around the nursery play area and when using the large wheeled toys and climbing frame. Children in the reception class do not have a separate play area and do not have sufficient access to the wheeled toys. This limits their physical development slightly. However, teachers do make use of the school hall to compensate for these limitations. Many opportunities are provided for children to cut and fold paper, to build with construction kits, to explore materials including sand and water and to manipulate jigsaws.

They have satisfactory control of pencils and use them successfully for writing, drawing and colouring. Most children manipulate scissors to cut round shapes such as butterflies and are beginning to gain confidence in cutting actions. Children enjoy outside play activities and demonstrate good skills in skipping, hopping and jumping.

99. The quality of teaching is good. Teachers effectively build on the children's natural desire to explore and develop their physical skills by providing challenging and imaginative but safe activities, which encourage children to respond with increasing skill. Good intervention and constant repetition of instructions by adults provides opportunities for pupils to learn to move more imaginatively and with increasing co-ordination. This was seen to good effect when the reception class moved as 'elephants' in their movement lesson.

Creative development

100. By the age of six, most children make good progress in their creative development and attain levels of understanding and skill which are appropriate for their age. The children's expression of their ideas and feelings is developed through art, music, role-play and dance, for example in the 'Arabian Dance' lesson in nursery. Children use good skills to move with enthusiasm and zest and respond very well to the music. Children create observational paintings of flowers and they have produced 'symmetrical' folded prints of a butterfly. They enjoy mixing paint and most know that they have to mix red and yellow to make orange. They take pride in the attractive display of their work. Children are given access to a range of musical instruments which they use to beat out rhythms effectively. They sing a range of familiar songs from memory and demonstrate good listening skills and an awareness of others.
101. The quality of teaching is good. Teachers provide a wide range of opportunities in art, craft, music, story making and imaginative play to develop children's ability to express ideas and feelings in creative ways.

ENGLISH

102. Pupils' standards in English are very poor at the end of Year 2 and well below average at the end of Year 6. Most pupils make good progress in lessons because of the high proportion of good teaching. Standards have not improved since the last inspection. In Year 2, 12 pupils out of 27 have only recently arrived in the country and are therefore new to the school.
103. Strengths:
- the good quality teaching;
 - the good use of praise;
 - pupils' good behaviour and attitudes.
104. Areas for development are:
- regular and consistent tracking of pupils' progress and setting more challenging targets for some;
 - analysing results more rigorously
 - encouraging pupils to work independently.
105. By the end of Year 2, most pupils write simple words and phrases. Some write one simple sentence and a few write a short story. Most pupils write 'this is Cinderella', some add a few words to describe her. Many of these pupils have difficulty in putting words in the right order so that their sentences make sense. The small proportion who write a short story include a beginning, middle and an ending. For example in the story The Enormous Watermelon these pupils use simple words to describe the watermelon and what

happened when it grew too big. Most pupils are struggling to use capital letters correctly, but many successfully use full stops. Letters are well formed, handwriting is neat and work is well presented. Pupils spend a lot of time practising spelling and spell simple common words such as: was, the, and, my. Many also spell simple words which contain one vowel and two consonants, for example: cat, fun, wet, got, bin.

106. Speaking and listening skills are poor, although pupils listen well to the teacher and to each other. Pupils need lots of encouragement to answer questions. When they do answer they often need help to make themselves understood and to use the right words. Standards in reading vary greatly. Few pupils are able readers, but those who are, read fluently, use expression and express opinions. The least able struggle to read one simple, repetitive sentence such as 'I can see a spaceship, I can see the moon'. These pupils also struggle to talk about the picture and to answer questions.
107. By the end of Year 6 pupils use speaking and listening skills to show they have understood the main points of an argument. For example in 'Are kids turning into couch potatoes?' pupils identify and explain statistics, express the opinion that too much watching of television is not good for health or developing social skills, but that television is a useful way of learning. The most able also explain clearly how to turn an active verb into a passive verb. The most able readers justify their opinions using the book as evidence, talk knowledgeably about books, identify who is their favourite author and explain how to use and find out information. The least able read enthusiastically from simple books with two or three sentences on a page. They talk about what has happened but need help to express an opinion. The most able pupils write exciting stories such as 'A change in time' which contain drama and suspense and hold the interest of the reader. They also write lively and interesting arguments to persuade the reader why children should or should not have school dinners. The least able need prompting and support at all times to write a few simple sentences which are easy to read. These pupils also struggle to use full stops and capital letters correctly.
108. Teaching is good in all classes except one. In this class the teaching is satisfactory. All teachers have a good knowledge of the National Literacy Strategy which they use confidently to plan interesting lessons with a variety of activities. In good lessons, teachers clearly tell pupils what they want them to learn and then at the end of the lesson, reinforce and remind pupils what they have learned. At the end of a Year 3 lesson on writing a letter, the teacher used pupils' letters as an example to remind them what a good letter should contain. She then captured their interest by telling them that tomorrow they were going to write to Colin McNaughton, therefore it was important to remember what they had learned today. Teachers also use questions well to encourage pupils to think carefully and explain themselves using the correct vocabulary. In addition, they use praise well in good lessons to encourage pupils to be involved, to concentrate, to think carefully, to raise self-esteem and to reinforce a learning point. For example in Year 1, the teacher was using word cards to help pupils build up a sentence. She constantly praised pupils who tried to read words correctly and put them in the right place even if they were wrong. This method encouraged all pupils to try to read a word or suggest a suitable order for the words. Although most teachers use marking well to identify good aspects of work, to reinforce the learning objective and to comment on how well the pupil is doing, some teachers only use ticks and crosses. In order for pupils to know what they need to do to improve all teachers should mark work consistently.
109. Pupils with special educational needs and those whose first language is not English are integrated well into English lessons. Teachers achieve this by carefully providing adult support to those who most need it and by giving pupils work which is carefully matched to their abilities.

