

INSPECTION REPORT

HAMER COMMUNITY PRIMARY SCHOOL

Rochdale

LEA area: Rochdale

Unique reference number: 105800

Headteacher: Mrs J Smith

Reporting inspector: Mr D Shepherd
2905

Dates of inspection: 25-28 November 2002

Inspection number: 246523

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4-11 years
Gender of pupils:	Mixed
School address:	Albert Royds Road Rochdale OL16 2SU
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Appropriate authority:	The governing body
Name of chair of governors:	Ms J Reynolds
Date of previous inspection:	12-16 January 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
David Shepherd 2905	Registered inspector		What sort of a school is it? The school's results and achievements How well are pupils taught? What should the school do to improve further?
Janet Butler 9428	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Philip Martin 23262	Team inspector	Mathematics Information and communication technology Art and design Design and technology	How good are the curricular and other opportunities offered to pupils? Special educational needs
Susan Macintosh 20368	Team inspector	English Geography History Religious education	Inclusion English as an additional language
Mark Madeley 22657	Team inspector	Science Music Physical education	How well is the school led and managed?

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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?	15
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	17
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	18
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	20
HOW WELL IS THE SCHOOL LED AND MANAGED?	21
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	23
PART C: SCHOOL DATA AND INDICATORS	24
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	29

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hamer is a large primary school catering for 332 pupils aged from 4-11 years. Eighty-three pupils are on the school's register for special educational needs. This is above the national average. These needs include difficulties in emotional and behavioural development, physical development, speech and communication and moderate learning. Two hundred and twenty-four pupils speak English as an additional language, 101 of whom are at the early stages of English language acquisition. Most pupils with English as an additional language are of Pakistani heritage, but an increasing minority are from Bangladesh. This is very much higher than in most schools nationally. The main home languages are Mirpuri, Urdu, Panjabi and Bengali. One hundred and eight pupils are white British. The number of pupils joining and leaving the school during the school year is very high. The attainment of pupils on entry to the reception class is well below average. The socio-economic circumstances of the school are well below average. One hundred and sixty-seven pupils are entitled to free school meals. This is very high.

HOW GOOD THE SCHOOL IS

Hamer is an effective school that provides good value for money. Most pupils make good progress and achieve well during their time in school, although standards remain below those of other schools nationally. Pupils' attitudes to school and the behaviour of the majority are good, although a minority of pupils in Years 5 and 6 in particular are attention-seeking and immature. The quality of teaching is good throughout the school and very good in the reception classes. The leadership and management provided by the headteacher and senior staff are very good.

What the school does well

- Provides a very good start to children's education in the reception classes
- Ensures all pupils make good progress and achieve well throughout the school, especially in English, mathematics and science
- Provides good teaching in Years 1-6 and very good in the reception classes
- Ensures pupils have positive attitudes to school
- Provides good opportunities for pupils' personal development and welfare
- Secures positive views about the school and good support from parents
- Provides very good leadership and management from the headteacher and senior staff

What could be improved

- Standards in English, mathematics, science, information and communication technology, music and physical education throughout the school
- Teaching where it has weaknesses
- Ways of managing the behaviour of pupils who find it difficult to behave well

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in January 1998. Since then, it has made good improvements on the issues that were identified at that time. Standards have been raised in information and communication technology and pupils now have regular lessons in the computer suite. Procedures for promoting good attendance have been developed and attendance is significantly better now than it was. However, it is still below the national average. Guidelines for teaching have been adopted and produced for all subjects and the presentation of pupils' work is much better than it was. However, some teachers do not always match the work set for them at their levels of attainment. Standards against similar schools have improved since the last inspection. Nearly all pupils are making good progress and achieve well against their prior attainment.

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	D	D	B
Mathematics	E	E	E	C
Science	C	E	E	C

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

The trend of improvement in the school's national test results at the end of Year 6 is similar to the national trend. During the past three years, girls have outperformed boys in English, but boys have done better than the girls in mathematics and science. The proportion of pupils attaining the higher level in English in 2002 was below average and well below average in mathematics and science. In 2002, the school exceeded its target in English, but did not reach it in mathematics. The school has set realistic targets for 2003 in English and mathematics.

In 2002, when compared to all schools, pupils in Year 2 attained standards in writing that were below average, and in reading and mathematics well below average. When compared to schools in similar contexts, standards in reading and writing were above average, but below average in mathematics. Standards in reading, writing and mathematics have remained similar to those found at the last inspection. During the past three years, girls have outperformed boys in reading, writing and mathematics at the end of Year 2. The proportion of pupils attaining the higher level in writing was average, but in reading and mathematics well below average.

Children enter the reception class with standards that are well below average. They make good progress in this class and leave with standards that are below average.

Work seen during the inspection suggests that standards in English, mathematics, science, information and communication technology, music and physical education are below average by the end of Years 2 and 6. Standards in all other subjects are average. Overall, most pupils with English as an additional language and special educational needs make good progress and achieve at satisfactory levels bearing in mind their abilities. However, higher attaining pupils, including the gifted and talented, do not make the progress they should in all subjects. Overall, boys do not make the progress they should in English.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils are keen to come to school and want to do well.
Behaviour, in and out of classrooms	Satisfactory. Most pupils behave well. However, a minority of pupils have difficulty with self-control.
Personal development and relationships	Satisfactory. Good relationships allow the majority to develop well socially.
Attendance	Satisfactory. Punctuality and attendance have improved since the last inspection. Attendance is now close to the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Good	Good

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

Overall, the teaching and learning are consistently good in Years 1-6, and very good in the reception class. A strength in the teaching is the way teachers plan their lessons using national guidance. Learning objectives are included in lesson plans and these guide the teaching. Progress in achieving them is often checked at the end of lessons. Teaching assistants, bilingual assistants and other resources are used very well and make a significant contribution to the progress pupils make. Relationships are very good and pupils place great trust in their teachers. All staff explain what they mean in a variety of ways to ensure that pupils with English as an additional language understand what is being said. Pupils respond very positively to these strengths in the teaching by working hard and concentrating on their lessons. This helps them to make good progress in their work. The skills of literacy and numeracy and of English and mathematics are taught well. The teaching and learning are good in science, history, information and communication technology and religious education. They are satisfactory in music and physical education. A number of weaknesses in the teaching were noted. Some teachers do not have high enough expectations of what pupils can achieve, particularly higher attaining pupils. Tasks set in some classes are too easy and do not consolidate or extend pupils' learning. Some teachers do not mark pupils' work well enough to show them what is good about their work and what they need to do to improve. A few are not firm enough on occasions with disruptive pupils and allow them to disturb lessons; they allow lessons to become too noisy. Sometimes, lessons are rushed without pupils being given the time to practise their learning. The school meets the needs of pupils with English as an additional language and special educational needs well. The expertise of bilingual assistants and teaching assistants helps these pupils make good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. National guidance is used well in planning lessons. There is a good emphasis on personal and social development. Provision for literacy and numeracy is good. Sometimes lessons are too long.
Provision for pupils with special educational needs	Good. Individual education plans provide a useful guide for teaching pupils. Pupils with special educational needs are helped very well in class.
Provision for pupils with English as an additional language	Mainly good. Bilingual assistants help pupils at the early stages of learning English very well. The specialist teacher teaches English as an additional language well. Pupils with English as an additional language do not have enough opportunities for learning more advanced skills in English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. There are particular strengths in promoting pupils' moral and cultural development.
How well the school cares for its pupils	Mainly good. All staff are deeply committed to the welfare of pupils. Pupils' progress is assessed and recorded systematically. However, some teachers do not plan the work they set for pupils at appropriate levels for their abilities.

Overall, the school works in partnership with parents very well. However, it does not involve parents enough in preparing individual education plans for pupils with special educational needs.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher and staff have a clear direction for the education of the pupils. The staff work very well together as a team and their morale is high.
How well the governors fulfil their responsibilities	Satisfactory. Governors have a sound understanding of the strengths and weaknesses of the school. Governors fulfil most of their statutory duties with the exception of omitting some information in the prospectus.
The school's evaluation of its performance	Good. The headteacher and subject co-ordinators monitor and evaluate standards and teaching throughout the school and use this information to set priorities for development in the school improvement plan.
The strategic use of resources	Good. Resources, including specific grants, are used effectively to meet the needs of pupils.

The school has enough teachers to teach the National Curriculum. It has appropriately high levels of help from teaching assistants and bilingual assistants. The quantity and quality of resources are good. The accommodation is adequate. The school applies the principles of best value appropriately.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school • Behaviour is good • The teaching is good • The staff have high expectations • The school helps their children to become mature and responsible • They can approach the school with problems 	<ul style="list-style-type: none"> • The amount of homework • More activities outside lessons

Inspectors agree with most of the positive views held by parents. However, inspectors feel that some teachers do not have high enough expectations of pupils and that the behaviour of a minority of pupils is often not good enough. Inspectors feel the school provides a satisfactory range of activities outside lessons and that the amount of homework set is appropriate.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

Years 3-6

- The following table summarises the standards reached by pupils who were in Year 6 in 2002 and those who are in Year 6 now.

Subject	Standard at the previous inspection	Standards in 2002 tests compared with all schools	Standards in 2002 tests compared with schools in similar contexts	Notes
English	Below average	Below average	Above average	The proportion of pupils reaching the higher level in 2002 was well below average. The girls did not achieve as well as the boys. Inspection evidence indicates standards in the current Year 6 are below average.
Mathematics	Average	Well below average	Average	The proportion of pupils reaching the higher level in 2002 was below average. The boys achieved better than the girls. Inspection evidence indicates standards in the current Year 6 are below average.
Science	Average	Well below average	Average	The proportion of pupils reaching the higher level in 2002 was well below average. The boys achieved better than the girls. Inspection evidence indicates standards in the current Year 6 are below average.

Subject	Standards at the previous inspection	Inspection findings	Notes
Art and design	Above average	Average	
Design and technology	Below average	Average	Good emphasis given to the design stage
Geography	Average	No judgement made	Good provision overall
History	Average	Average	Good range of visits to places of interest
Information and communication technology	Below average	Below average	Computers are not used enough in other subjects.
Music	Average	Below average	Lack of expertise amongst the staff
Physical education	Average	Below average	Swimming below average
Religious education	Average	Average	Some good teaching and good work was seen during the inspection.

2. The results in 2002 national tests were similar to those of previous years. A number of factors explain why standards are low. The number of pupils joining and leaving the school at times other than on entry to the reception classes and on transfer to secondary education is very high. Last year, this was above twice the national average. The teaching becomes more difficult with so many pupils joining and leaving the school. Teachers have to amend and adapt their teaching to cater for the attainment of those joining and leaving their classes.
3. The school has a high proportion of pupils with special educational needs. A significant number of these pupils have emotional and behavioural difficulties and sometimes disrupt the teaching and learning taking place. The school has a high reputation within the local education authority for teaching pupils with special educational needs well. As a consequence, the headteacher is sometimes required to admit pupils who have been excluded from other schools. Some of these pupils have emotional and behavioural needs. Some of the pupils with emotional and behavioural difficulties present challenges to the school. However, their overall impact is that standards are lower when these pupils disrupt lessons.
4. The majority of pupils (approximately 70 per cent of the school's roll) enter school with very little knowledge of the English language. This is a significant factor contributing to attainment on entry being well below average. However, these pupils make good progress and achieve well throughout their time in school. Because they start school with little knowledge of English, it is very difficult for them to achieve the high levels in the National Curriculum. To their credit, some pupils with English as an additional language do achieve the high standards, but, overall, these standards are too ambitious for the majority of these pupils.
5. For example, the achievement of all the Year 6 pupils in English in 2002 at the nationally expected level is above average when compared to the standards they achieved in Year 2. The achievement of the higher attaining pupils is below average in English. One of the reasons for this is because of the good quality teaching and learning the pupils received during Years 3-6. A second reason is that the school is implementing conscientiously the National Strategy for Literacy. The picture in mathematics and science also indicates that pupils are making good progress and achieving well overall. The rate of improvement between Years 2 and 6 using the figures from last year indicates that pupils are making below average progress in mathematics at the nationally expected level and average progress at the higher level. In science, progress at the expected level is average and below average at the higher level. Given the high pupil mobility, this data has to be interpreted cautiously. However, the school's data shows that the majority of pupils are making at least normal progress for their abilities and achieving the targets set for them year by year. This represents a positive picture of pupil achievement in the school. A reason for this good progress in mathematics and science is that the school is using the National Numeracy Strategy and national guidance for science. These are helping the teachers to improve their teaching and raise standards.
6. Overall, the trend of improvement between 1998 and 2002 is similar to the national trend. However, standards in the current Year 6 are similar to those at the last inspection in English, but below those in mathematics and science. Inspection evidence indicates that the attainment of the current Year 6 pupils is below average in English, mathematics and science. The achievement of this year group, since they were in Year 2, is satisfactory overall because, at that time, their attainment in English and mathematics was well below average. The school has sensibly taken this factor as well as the progress they are making into account when setting statutory targets for these pupils. The statutory targets set for Year 6 pupils are realistic. In 2002, the school target for English was achieved, but that for mathematics was not.