110. In all lessons pupils behave well and show enthusiasm for English. Most pupils enjoy English because it is fun and helps you to learn to read and write. There is a positive atmosphere in most lessons which enables pupils to learn and therefore make good progress. Teachers use teaching assistants to record pupils who are listening carefully and concentrating on what teachers are saying. This encourages pupils to take an active part in English lessons. However, when they work on their own, many do not make a start until the teacher gives them an encouraging word and reminds them of what to do. Consequently many pupils cannot work independently and make unnecessary demands on the teacher and support staff. Therefore, teachers should work together to find ways of encouraging pupils to start and complete work on their own. As a consequence teachers would have more time to teach as they would not be interrupted as frequently.
111. Teachers assess three pieces of pupils' English work per term. However they do not use this information consistently and carefully to track and analyse the progress of every pupil. In order to raise the standard of work for all pupils and as a matter of urgency the teaching staff must clearly track the progress of all pupils by using assessed work and the end of year test results. All staff need to work together to determine how much progress each pupil should make in one year. Then teachers must analyse each pupil's results and highlight pupils who have not made sufficient progress. A further analysis should take place to try and come to some understanding as to why the expected level of progress has not been achieved. Some teachers believe that a large number of pupils feel very anxious and threatened when put into a test environment. If an analysis of the results confirms this opinion, then the school should also seriously consider how best to administer the tests so that all pupils can do their best.
112. Although there are occasional examples of pupils using their literacy skills in other subjects, this is a weakness overall. Sometimes the use of worksheets restricts pupils' recording skills.
113. In addition teachers should set individual English targets for all pupils and share these targets with them. These targets should also be shared with parents, carers and support staff. Targets should be reviewed at least once per term. In consequence individual targets will give pupils a clear focus on how to improve their work.
114. The co-ordinator for English has only recently taken up her post. She is enthusiastic and eager and has already worked well with the local authority consultant to monitor how well teachers teach and to identify areas for improvement. However, she now needs to focus on monitoring and analysing pupils' progress with the senior management team and exploring ways to raise standards.

MATHEMATICS

115. Pupils' standards in mathematics, including the very large proportion of pupils who speak English as an additional language, are very low at the end of Year 2 and well below average at the end of Year 6. Pupils make satisfactory progress overall in both the infant and junior classes. However, the progress is variable with good progress made in Years 1, 5 and 6, satisfactory progress in Years 3 and 4, but progress in Year 2 is unsatisfactory. Some pupils could make better progress if work was regularly and consistently matched to their needs. These judgements are similar to the ones made during the last inspection.
116. Strengths in mathematics are:
- the good quality teaching in most lessons;
 - the good range of resources and strategies used to teach mathematics;
 - pupils' good behaviour and attitudes.