7. Over the past three years, the achievement of boys and girls fluctuates from year to year. Girls have outperformed boys in English, but have not done as well as the boys in mathematics and science. The gap between their attainment is not significant in English and science, but in mathematics girls are falling well behind the boys overall. This is an issue for the school to tackle. The proportions of higher attaining pupils, including the gifted and talented pupils, achieving the higher levels in the national tests in English, mathematics and science is too low. Teachers do not match work to their needs and abilities often enough in these and other subjects. Higher attaining pupils are not attaining the levels in most subjects of which they are capable.
8. Standards in music and physical education are below average and pupils do not make the progress they should. This is because some teachers do not have the necessary expertise to teach all aspects of these subjects. Pupils make good progress in information and communication technology, although standards are below average. Standards in all other subjects are at nationally expected levels. Standards have improved in design and technology since the last inspection. They are not as high as they were then in music and physical education.

Years 1–2

Subject	Standards at the previous inspection	Standards in 2002 tests compared with all schools	Standards in 2002 test when compared with schools in similar contexts	Notes
Reading	Average	Well below average	Above average	The proportion of pupils attaining the higher than expected level was well below average. The girls achieved much better than the boys. Inspection findings indicate that the current Year 2 pupils attain below average standards.
Writing	Below average	Below average	Above average	The proportion of pupils attaining the higher level was average. The girls achieved much better than the boys. Inspection findings indicate that the current Year 2 pupils attain below average standards.
Mathematics	Below average	Well below average	Below average	The proportion of pupils attaining the higher level was in the bottom 5 per cent of schools nationally. Girls achieved better than boys. Inspection findings indicate that the current Year 2 pupils attain below average standards.
Science	Average	Well below average	Below average	These results were assessed by teachers.

Subject	Standards at the previous inspection	Inspection findings	Notes
Art	Above average	Average	Art is co-ordinated well
Design and technology	Average	Average	Pupils make a good start in joining materials together
Geography	Average	No judgement made	
History	Average	Average	Pupils make good progress
Information and communication technology	Below average	Below average	Many gaps in pupils' learning
Music	Average	No judgement made	
Physical education	Average	No judgement made	
Religious education	Average	Average	Good understanding of different world religions

9. The proportion of pupils achieving the higher level in writing in the 2002 tests was well above average when compared to schools in a similar context. In reading, the proportion was average when compared to similar schools. In mathematics, it was well below average. Inspection evidence found that the planning and provision for higher attaining pupils in reading and writing in Year 2 were good. However, provision for higher attaining pupils, including the gifted and talented, in other subjects was not as good. Often the same tasks were set in these subjects for pupils of all abilities.
10. Standards in 2002 were similar than they were at the last inspection in reading, writing and mathematics. This group of pupils entered school at levels of attainment well below average in their initial assessments. They made steady progress, but remained below average levels overall in Year 2. Standards in the current Year 2 are lower than they were at the last inspection in art, music and physical education. In all other subjects, they are similar to what they were. Standards in information and communication technology, music and physical education are below average. In all other subjects, they are average. Boys do not achieve as high levels as the girls. This is an issue for the school to tackle.

Reception

11. Initial assessment data indicates that children enter the reception classes with levels of attainment in English and mathematics that are well below average. This is lower than that noted at the last inspection, when attainment on entry was below average. Children's attainment on entry is very low in all aspects of their learning. Children receive a broad and balanced curriculum in the reception classes and make good progress in all areas of learning. They achieve well, but most enter Year 1 with below average levels of attainment in all aspects of their learning.

Whole school

12. The good provision for pupils with special educational needs throughout the school has been maintained since the last inspection. Overall, pupils with special educational needs throughout the school make good progress. They are helped effectively by their teachers and teaching assistants and reach the targets set for them in their individual education plans. However, some pupils with emotional and behavioural needs sometimes become easily distracted from their work and disrupt lessons, often by calling out in lessons. These pupils often do not make the progress they should and slow down the progress being made by their classmates. Work set in classes is not always as closely matched to their individual needs and abilities as it should be and this slows down the progress they make on these occasions.

13. There are 83 pupils who have been identified as having special educational needs. A number of these receive additional support. They make good progress during their time in school because of the good support and teaching they are given. .
14. The additional staffing of bilingual assistants, a nursery nurse and a specialist teacher supports the understanding, learning and language development of pupils with English as an additional language very effectively, particularly in the early stages. This helps these pupils make good progress.

Pupils' attitudes, values and personal development

15. The good attitudes to learning found at the last inspection continue to be a strength of the school. Parents say that their children enjoy school and do not want to miss it. Pupils say they like their teachers and are happy at school. They want to do well and in most lessons they concentrate, try hard and take pride in their work. When the tasks are well matched to their ability they become engrossed in their work and make good progress. For example, when pupils in a Years 3/4 literacy lesson had to consider ways of informing the public about a toy that had been found, they concentrated intently on their tasks and worked well. However, there are several pupils in Years 3-6 who have emotional and behavioural difficulties and they only respond well in lessons under the skilful guidance of their teachers or learning mentors.
16. Children have very positive attitudes to learning in reception classes. They look forward to coming to school. They are beginning to share toys and are starting to work together on projects. For example, four boys built a ramp for their cars and used it well. They are learning to work independently and are encouraged to do so by staff. They take care of themselves, deciding when to have milk and whether or not to wear a coat outside. On their own initiative, they get the dustpan to tidy up spilt sand or salt and fill the water tray if they want to use it.
17. Behaviour is satisfactory overall, with the majority of pupils behaving well and, in many cases, very well. In the best lessons, and when given particular responsibilities, pupils show good self-control and consider others well. They are polite, trustworthy and are courteous to visitors. Behaviour at playtimes is mainly good, and pupils say they feel confident that adults deal with any episodes of anti-social behaviour effectively. The number of exclusions is low and this action is used only to maintain the safety of other pupils.
18. However, the school has a significant minority of pupils with behavioural difficulties. Most of the time these pupils are handled very well and are helped to deal with their problems. There are, however, too many times when the disruptive and noisy behaviour of some pupils in Years 5-6 disrupts lessons and slows down the progress pupils are making. Immature and over-exuberant behaviour on the stairs sometimes jeopardises safety.
19. Relationships in the school are good and reflect a strong feeling of family between pupils of all ages, gender and race. At lunchtime, pupils mix well for conversation and play. In class, pupils work well together and respect each other's differences. Indeed, pupils often show sensitivity towards those with behavioural difficulties, trying to help them where they can. The relationships between teachers, support staff and pupils are very good.
20. The personal development of pupils is satisfactory overall. Pupils make a very good start in the reception class, learning to become independent and increasingly confident as their ability to communicate improves. Throughout the school, the majority of pupils develop an enthusiasm for learning. When given the opportunity, pupils respond well to the chance to show some initiative, be it in class or in the smooth day-to-day running of the school.

Older pupils, like the red-capped playground partners, take their roles seriously and show a mature and helpful approach to supervising younger children. In class, these older pupils are often confident, but do not take enough responsibility for their own learning.

21. Attendance is satisfactory and is now close to the national average. There has been a significant improvement in punctuality and attendance since the last inspection. Although class attendance figures were satisfactory during the inspection, there are still too many pupils for whom long holidays visiting relatives abroad has a significant disruptive effect on their own rate of progress in learning.

HOW WELL ARE PUPILS TAUGHT?

22. The teaching in Years 1-6 was good and in the reception class it was very good. Of the 86 lessons observed, 17 were very good, 34 were good and 32 satisfactory. The teaching in three lessons was unsatisfactory. During the inspection, the teaching in the reception class was consistently good. Good teaching was also noted in Years 1-6. The impact of this good teaching is seen in the achievement of the pupils. In English this is well above average, in mathematics and science it is above average. The teachers have received significant training in the National Literacy Strategy and the National Numeracy Strategy in recent years and this has led to improved standards in these subjects throughout the school. The teaching is best in the Foundation Stage, English, information and communication technology, geography, history and religious education, and pupils make most progress in these subjects. The teaching in all other subjects is mainly sound. Weaknesses were noted in the composition element of music. This was mainly due to teachers' lack of expertise in this aspect of the subject.
23. The teaching has a number of good features, particularly in classes where it is consistently good. Lessons are well planned and include appropriate learning objectives that are shared with the pupils. Pupils are made aware of these at the beginning of lessons and their learning is evaluated against them at the end. Teachers ask probing questions of pupils that check their understanding of what is being taught. Resources are used very well to help learning. For example, in a Year 3 geography lesson, the teacher used a CD ROM to bring to life the physical features of the countryside around the southern Indian village of Chembakolli, its customs, houses and school. Teaching assistants make a significant contribution to the learning of pupils with special educational needs in particular. For example, in a Year 6 literacy lesson on writing a play script, the teaching assistant encouraged a group of pupils to think about what to write and then read the script with a number of pupils to the whole class. This encouraged the pupils to be proud of what they had achieved during that lesson. Teachers used a variety of ways of explaining and reinforcing language to pupils, particularly to those who have English as an additional language. Some teachers have good subject expertise, particularly in literacy, numeracy, information and communication technology and religious education. Relationships are very good with a caring staff teaching in an atmosphere of trust. These features occur most frequently in the reception class and in literacy, history, information and communication technology and religious education lessons. In these lessons, pupils make good progress in relation to their prior learning.
24. With the exception of the composition element of music, most teachers have sufficient expertise to teach the curriculum well. Due to the substantial training teachers have received under the national initiatives of literacy, numeracy and information and communication technology, teachers' expertise in these subjects is often good. The teaching of these subjects is sound and often has good features. For example, planning for these lessons is good. The teachers in the reception class have good levels of expertise in the teaching of young children. This helps them prepare a range of suitable activities for them that are pitched at suitable levels for them. The teaching and learning of pupils with English as an additional language is often good and these pupils make good

progress overall. They are taught effectively in the early stages of learning English through the use of bilingual assistants and by the specialist teacher.

25. National guidance for the teaching of literacy and numeracy is followed systematically. This is a significant factor in pupils achieving well in these subjects. Most pupils, particularly those that have attended the school since they began their schooling, make very good progress in literacy and good progress in mathematics and science. National and local guidance is followed in the teaching of all other subjects and this is a factor contributing to the good quality of teaching throughout the school.
26. However, the teaching and learning are not always as positive as this. A general weakness is that teachers do not expect enough of pupils. For example, in a Year 3 geography and a Year 4 religious education lesson, pupils were asked to draw pictures as a way of consolidating their understanding of what was being taught. This activity did not increase pupils' understanding of the learning because the drawings did not reflect the learning intentions set by the teachers for these lessons. This was the case for pupils at all levels of ability, and particularly for those of higher ability, including the gifted and talented. Undemanding activities such as this are largely a waste of time and miss opportunities to consolidate and extend pupils' literacy skills. Some teachers do not manage the behaviour of groups of pupils effectively. In a number of classes in Years 5-6, the behaviour of groups of pupils, mainly boys, is attention seeking, immature and disruptive. These pupils call out and interrupt their teachers frequently. When this occurs, some teachers try to ignore the interruptions and talk above the noise these pupils are making. This produces unnecessarily high levels of noise within classes that are distracting to the majority of pupils who are well behaved. In an effort to maintain the pace of learning in these lessons, some teachers move the learning on at a brisk pace. This often does not allow enough time for pupils to understand and consolidate their learning of what is being taught. Many pupils become confused and the learning then becomes too hard for them; pupils have not had enough opportunities to practise the learning being taught. This affects the learning of pupils of all abilities, but lower attaining pupils, particularly those with special educational needs, become more confused than higher attaining pupils. A further general weakness in the teaching is that some work is not marked well enough. For example, work is sometimes just ticked with a short comment, often encouraging the pupil. On these occasions, pupils do not know what is good about their work or what they need to do to improve.
27. Overall, girls make better progress than the boys in literacy and numeracy by the end of Year 2. By the end of Year 6, boys have overtaken the girls in mathematics, but do not achieve as well as them in English. The progress of the boys overall is hindered by the uncorrected and unsatisfactory behaviour of groups of boys in Years 5-6. In addition, some topics for lessons are not of particular interest for boys. For example, a group of lower attaining pupils in Year 6, many of whom have English as an additional language, were asked to write a play script connected with the story of Cinderella. This is not a topic that stimulates and encourages boys' imaginations. Topics such as this that are not at the interest level of boys do not encourage them to do their best and make the progress they should.
28. Pupils with special educational needs, including behavioural difficulties, are taught well. There is good liaison between teachers and support assistants who work with particular pupils or groups of pupils. This has a positive impact on their learning and they make good progress in relation to their prior attainment.
29. The teaching and learning of pupils with English as an additional language are good. Bilingual teaching assistants and a bilingual nursery nurse help pupils well who are at the early stages of learning English to understand what is going on in school. Where the specialist teacher for English as an additional language and class teacher teach together

further up the school, it is very effective in giving pupils good opportunities to develop their speaking and listening skills and they learn well as a consequence. However, in some lessons the teaching and learning of pupils with English as an additional language is not as effective as this. This is because the teaching groups are too large and include too many pupils with behavioural difficulties. In these lessons, pupils of all abilities do not make the progress they should because lessons are often disrupted by a minority of pupils.