117. Areas for development are:
- provision of challenge for all pupils based on their prior attainment and assessments;
 - further development of problem solving skills;
 - developing the use of computers to enhance learning in mathematics
118. Average attaining pupils in Year 1 can order numbers up to 20 and have a satisfactory recall of addition and subtraction facts. Higher attaining pupils use numbers to 100. Lower attainers are still comparing numbers and finding one more than and one less than. By the end of Year 2, pupils are working at similar levels as Year 1 pupils. Their progress has been affected by the influx of many pupils who are new to the English language and education as a whole. All but the higher attaining pupils find it difficult to work out simple calculations mentally and are not confident in spotting patterns. However, a very small number of higher attainers work with numbers beyond 1,000, they know the value of coins and find the change from 50p and they construct simple block graphs and explain results. In shape, space and measures pupils sort both two- and three- dimensional shapes according to their properties, read o clock, half past and quarter past accurately and measure carefully using non-standard and standard measures of metres and centimetres.
119. Higher attaining pupils in Year 3 are beginning to understand that division is the opposite of multiplication and carry out investigations with tens and units. Average and higher attainers have a secure understanding of place value to 1,000. Pupils in Year 4 make satisfactory progress. They gain more confidence in their understanding of place value and use methods such as 'partitioning' to solve problems. They accurately use signs including '<' and '>' when recording answers. In Years 5 and 6, pupils are grouped by ability (set) for their lessons. Higher attaining pupils do well, but progress is a little slower in the 'lower' group. By the end of Year 6, close to a half of pupils are working at or around national expectations. This represents good progress over the past year. Most pupils understand the relationships between addition, subtraction, multiplication and division. They successfully work out the mean, median and mode of a set of data and turn remainders into fractions and decimals. They also add and subtract to two decimal places and find perimeters of simple shapes. Pupils have a good knowledge of the properties of shapes and symmetry.
120. The teaching of mathematics in the lessons seen during the inspection week was good but, over time it is satisfactory. The quality of teaching varies throughout the year groups, ranging from satisfactory to good for junior pupils and from unsatisfactory to good for infant pupils. The system of setting the pupils to their prior attainment is now firmly established. It helps create an atmosphere where pupils are expected to achieve well. Teachers plan work which is based on the National Numeracy Strategy. They have a good understanding of the three-part lesson which involves a mental warm-up, a main activity and a plenary. In the best lessons, teachers successfully share with pupils what they want them to learn and check their understanding at the end of the lesson. For example, in one Year 5/6 lesson the teacher shared with the pupils the learning objective of recognising the properties of rectangles and at the end of the lesson he reinforced the learning which had taken place. In good lessons, pupils are asked to explain clearly the strategies they are using to answer questions. In a Year 1 lesson focusing on adding one and two digit numbers together, pupils clearly and carefully explained what they were doing and used a calculator to check their answers. A further feature of good teaching is the constant reinforcement of appropriate mathematical language. Teachers use a good range of mathematical resources, such as number sticks, number lines and cubes to support learning of addition, subtraction and multiplication facts. Teachers also use a variety of strategies to make lessons interesting and to aid learning. Whiteboards are used by pupils, in pairs and individually, to record answers instantly. These are not only an effective method of instantly assessing pupil's knowledge but are really enjoyed by pupils. The use of computers in mathematics is limited.

121. However there are some shortcomings in teaching. The scrutiny of pupils' books prior to the inspection shows that work is not always appropriately matched to the ability of each child or group and there is a lack of challenge for some. The school identifies the National Curriculum levels by making use of assessments in national tests, but teachers are not using this information well enough to set work for pupils. In addition there are limited opportunities for many pupils throughout the school to develop and use their mathematical understanding through problem solving work. In some classes, a number of worksheets are mediocre in their quality and marking, though very good in some classes, is not as helpful in others.
122. Pupils with special educational needs and Traveller children are integrated well into mathematics lessons. This is achieved by targeting specific questions to pupils according to their ability and by providing support which is appropriate to their needs. In addition, teachers often provide extra resources, such as number squares, lines and work sheets to help them complete their work. Most make satisfactory progress. Support staff focus well on ensuring that pupils with English as an additional language are fully included in the lessons. They ensure that they have opportunities to ask and answer questions and repeat work carefully so that they fully understand what is expected of them. Teachers have resources readily available which help to compensate the pupils who are unsure with the language of mathematics.
123. Pupils generally enjoy mathematics lessons. There is a positive atmosphere in most lessons and they show their enjoyment. They think mathematics is fun. Once pupils are confident in what they are doing, they settle down to independent work quickly and quietly and work conscientiously until tasks are complete.
124. The school has worked hard to raise standards in mathematics. It participates in the local education authority's 'Intensifying Support Project' which aims to raise standards in literacy and numeracy. This has improved the way that the National Numeracy Project works for this school. Support and guidance for teachers have clearly benefited them, judged by the quality of lessons seen during the inspection week. Additional lessons (Springboard), booster classes and an Easter School have also benefited pupils, especially in Year 6. Targeting is improving but, as yet, the school has not set mathematics targets with pupils. There are good assessment procedures in mathematics but more needs to be made of these to plan work for pupils. In order to improve standards and for pupils to make better progress individual mathematics targets should be set with each pupil and made available to them to refer to when working. In addition, the regular sharing of targets with parents and carers will provide additional support for pupils.

SCIENCE

125. Standards in science are very low in comparison with those expected from pupils at the end of Year 2 and well below at the end of Year 6. However, pupils make sound progress as they go through the school. Pupils of all ability levels, including those with special educational needs, make similar progress to their classmates. Those pupils who come from backgrounds in which English is not the mother tongue also make satisfactory progress. This represents a satisfactory degree of improvement since the previous inspection when, although attainment was similar to that found nationally at the end of Year 2, progress was unsatisfactory for pupils in Years 3 to 6.
126. Strengths in the subject are:
- the importance that teachers give to teaching scientific enquiry skills;
 - standards of attainment are improving.