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

30. The school provides a sound curriculum that covers all the required subjects of the National Curriculum. There is an appropriate emphasis on English and mathematics. The curriculum for children in reception meets statutory requirements. The school teaches effectively the locally agreed syllabus for religious education. The school fully meets the requirements for a regular act of collective worship. There is good provision for personal, social and health education. This includes sex education. Pupils also learn about the dangers of alcohol, tobacco and drugs. Pupils take part in a range of visits that are linked to lessons, such as in geography, history and art. During the year, most classes visit places of interest, such as museums or art galleries. A visiting artist also helps pupils with their understanding of artistic techniques. The artist helped pupils to design and make a frieze for a theatre group's new premises.
31. The curriculum is better than it was at the last inspection. For example, there are now guidelines for teaching in all subjects and these help to ensure that the work pupils do builds on what has gone before. The curriculum for information and communication technology is also now implemented.
32. The school has successfully introduced the national initiatives for teaching literacy and numeracy. These strategies provide useful guidelines for teachers' planning and help to ensure that lessons build on what pupils already know. They also help to ensure that pupils in the same year group but who are taught in different classes have similar lessons. Basic literacy and numeracy skills are taught well. In numeracy in particular, this teaching helps pupils to reach standards that are close to those expected nationally by the time they leave school. The school is wisely using national guidelines for teaching in most other subjects.
33. Pupils have equal access and opportunities to take part in the curriculum. However, sometimes the work provided for higher attaining pupils is too easy and, on these occasions, they do not make as much progress as they could. Pupils for whom English is not the first language and those who have special educational needs are effectively supported by teachers and teaching assistants, a number of whom have a dual role and are also learning mentors.
34. The school provides a satisfactory range of activities outside lessons. These include clubs for netball, football, karate, singing and recorder. Other clubs are sometimes organised when the opportunities arise; for example, poetry clubs in response to national competitions. These clubs are mainly for pupils in Years 3-6. During the winter months, the school also runs breakfast and teatime clubs.
35. Provision for children with special educational needs in the reception classes is very good. All staff are aware of the needs of these children and help them well in their learning. The staff liaise well with the nurseries from which the children have come and quickly identify children with special educational needs.

36. Provision for pupils with English as an additional language is mainly good. Bilingual assistants help pupils at the early stages of learning English very well. The specialist teacher teaches pupils at the early stages of learning English well. However, when pupils have gained some proficiency in learning English, they are not helped enough to improve their skills in English well enough. With additional guidance, some more able pupils could achieve more highly than they do.
37. The high quality provision for the personal development of pupils found at the last inspection is still maintained. The school makes a very good contribution to pupils' moral and cultural development, and its promotion of their social and spiritual development is good.
38. Daily assemblies follow themes based on major events in the Christian and Muslim calendars, as well as social virtues like friendship and working together. Acts of collective worship often include quiet moments for personal reflection. The school places a high priority on developing pupils as individuals and helps them to develop their self-esteem. For example, the importance of the contribution everyone makes to school was emphasised during an assembly. Pupils are also taught to respect others' feelings and different ways of life. For example, in a Year 1 religious education lesson, pupils were shown how to treat special or sacred things with reverence.
39. School rules are clearly explained and consistently emphasised by all staff. Pupils are very clear about what is expected of them. For example, they know how to behave when sitting on the carpet or in assembly; the school has devised 'carpet rules' and 'assembly rules' to guide their behaviour. The school places considerable emphasis on pupils making appropriate choices between right and wrong, and this approach helps those with behavioural difficulties to learn self-control. Pupils discuss moral dilemmas in circle times. In these lessons, pupils identify the good behaviour shown by their classmates.
40. The school is successful in promoting a family atmosphere amongst all its pupils, and in demonstrating how important it is to care for one another as well as for those less fortunate than themselves. The school council has made a start in giving pupils a say in the running of their school. However, pupils are not given enough opportunities for taking responsibility around school. Pupils learn about the work of charities, such as the NSPCC and the Marie Curie cancer nurses.
41. The multi-cultural diversity of the school is celebrated well and forms an exciting and colourful backdrop to the range of cultural experiences provided for pupils. From the start, pupils' home languages are welcomed into school. For example, parents from any racial background are able to read with their children in the reception classes. Pupils from different ethnic groups learn about and respect different cultural traditions and ways of life. The school also invites visitors, such as a Thai dancer, to broaden further pupils' understanding of different cultural traditions. During Ramadan, pupils are given a room in which to rest during lunchtimes. Many pupils take part in the Rochdale musical festival. They also visit places of cultural interest as part of their lessons.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. The welfare, health and safety of pupils is a main priority for all the adults in school and their diligent compliance to procedures is very good. Parents and carers know they have easy access to a member of staff whenever there is a problem, and this approach to sharing information benefits the pupils. The school has good links with other agencies, such as the police, to help provide a wider level of care for pupils. Child protection procedures are good. The level of supervision, particularly for younger pupils and those with special educational needs, is good. The school has maintained high levels for pupils' welfare and care since the last inspection.

43. The monitoring and promotion of attendance is very good. A range of initiatives has been successful in improving pupils' attendance and punctuality. These include phoning home on the first day of absence and competitions between classes and between individuals for attendance prizes. A number of pupils miss vital schooling and sometimes statutory tests by taking extended holidays in Pakistan. This interruption to their education slows down the progress being made by these pupils. The headteacher encourages parents not to take their children out of school for such long periods of time. If they do, the school approaches this issue very positively and provides a holiday pack for children to work on whilst in Pakistan. Procedures for promoting attendance and punctuality have improved since the last inspection.
44. The school has devised some useful ways for promoting good behaviour and eliminating bullying. A range of initiatives, including the provision of yoga classes, helps to reduce tension in certain pupils and improve their behaviour. Pupils are very clear in their understanding of the ways in which they are rewarded and sanctioned for their behaviour. Rewards and sanctions are applied consistently and are seen to be fair by pupils. However, older pupils are not provided with enough opportunities to take responsibility and use their initiative.
45. Overall the school's efforts in monitoring and supporting pupils' personal development and behaviour are very good. In the reception classes, the records of children's personal and social progress are very detailed. Throughout the school, teachers and teaching assistants know pupils, including those with special educational needs and whose home language is not English, well.
46. The school's procedures for monitoring pupils' academic performance are very good. They are particularly good in English, mathematics and science where the school analyses the performance of its pupils by gender and ethnicity. Good use is made of these records to help pupils make academic progress. Teachers set pupils individual targets in literacy and numeracy so they know what they need to do to improve. The school also analyses pupils' achievement by gender and ethnic group and takes appropriate action to remedy any underachievement. In the reception classes, all staff contribute to children's assessments and the information gained from them is used constructively to help children improve. Where teaching matches pupils' needs, pupils continue to make good progress. However, in some classes throughout the school, work set is too easy, particularly for higher attaining pupils, so they do not achieve as well as they could.
47. Procedures for assessing pupils' attainment and progress are well established for all pupils. Teachers use the information from tests well to guide their lesson planning in English, mathematics and science. Individual and group targets are set for pupils in English and mathematics and used effectively to monitor and support pupils' academic progress. However, teachers do not assess pupils' progress well enough in other subjects with the result that lessons are planned without detailed information of the pupils' prior attainment. Assessment procedures in English, mathematics and science have improved since the last inspection, but the weaknesses identified in assessing pupils in other subjects remain.
48. The assessment of pupils whose first language is not English is good. On entry to school, pupils' understanding in their home language is assessed by bilingual assistants. At the end of reception, children are assessed again to see how much English they have learned. Further assessments of their English language skills are carried out as appropriate throughout the school. The specialist teacher for pupils with English as an additional language uses these assessments to target pupils who are at the early stages of learning English for additional teaching. Providing well-targeted support for learning in pupils' home language as well as in English, when they first join the school, gives pupils good