127. Areas for development include:
- developing assessment procedures. These are underused in planning work and setting targets for pupils' attainment.
128. Last year, teachers judged that pupils' attainment at the end of Year 2 was very low in comparison to the national average. Attainment was below the average when compared with schools with similar free school meals figures. This reflects the high proportion of pupils with special educational needs. There was also a significant number of pupils whose mother tongue was not English. Some of these pupils had little experience of education. No pupils reached higher levels. This was well below the national average and below the average for schools with similar free school meal figures. In the national tests at the end of Year 6 in 2002, pupils' performance was very low in comparison with the national average and with similar schools. The percentage of pupils reaching higher levels was well below national and similar school averages. As in Year 2, there were a number of significant factors with an adverse impact on their progress. The school has begun to improve its provision for science education. This has started to raise standards, and attainment is now well below average rather than very low. Boys and girls reach similar standards to each other.
129. The quality of teaching is sound with some good features. This helps to ensure that the pupils' quality of learning is also sound. Year 1 pupils make good progress. They have had a more consistent experience of education. Most have been in school from the start of the year and have had more consistent teaching. An examination of their work shows that they are learning well and have reached a standard similar to that reached by the pupils at the end of Year 2. In a very good lesson, the Year 1 teacher involved all pupils in a carefully planned lesson that reinforced and extended their knowledge of forces. The teacher used a range of toys very well to encourage pupils to explore whether they require pushes or pulls to make them work. She recognised that not all pupils would be familiar with the toys and gave them good opportunities to explore and play. The teacher maintained a good pace and the pupils' work built well on what they had done previously. The teacher and the teaching assistant provided a good level of support during group work, making sure that all pupils did work that matched their ability and understanding. Consequently, all pupils made good progress in their understanding of forces and in developing scientific enquiry skills. Pupils in Year 2 made sound progress as they developed their understanding that forces can make objects change shape. All pupils were soundly supported and made similar progress. A bilingual support assistant provided good support for a group of pupils for whom English is an additional language. He used their home language effectively to help pupils to develop an understanding of the scientific concepts using their home language.
130. In Years 3 to 6, teachers soundly plan lessons that are thoroughly rooted in the skills of scientific enquiry. In a Year 3 lesson, the teacher set an investigation into which rock sample was the hardest by asking which would be most suitable for making a path. This encouraged pupils to think about making predictions and testing these in a fair way. Teachers emphasise the importance of designing and carrying out fair tests. Teaching assistants provide sound support for different groups of pupils, including those for whom English is an additional language. This helps pupils to make satisfactory progress. Teachers usually provide pupils with useful instructions to help them to record their work, for example when describing the factors that determine the size of the shadow of an object in front of a light source. These are particularly useful for pupils who are still at an early stage of learning English, but limit the options for pupils who are already reasonably proficient. Teachers manage pupils well so that their behaviour in lessons is good. This helps their progress.
131. The subject is led and managed well. The school has recognised that considerable improvements are needed in order to raise standards and is implementing useful initiatives

to improve them. The co-ordinator has been working closely with the local education authority advisory team. This is having a positive impact on teaching and attainment, and more pupils are on target to reach the expected level. Pupils have some opportunities to use their literacy skills in recording their investigations. They write about what they know but the use of worksheets, although useful for some pupils, restricts this development. They use some mathematical skills, for example drawing line graphs of the effect of attaching paperclips to spinners. They interpret these thoughtfully, coming to appropriate conclusions. They record numerical findings, for example how much an elastic band stretches when loaded with weights. Information and communication technology is underused in teaching and learning science, for example in simulating investigations or researching and recording work. There are procedures for recording how pupils have performed, but these do not provide enough information about what individual pupils need to do to improve. These procedures are still underused in planning and setting targets for pupils' attainment.

ART AND DESIGN

132. Standards of work seen during the inspection for pupils at the end of Year 6 and Year 2 are in line with national expectations. This is an improvement since the last inspection when standards were below expectations. All pupils, including those who speak English as an additional language and those with special educational needs, make good progress as they move through the school. Teachers adapt lessons well and use support staff effectively to ensure that all pupils with special educational needs complete their work successfully.
133. Strengths in the subject are:
- the quality of the teaching which ranges from satisfactory to very good;
 - the enthusiasm and enjoyment shown by pupils;
 - good resources to support art teaching.
134. An area for improvement is:
- monitoring the art and design teaching which goes on in the school.
135. In the four lessons observed the teaching ranged from very good to satisfactory. Teachers tell pupils clearly what they are expected to do, use demonstrations effectively and provide a variety of activities which pupils enjoy. For example, in a lesson on drawing people in action, the teacher clearly told pupils to use the pictures available to sketch a moving person. A time scale was set and pupils were then encouraged to work with a partner and evaluate their work and then re-draw their person on a larger scale. All pupils practised the drawing techniques they had used in previous lessons. They referred carefully to their first drawing and successfully drew a detailed sketch showing knowledge of the proportions of people and how to represent movement.
136. Pupils are enthusiastic and enjoy art and design lessons. They behave well because teachers praise their work and the efforts they are making. Teachers also encourage pupils to experiment and make judgements about their own and other pupils' work. Teachers link art and design work to the speaking and listening part of English by encouraging pupils to describe what they are doing, how they did it and how they can improve their work.
137. When questioned, pupils said they enjoy art because it allows you to be creative and use your imagination, you are able to improve by practising and you do not need to be a good artist to enjoy the subject. Art is fun and you can experiment.
138. The school has only recently begun to teach art using the government guidelines. A lot of new resources have been bought to allow all teachers to teach art topics effectively.

Resources are plentiful and of good quality, with the exception of the art overalls which are shabby and hard for pupils to put on, on their own. Some classes have art and design lessons in the corridor as there is not enough space in their classrooms. Unfortunately this area is very public and there are constant interruptions as people walk through. Nevertheless, teachers refuse to be distracted and try very hard to hold pupils' attention. It would be of great benefit to each class if the area could be less busy or a more suitable area found.

139. To improve the quality of art and design work in the school, the co-ordinator needs to review the success of the first year of the new curriculum. She also needs to check that each teacher is confident in teaching the new skills. She would like to be more involved in promoting art and design. As a member of the senior management team perhaps she could explore how pupils' enthusiasm and ability in art and design could be linked to raising standards in reading, writing, mathematics and science.

DESIGN AND TECHNOLOGY

140. The limited evidence available during the inspection suggests that standards are below national expectations for pupils at the end of Year 6 and Year 2. This is a similar situation to that found in the last inspection. This judgement is based on reviewing pupils' work, discussion with the co-ordinator and one lesson seen in an infant class. Pupils, including those who speak English as an additional language and those with special educational needs, make satisfactory progress as they go through the school. There was insufficient evidence available during the inspection to make a secure judgement about the quality of the teaching.
141. A strength in the subject is:
- the work available for review is of good quality.
142. Areas for development are:
- to make sure that design and technology is taught regularly in all classes;
 - using information and communication technology to support learning.
143. There is some evidence of a range of good to satisfactory work in all the junior classes. However, there is an insufficient range of work to show that all pupils have regularly spent the required time learning the skills and working on design and technology projects. In the infant classes there is only one project - designing and making a spider house. This work is neat and well presented and shows evidence of using a winding mechanism successfully. There are spider house plans which include labels and a list of tools and materials to be used. There are also good evaluations stating, 'what I liked best, what would make it better and how I could improve my house'. Unfortunately there were no houses to look at.
144. In the junior classes pupils have made slippers, tents, containers, money containers and photograph frames. They have also designed chairs and Halloween masks. The quality of the work varies from satisfactory to good. Work shows evidence of the development of the skills of cutting, selecting and joining a range of materials. In addition, work shows imagination. However, there is limited evidence of pupils planning their design, selecting the best materials and then evaluating it when complete. Nevertheless, there is some good evidence of pupils evaluating their work on containers. The evaluation sheet has been adapted for those pupils with special educational needs.
145. In the one lesson observed the teaching was unsatisfactory because the teacher did not plan and teach a design technology lesson. Pupils were asked to design a puppet. Most had a pre-drawn puppet shape and added eyes, nose and mouth. Pupils did not learn any design and technology skills, but made progress in English and science by identifying and

learning the names of body parts. The behaviour of pupils was unsatisfactory as they did not listen, interrupted the teacher and found it difficult to settle down and complete the task.

146. Although the co-ordinator is enthusiastic in promoting her subject, she has no release time and design and technology is not yet a priority for the school. Nevertheless, the co-ordinator should check that this subject is regularly taught, that an up-to-date policy is in place and that information and communication technology is included as necessary. A more systematic approach to planning, teaching and evaluating the work of pupils will help them to make good progress and raise the standard of work in this subject area.

GEOGRAPHY AND HISTORY

147. By the end of Year 2, attainment in both geography and history is below the level expected for pupils of that age. However, by the end of Year 6, standards have improved. Whilst attainment in geography is still below what it should be for pupils of that age, attainment in history is similar to what it should be. Pupils make unsatisfactory progress in geography and history in Years 1 and 2. In Years 3 to 6, progress is satisfactory in geography and good in history. This represents an unsatisfactory degree of progress in geography since the last inspection when attainment was below what it should be at the end of Years 2 and Year 6. However, there has been a satisfactory degree of improvement in history because standards of attainment have improved by the end of Year 6.
148. Strengths in the subject are:
- junior pupils (those in Years 3 to 6) make good progress in history.
149. Areas for development include:
- standards of attainment and progress in geography for pupils in Years 1 to 6;
 - standards of attainment and progress in history for infant pupils;
 - assessment procedures and their use.
150. It is not possible to make a judgement on teaching in either geography or history because only one geography lesson was observed. In this well taught lesson, Year 1 pupils made good progress in using maps to identify features of a journey from Chester to Brittany. The teacher used resources well to develop pupils' understanding of places and maps. The teacher captured pupils' interest and enthusiasm. Consequently, they behaved well, listened carefully and efficiently carried out their tasks, such as drawing maps and including features such as railway lines.
151. Progress in Year 2 is unsatisfactory in both geography and history. This results in below average attainment for all pupils, including those with special educational needs. Those pupils for whom English is an additional language make similar progress to their classmates. A large number of pupils in this class have only recently started schooling. Staffing difficulties have also disrupted their learning. Consequently, most pupils, including those who have been at school for the whole year, have not done enough work in sufficient depth. Pupils in Year 1, who have had less disruption, are making sound progress and are developing a sound knowledge and understanding of historical and geographical knowledge and skills. They locate where they live and draw maps of their journey to school, locating particular features, and thoughtfully consider issues such as parking around the school. They look at old toys, identify how these are different, and know that things were different in the past. For example, they look at drawings of Edwardian kitchens and competently find those objects, such as a microwave oven, that do not belong in the picture.
152. Pupils' progress in geography is also unsatisfactory in the juniors (Years 3 to 6). Those with special educational needs also make unsatisfactory progress. Pupils for whom