access to the curriculum at an early stage. Pupils' progress in acquiring English is closely monitored by the specialist teacher and bilingual assistants. For example, after working with a group of young pupils in the early stages of learning English, a bilingual assistant recorded each pupil's progress at the end of the session. Assessments such as this ensure that additional provision is allocated to pupils learning English as required and is effective in helping to raise achievement, particularly of pupils in the early stages of learning English.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. Parents think very highly of the school. They are very happy with their way their children get on at school and raised very few concerns in the pre-inspection questionnaire. The school continues to work hard with good success at forging strong, mutually supportive links with parents from all backgrounds. The high standards in this aspect have been maintained since the last inspection.
50. The foundation for the very effective partnership between school and the pupils' homes, is the very welcoming and respectful way in which teachers welcome the contribution made to pupils' learning by their parents. From the outset, parents and carers are visited at home, supported and encouraged to become involved in their children's education. The school uses a range of services, including a family literacy worker and the recently established Sure Start programme, to ensure good communication with all homes, including those whose first language is not English.
51. Good quality information is provided for parents. The school communicates with parents through parents' meetings, formal documents and informal letters. Parents are sometimes contacted at home when problems arise. Parents are very happy with the way the school communicates with them and feel comfortable approaching the headteacher or other staff when necessary. The pupils' annual progress reports are well written and give clear suggestions about what pupils could do to improve. The prospectus is a useful document, but it is incomplete in its legal requirement to state school policy on special educational needs, religious education and collective worship.
52. Parents are encouraged to become involved in the life of the school, and many make a good contribution to their children's learning both at home and at school. In the reception classes, parents often stay working alongside their children for some time during the morning session. They are encouraged to read with them and some volunteer to help regularly. A few parents improve their own skills at courses, such as computer courses, suggested by the school. Sometimes, these parents offer to use their new skills in school for the benefit of the pupils. In this way, the school has benefited from voluntary help in reprographics, sewing, computer skills and notably artwork, when some 19 parents painted a mural for the outdoor play area. At home, parents help their children by hearing them read and helping with homework tasks, particularly where research is involved. Those parents who encourage their children to continue their learning when on extended holidays from school also make a good contribution and many are now trying to minimise the disruption to their children's education caused by long absences.
53. The links with parents of pupils with special educational needs is mainly satisfactory. Parents are kept informed about the progress of their children. There is a good level of contact when other agencies, such as the local authority's special needs support services, become involved. However, there is sometimes not enough consultation with parents when the school produces and reviews individual education plans for pupils.
54. The school has links with the community that contribute very well to pupils' learning. A children's organisation has provided training for pupils in dealing with playground issues and how to cope with transfer to secondary school. There are satisfactory links with the

secondary schools to which pupils transfer. These include visits to secondary school events and the transfer of information once places at secondary schools have been allocated. There are good links with local colleges of higher and further education and students from these, including overseas students, provide useful support for teachers as they themselves gain valuable experience of teaching and childcare.

HOW WELL IS THE SCHOOL LED AND MANAGED?

55. Overall, the headteacher provides very good leadership and management. She has brought all staff together to form a cohesive and mutually supportive team working for the benefit of the pupils. Communication between the staff is very good. For instance, any member of staff can attend school management team meetings, and everybody knows what is happening. The future direction of the school is clearly set out in the school improvement plan. The school management team has very positive expectations as to what can be achieved by staff and pupils alike, though this doesn't always translate into practice for higher attaining pupils. Great emphasis is placed on school improvement; school improvement and raising standards are very high on the management team's agenda. The published aims and values of the school are reflected very well in all its work. The headteacher's delegation of management responsibilities to staff is very good, though subject co-ordinators are not involved enough in the allocation of budgets. The high standards of leadership and management noted at the last inspection have been maintained.
56. The senior management team is keen and enthusiastic. They are committed to improving standards and show a considerable capacity to succeed. Induction procedures for new staff are very effective. Newer staff speak highly of the support they have received from more experienced teachers at the school. The level of improvement in staff training has been good since the previous inspection.
57. The specialist teacher for English as an additional language works well with staff to raise awareness of the ways in which they can help pupils at the early stages of learning English make more progress. The specialist teacher identifies those pupils learning English who have the lowest scores for their age according to their language assessments. These pupils make good progress due to the support they receive. However, once pupils have learnt enough English to take a full part in lessons, they are not targeted to receive further specialist help. This prevents many of them from reaching higher levels of attainment than they could because they do not receive enough help with subject specific vocabulary and the meanings of less common words.
58. The school monitors and evaluates its performance well. The monitoring and improvement of teaching are important factors in raising pupils' standards. Experienced teachers are used to guide those that are less experienced. In this way, the overall level of subject expertise and teaching techniques improve. Aspects of teaching that need to be improved are worked on, often with good success. The governing body has just started to put emphasis on monitoring school improvement, with individual governors working with co-ordinators to identify the strengths and weaknesses in subjects. Governors have worked well with staff to address the key issues from the previous inspection.
59. The school's procedures for appraisal and performance management are very good and all members of staff have performance targets related to their individual needs. Governors work very closely with the headteacher to raise pupil standards further by setting her annual performance objectives.
60. Teachers and teaching assistants work together very effectively to raise standards. Teaching assistants are a key element in helping pupils with special educational needs and those who are an early stage of learning English to make progress. Learning mentors

are doing a very good job in providing individual guidance to certain pupils who have particular emotional and behavioural problems. They encourage them to learn and take responsibility for their own actions.