English is an additional language make the same degree of progress. This means that standards of attainment in geography are too low. Pupils do not do enough work in enough depth and the required curriculum is not fully covered. For example, pupils do not look at the geography of a developed European country or a contrasting locality in the United Kingdom. Although those pupils who take part in the annual residential visit learn about that area, not all pupils take part, and the study itself is insufficiently wide-ranging.

153. However, junior pupils make good progress in history. Pupils for whom English is an additional language are soundly supported and they also make good progress. Teachers ensure that pupils learn about a wide enough range of events from the past and understand that we learn about history from different types of evidence. Year 6 pupils carry out a detailed study of the impact of the Second World War on life in Britain, using copies of documents and photographs to gain an understanding of what life was like then. Year 5 pupils learn about the Ancient Greeks, comparing customs and practices of Athens and Sparta.
154. The subjects are soundly led. The co-ordinator has tried to ensure that each required area is covered but has not been able to check the quality or depth of the work that has been done. Teachers do not keep enough information about what, or how well, pupils are learning. Consequently, there is not enough information for teachers to use in planning lessons. The school has built some useful initiatives into pupils' studies of history and geography. These include a 'Black History Week' during which pupils learn about the contribution that black women and men have made to this country in a wide range of human endeavour. This has a good impact on pupils' social and cultural development. During a 'Foundation Week' pupils carry out work across a number of subjects, for example learning about the geography of Somalia. Teachers make sound use of visits, for example when learning about Ancient Egypt at the local museum. Teachers do not use history or geography consistently enough to develop literacy or numeracy skills. In some cases teachers use worksheets that do not offer enough challenge in the subject or in literacy. Year 6 pupils use information and communication technology to find out about mountain ranges around the world, but the technology is underused in teaching and learning about history or geography.

INFORMATION AND COMMUNICATION TECHNOLOGY

155. Standards in information and communication technology (ICT) are below those expected from pupils at the end of Years 2 and 6. Pupils make unsatisfactory progress in Years 1 and 2 and satisfactory progress in Year 3 to 6. Pupils of all ability levels, including those with special educational needs, make similar progress to their classmates. Those pupils who come from homes in which English is not the mother tongue also make unsatisfactory progress in the infants and satisfactory progress in the juniors. This is a similar picture to that noted at the time of the last inspection.
156. Strengths in the subject are:
- the school makes good use of a nearby City Learning Centre in teaching ICT skills for pupils in Years 3 to 6.
157. Areas for development include:
- improving the rate of progress for pupils in Years 1 and 2;
 - ensuring that the school's resources are in a suitable condition to support teaching and learning;
 - developing assessment procedures. These are underused in planning work and setting targets for pupils' attainment;
 - using ICT consistently to support teaching and learning in other subjects.

158. During the inspection, only one ICT lesson was seen so no overall judgement on the quality of teaching can be made. The lesson, for Year 6 pupils, took place at a nearby learning centre and was taught jointly by one of the centre's teacher and the class teacher. The quality of teaching in this lesson was sound. The teachers used the centre's very good facilities to develop pupils' skills of finding information on the Internet and copying pictures and text into their own documents. Pupils worked individually, which meant that they all had practical experience during the lesson. However, the teachers' explanations of the tasks were too brief for some pupils and, as a result, they had difficulty in carrying out the tasks. The text on the web site being used was also too difficult for a few pupils to read and understand. However, they were supported well by the three adults in the suite, including a bilingual assistant, so that all made sound progress. Pupils enjoy working in the suite and these good attitudes help them to make progress.
159. Pupils in Years 1 and 2 make unsatisfactory progress. Although they use computers and suitable programs to create pictures in the style of Jackson Pollock, there is very little evidence that they systematically develop the skills they should, or use the technology to enhance their learning.
160. Pupils in Years 3 and 6 make satisfactory progress. The school is making good use of the Centre's facilities to introduce and begin to develop pupils' skills and understanding, but Year 6 pupils have not previously learned enough about the range of skills and understanding required and their attainment is below what it should be. At the time of the inspection, pupils in each of the year groups were doing similar work. They understand how to enter and alter text in word processing programs and add pictures, including digital photographs when writing autobiographies. Pupils enter information on spreadsheets and use these to find out how much it might cost to provide the food at a party. Older pupils produce graphs of, for example, the games consoles they prefer and have begun to combine text, pictures, sound and graphics to produce presentations. Much of this work is focused on learning ICT skills and there is very little use of the technology in learning in other subjects, including literacy and numeracy. However, Year 6 pupils used the Internet to research mountain ranges around the world, an effective link with geography.
161. The subject is soundly led and managed. The subject co-ordinator recognises the difficulties that have hampered the improvement of pupils' progress and the school's provision in the subject. There have been some useful initiatives, including ensuring that pupils get the opportunity to develop skills at the City Learning Centre. Although the school has a good number of computers and other equipment to support teaching and learning, there have been considerable difficulties in ensuring that these are running properly. This has hindered progress and their use in teaching and learning in other subjects. Teachers assess pupils' progress, but the school does not use these findings effectively to plan work and set targets for improvement.