61. The school's priorities for development are appropriate and well suited to the needs of the staff and pupils. The priorities and actions taken to meet them are written in detail in the school improvement plan and provide a clear direction for the work of the school. The priorities include initiatives for literacy and numeracy. These will help the school meet its targets in these subjects. Additional funding for each priority has been calculated, but the amount of staff time has not. This means that the school does not know how much time it will take for the senior staff leading each priority.
62. The governing body is supportive of the school and, with the exception of not providing parents with all the information required, fulfils its statutory duties. A few other governors have a range of valuable contacts with the school. For instance, one governor awards a prize each month to a Years 3/4 class for the pupil who tries hard. This event is a great motivator for these pupils and they try hard to win this award. A number of governors are members of staff and their knowledge about the school is extensive. However, because these governors are so involved in the school, their role as 'critical friends' is reduced.
63. Governors have a satisfactory level of understanding about the school's strengths and weaknesses. They rely too much on what is reported to them by the staff who are governors. Governors do not take a broad enough view of the school's accountability to the community it serves.
64. The leadership and management of special educational needs are good. Teachers work well with the co-ordinator in producing individual education plans for these pupils. The school governor who is linked to special educational needs has a good understanding of the Code of Practice and its implementation in school.
65. The school has efficient financial systems and budgeting procedures. It makes good use overall of specific grants by adopting a flexible and creative approach in which support staff are financed by a variety of grants. However, the specialist teacher for pupils with English as an additional language could be used more efficiently to bring about higher standards of attainment with these pupils. Overall, the management of financial resources has provided the school with a very good level of support staff, although its financial planning does not pay sufficient attention to the cost of these staff when tackling educational priorities in its school improvement plan.
66. There is a very good match of teachers and support staff to the demands of the curriculum. All staff work together very well as a team and their morale is high. Parents from ethnic minorities particularly value the bilingual support provided in school. The use of teaching assistants for learning in small, closely supervised groups in some classes makes a very positive contribution to pupils' progress.
67. The accommodation is good overall, spacious and well maintained. Classrooms are well laid out and often include additional areas for extra activities. Most teachers display pupils' work well and this raises pupils' self-esteem when they see their work valued in this way. The hall is adequate in size, but the steps present a hazard during physical education lessons. Outdoor play areas are extensive, although prone to vandalism. The balancing garden over coloured wood chippings is a popular and well-designed feature, as is the beautiful outdoor classroom. The school places a high priority on the opportunities to be gained from studying out-of-doors.
68. Learning resources are good overall, with particular strengths in literacy, reception and subjects, such as geography and history. Recent investment in sets of books has

provided the school with the ability to teach whole groups with reference to individual texts in literacy lessons. However, in the ICT suite, the height of the chairs is inappropriate for the needs of the pupils.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

69. In order to raise standards further, the headteacher, staff and governors, as appropriate, should:
1. raise standards in English, mathematics, science, information and communication technology, music and physical education throughout the school by ensuring that tasks set for pupils are suitably challenging and extend pupils' learning, particularly for the higher attaining pupils;
(see paragraphs 95-108; 109-115; 106-122; 149-155; 156-158; 159-164)
 2. improve the teaching where it has weaknesses by
 - raising teachers' expectations of what pupils can achieve;
 - managing the behaviour of pupils more effectively;
 - increasing teachers' expertise as appropriate, especially in music and physical education;
 - ensuring that the marking of pupils' work helps pupils to improve;
(see paragraphs 26; 47; 158; 163)
 3. improve the behaviour of pupils who are badly behaved by encouraging them to
 - take more responsibility for the consequences of their actions;
 - become more mature and responsible.
(see paragraphs 15-20)

In addition, the school may wish to include the following minor issues in its action plan:

- (1) ensure that governors become more active in their role as critical friends to the school;
(see paragraph 62)
- (2) review the timetable to reduce the length of some lessons, particularly during the afternoons;
(see paragraph 31)
- (3) ensure that information for parents complies fully with statutory requirements.
(see paragraph 51)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	86
Number of discussions with staff, governors, other adults and pupils	78

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	17	34	32	3	0	0
Percentage	0	20	40	37	3	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	332
Number of full-time pupils known to be eligible for free school meals	167
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	6
Number of pupils on the school's special educational needs register	83
English as an additional language	No of pupils
Number of pupils with English as an additional language	224
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	62
Pupils who left the school other than at the usual time of leaving	65

Attendance

Authorised absence

	%
School data	5.9
National comparative data	5.4

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	29	22	51

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	20	20	21
	Girls	20	19	21
	Total	40	39	42
Percentage of pupils at NC Level 2 or above	School	78 (72)	76 (72)	82 (82)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	18	21	22
	Girls	19	21	21
	Total	37	42	43
Percentage of pupils at NC Level 2 or above	School	73 (74)	82 (88)	84 (91)
	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	21	22	43

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	16	13	18
	Girls	14	11	17
	Total	30	24	35
Percentage of pupils at NC Level 4 or above	School	70 (70)	56 (68)	81 (84)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	14	16	19
	Girls	13	12	14
	Total	27	28	33
Percentage of pupils at NC Level 4 or above	School	66 (74)	65 (70)	75 (84)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
108	2	1
0	0	0
0	0	0
0	0	0
0	0	0
8	0	0
0	0	0
0	0	0
178	0	0
36	0	0
2	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	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)	16.2
Number of pupils per qualified teacher	20.5.1
Average class size	27.6

Education support staff: YR – Y6

Total number of education support staff	15
Total aggregate hours worked per week	426

FTE means full-time equivalent.

Financial information

Financial year	2001-02
	£
Total income	914,669
Total expenditure	922,329
Expenditure per pupil	2,635
Balance brought forward from previous year	44,315
Balance carried forward to next year	36,655

Recruitment of teachers

Number of teachers who left the school during the last two years	5.4
Number of teachers appointed to the school during the last two years	6
<hr/>	
Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
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 39.4%

Number of questionnaires sent out	330
Number of questionnaires returned	130

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	87	11	1	0	1
My child is making good progress in school.	68	29	1	1	1
Behaviour in the school is good.	70	25	1	1	3
My child gets the right amount of work to do at home.	56	24	12	3	5
The teaching is good.	80	18	0	2	0
I am kept well informed about how my child is getting on.	62	31	3	2	1
I would feel comfortable about approaching the school with questions or a problem.	71	18	0	2	9
The school expects my child to work hard and achieve his or her best.	72	22	0	1	5
The school works closely with parents.	60	27	3	2	8
The school is well led and managed.	68	20	2	1	9
The school is helping my child become mature and responsible.	72	19	2	1	6
The school provides an interesting range of activities outside lessons.	58	23	5	2	12