MUSIC

162. Music has taken something of a 'back seat' journey since the last inspection as the school has quite rightly concentrated on raising standards in English and mathematics. There has been no improvement since the last inspection and standards are below national expectations by the end of Year 2 and well below expectations in Year 6. Pupils' progress is unsatisfactory in the juniors and throughout the school overall. In infant classes pupils' progress is satisfactory. The progress of pupils who speak English as an additional language and those with special educational needs is similar to their classmates.
163. Strengths in the subject are:
- most pupils enjoy music lessons;
 - the quality of music provided by those who play the steel pans.

164. Areas for development include:
- standards of music at the end of both infants and juniors;
 - the quality of teaching and especially the weakness in teachers' knowledge of music and the scheme being used;
 - the need to assess how well pupils are performing;
 - the use of information and communication technology (ICT) to support music development;
 - the contribution that music makes to the spiritual, moral and cultural development of pupils
165. The quality of singing throughout the school was disappointing and results from teachers having too little knowledge and skill in improving this. Pupils in Year 2 demonstrate their ability to clap a rhythm although they showed less ability when beating a different rhythm with a range of untuned percussion instruments. In Year 4, pupils beat a rhythm accurately and by the end of their lesson they maintain their own rhythm whilst others beat a different one. Pupils in Year 5 listened to the Tudor music of 'Greensleeves'. Their singing was poor and they could not follow the beat. There are a few opportunities for pupils to listen to music from other times and cultures but these are neither regular nor developed consistently. For example, pupils in Year 2 listen to the music of Tchaikovsky's 'Sugar Plum Fairy' but the music is so poorly reproduced children cannot hear the changes in beat or pitch. In Year 4, pupils hear the music of Vivaldi and recognise the repetitions. A strong feature of music in this school is the steel band. The playing of this group of pupils is impressive and pupils enjoy listening to their performance.
166. The teaching was satisfactory in the infant classes but is judged as unsatisfactory in the juniors based on the progress which pupils have made. Most lessons have a slow pace because teachers lack subject knowledge and this makes it difficult to maintain pupils' interest. The teachers use a scheme of work provided by the local education authority to help them to structure the lesson. For example, they ensure that pupils have time for listening, practical work, whole class, and group and individual contributions. However, it lacks guidance for teachers to improve performance, for example by ensuring that there is clear diction and sound control of the dynamics of their voices, pitch and rhythm. There is little to promote literacy or numeracy skills in music. Although some pupils take responsibility for working the audio-visual equipment, ICT plays very little part in the music curriculum. The resources for reproducing and amplifying music are barely adequate. Teachers could make greater use of the music played in assemblies to develop pupils' knowledge of composers and their works. Because the current scheme is not being taught consistently, pupils are not experiencing a wide enough range of music from different cultures and are not performing enough together. As a result, music plays very little part in pupils' spiritual, moral, and cultural development. Social development is promoted satisfactorily as the steel band performs for others at various events and the school was involved in the musical project 'Beowulf'.
167. Pupils' attitudes were good in the two lessons seen, but pupils in Year 5 showed little interest in the subject and were passive in their response. Guidance about what is to be taught is satisfactory and should support the progressive teaching of skills throughout the school. However, the proportion of curriculum time allocated to music is only 2 per cent. This is insufficient to develop pupils' skills knowledge and understanding. There has been no opportunity to keep track of pupils' achievements throughout the school and there is currently no clear and effective system for monitoring what is being done or assessing and recording pupils' progress in specific skills.

PHYSICAL EDUCATION

168. Standards in physical education are similar to those expected nationally at the end of Years 2 and Year 6. Pupils make satisfactory progress. Pupils of all ability levels, including those with special educational needs, make similar progress to their classmates. Those pupils who come from backgrounds in which English is not the mother tongue also make satisfactory progress. This represents a good degree of improvement since the previous inspection when attainment at the end of Years 2 and 6 was below expectations from pupils of those ages.
169. Strengths in the subject are:
- the quality of the curriculum;
 - pupils' good attitudes and behaviour.
170. Areas for development include:
- the suitability of the hard surfaces for outdoor activities.
171. All pupils make satisfactory progress because of satisfactory teaching. Teachers plan gymnastics lessons to extend pupils' ability to move in a controlled and co-ordinated way. Teachers manage classes well, so pupils behave well and unnecessary time is not spent on keeping the class in order. In a Year 1 gymnastics lesson, the teacher used all parts of the lesson well so that pupils were actively engaged for much of the time, including the warm-up in the floor work. However, in another lesson for older pupils, the teacher did not give enough opportunity for pupils to take be active enough. Consequently, they did not make enough progress. Teachers help pupils to develop effective routines that help their learning. Pupils in all years put out gymnastics apparatus efficiently and safely, co-operating well with each other. Most pupils show a sound degree of control and co-ordination in gymnastics and games lessons. Year 1 pupils demonstrate a good degree of control and co-ordination when practising sequencing movement. Year 3 pupils soundly consolidated passing and receiving skills with balls because the teacher provided useful coaching points. Year 4 pupils visit the swimming baths each week. They make good progress and, by the end of the year, most are able to swim. In gymnastics, Year 6 pupils make good progress because of the teacher's insistence on quality. They link sequences of movement with imagination and control.
172. The subject is soundly led and physical education lessons are based on the local education authority's guidelines for teaching. These help to ensure that teachers plan lessons that cover the full range of activities required by the National Curriculum, including dance and athletics. The guidelines contain useful ideas for assessing and recording pupils' attainment, which feed effectively into lesson planning. This is an improvement since the previous inspection when the curriculum and assessment were judged to be unsatisfactory. Those pupils who take part in the annual residential visit have good opportunities to take part in outdoor and adventurous activities which include, amongst others, abseiling, orienteering and caving. The curriculum is further enhanced by a range of out-of-school activities and chances for pupils to take part in a range of activities such as tag rugby, cricket and basketball. A good input by a teaching assistant provides football coaching twice a week for pupils. The hall is large enough for gymnastics lessons and there is a good-sized grassed area for outdoor games. The hard-surfaced playground is not usefully marked or of suitable proportions for outdoor games. However, there are firm plans to develop the playground to make it more useful for these activities.

RELIGIOUS EDUCATION

173. The limited evidence available during the inspection suggests that standards are below those expected in the locally agreed syllabus for pupils at the end of Year 2 and in line with expectations for those at the end of Year 6. This judgement is similar to that found during the last inspection and is based on reviewing pupils' work, talking to the acting co-ordinator, viewing displays around the school and one junior class lesson. Progress is uneven as pupils move through the school. It varies from unsatisfactory to satisfactory. Those with special educational needs make uneven progress. Those pupils who come from backgrounds in which English is not the mother tongue make similar progress to their classmates. There was insufficient evidence available during the inspection to make a secure judgement on the quality of the teaching. A judgement on leadership and management is difficult to make as the co-ordinator was absent during the inspection.
174. A strength in the subject is:
- the wide range of topics taught in each class
175. Areas for development are:
- opportunities for pupils to reflect on the information taught;
 - subject areas to be studied in more depth.
176. The school offers a wide range of religious education topics for pupils to study. In the infant classes they learn about the gods in different religions, different places of worship, bible stories, stories with a moral and how the world was made. In the junior classes work covers a study of Buddhism, Christianity, Judaism and Sikhism. Pupils also write their own ten commandments, compose prayers and make a study of their own journey of life.
177. However, although the work is wide ranging, there is little evidence that pupils have made a detailed study of each topic. In addition, pupils have not been given the opportunity to reflect on the significance of the information they have learned. There is no evidence of work which allows pupils to compare religions and apply their understanding about one religion to another. There is also an over reliance on work sheets which ask pupils to colour, cut, stick, fill in missing words or add a simple phrase. Few of these sheets allow pupils to add their own thoughts and feelings, therefore they lack challenge and do not help pupils further to develop their understanding.
178. In the one lesson observed, pupils' attitudes were good because of the relationship between teacher and pupils. The teaching was satisfactory and pupils made satisfactory progress, although the standard of the work was below average. The lesson started well with the teacher telling the pupils that the Jewish story of Sarah was also told slightly differently in Islam, Christianity and Buddhism. A pupil was selected to be Sarah and at certain points in the story she was asked how she felt. In addition, all pupils were encouraged to express their thoughts about Sarah and her life. Unfortunately, the written work focused too much on drawing pictures of the story. Very few pupils added words explaining how Sarah felt.
179. There is a limited amount of religious education work on display around the school, although there is much related to other aspects of pupils' personal development. It is suggested that the school may wish to consider the role of displays in promoting and celebrating the range of faiths in the school. The school is well resourced with good quality objects to support the teaching of all faiths.