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

70. The quality of teaching in the reception classes has improved significantly since the last inspection and is now very good. The work done by all staff in these two classes is a significant strength of the school.
71. Children join the reception class in the September after their fourth birthday. Most have attended one of three local nurseries though a few children do join without having attended a nursery. All the children live in the locality of the school. Approximately three-quarters of the children have minority ethnic heritage and more than half are at the early stages of learning English as an additional language.
72. The quality of teaching in the reception classes by all staff, and volunteer helpers like the Park Ranger and mums, is very good. Activities are very well planned because teachers have an excellent knowledge of their subjects. No time is wasted throughout the day – even lunchtime activities are planned as part of children’s learning. Resources are plentiful and used in an outstanding way to help children learn. Staff and children work together harmoniously, each supporting the other. Children know that they are trusted and are expected to be responsible for their own learning. They respond to this trust very well indeed.
73. The teaching of children who are at an early stage of learning English is very good and they make good progress. All staff are aware of these children’s needs. The work of the bilingual assistants is very good. They speak to children at the early stages of learning English in their home language to help them understand what is being taught, but correctly insists on replies in English. The special educational needs assistant also supports children with special educational needs very well. This enables them to learn well.
74. The school assesses children soon after they are admitted. Their attainment is judged to be very low. Many children have very limited English on entry to school. Despite most children having benefited from a year at nursery, personal skills, such as sharing, are poorly developed and a few children are still very shy. Those who have not attended a nursery find it difficult to settle quickly to reception class routines. Their attainment on entry is particularly low.
75. When they leave the reception classes, most children have made good progress, but very few of them reach the national targets for five-year-olds in most areas of learning. However, the majority do achieve nationally expected levels in personal, social and emotional development. Higher attaining children reach all these targets because they come to school with sound language skills and a reasonable knowledge of the world around them. In spite of the very good teaching they receive, the majority of children do not reach nationally expected levels in communications, language and literacy and knowledge and understanding of the world. This is because so many children come to school with very limited language skills and understanding of the world around them.
76. The accommodation and range and quality of resources for the reception classes are exceptional. The staff have succeeded in making the rooms and outside play area into a very stimulating learning place for the children. The rooms are well planned and children’s work is carefully displayed alongside appropriate information posters. Every activity has its ‘area’ and every resource has its place, carefully marked with a silhouette so children can replace it after use. The outside play area is of exceptional quality and offers a wealth of opportunities for the children to learn.

77. All staff regularly evaluate their teaching. One teacher said, 'Change is a process not an event'. Provision in the reception classes is so good because staff constantly seek ways of improving their teaching. This helps children to make good progress and begin the processes of catching up given their low attainment. The Foundation Stage co-ordinator has developed a strong team feeling amongst her staff and volunteer helpers. There are very good, welcoming links with parents, including home visits prior to children starting school, and these help children settle in. Parents are correct to say that their children settle quickly into school and have positive attitudes. Joint planning between reception staff enables the co-ordinator to be aware of every part of the curriculum as well as the progress of every child. The staff have developed high quality assessment procedures, which they use very well to ensure that activities are entirely suitable for children. They build well on the reports and records they receive from the nurseries. Staff regularly assess children's progress as they are busily engaged in their activities. Very detailed records are kept on every child.

Personal, social and emotional development

78. Teachers promote this aspect excellently and children make exceptional progress. Most achieve the national targets for five-year-olds in this aspect. There is a quite calm about the way the reception classes work both inside and outside through the whole day. Relationships between children of different ethnic origins are very positive. Children feel very comfortable and are trusted by their teachers. This helps to build very positive adult-pupil relationships.
79. Children are excited about learning and many stay at one activity for a good length of time. Others move from one activity to another quite rapidly being unable, yet, to concentrate for significant periods of time. Occasionally, a minority of pupils become aggressive. When this occurs, the staff handle it very well, but usually children are well aware of what is the right way to behave. A few children remain quite shy, but the majority are quite confident to stand up in front of the whole group and talk about what they have learnt.
80. Two of the great strengths of the reception classes are the way staff enable children to understand feelings and how they develop children's independence. The death of one of the class's pet guinea pigs was handled exceptionally well by one teacher when she talked of celebrating the joyful times the children had had with 'Thumper'. The organisation of the day and the activities encourage children to take responsibility for their learning. For example, one child said, 'I want to play in the water tray, so I will fill it' and another, 'I spilt the sand, so I will sweep it up'.

Communication, language and literacy

81. Children's language skills are very low on entry to the reception classes. From this starting point, children make good progress because the teaching is very good. However, by the end of reception, many children are still well below the nationally expected levels. Teachers build well on previous experience and group the children into one of three groups so that they can set work at an appropriate level depending on children's attainment. This works well. Children's speaking skills are particularly weak and whilst all staff speak clearly and encourage children to speak to them in return, there is little conversation between children during activities. For instance, three boys sat in the outside playhouse without talking to each other dressed as the 'three bears'. Another group played with large blocks and used very brief phrases like 'Mine!' and 'I steer'.
82. Children like listening to stories and the teachers use all their skills well to encourage children to listen and follow a story. Some join in enthusiastically recognising the rhymes, but others are passive and it is unclear what they have learned. During group reading, children, all of whom take their books home regularly, try to point to the words or answer

the teacher's questions. Higher attaining children are definitely ready for this activity and recognise simple texts quite well, but lower attaining pupils are having difficulty speaking in English and they find some of the reading tasks too hard.

83. There are plenty of opportunities for children to practise early writing skills. One child had brought five pages of 'writing' from home and the teacher praised his efforts in front of other children. In activities, children write invitations, send messages to each other and trace or write their names. They have a growing awareness that letters and words on pages have meaning and read back what they have written.

Mathematical development

84. At the start of reception, most children have little awareness of number and their knowledge of mathematical language is very weak. Staff teach a specific daily lesson of mathematics as well as providing a very good range of well-planned activities for children to practise their mathematics at other times of the day. Opportunities to sort out objects and group them are good and most children like carrying out these activities. They also make patterns with cubes and describe these in simple terms. Staff do not miss an opportunity to use correct mathematical language and expect the children to use it too. Children enjoy singing songs that include numbers.
85. Children are learning to count simple numbers well. Teachers imaginatively use silver boxes, labels and objects to help children to count to four. Children count at other times of the day too and receive deserved praise from staff for doing so. Concepts of 'one more than' are developed well.

Knowledge and understanding of the world

86. Teachers use a very good range of activities, walks and visits to improve children's knowledge of the world around them. Children investigate bubbles in the water tray and the pouring qualities of the salt. They play with spades in sand and use cutters to make shapes with playdough. They taste salt and make a funny face because they do not have the words to describe the taste. The classes have a hamster, which they look after and play with. Children describe in very simple terms how it moves and eats. On an autumn walk, the children were fascinated by the autumn leaves and how they change from green to golden colours and brown before falling off trees. They followed up this walk by painting simple pictures of what they saw.
87. During Ramadan, the staff made a big effort to help all children understand what was happening and why. The bilingual assistant helped explain why adults were fasting and they built up an attractive display of objects, clothes and posters as part of this explanation. Children are beginning to understand this important event and its implication for their classmates.
88. Every child has daily turns using one of the three computers in the reception classes. Sometimes, children use computers on their own but, on other occasions, they learn how to operate a simple program. Children use the mouse with confidence. They guide a dog to the balloon well in one program using the direction arrows. Children operate the tape recorder well and play and listen to stories with interest.
89. Children make good progress in this aspect of their learning because the provision is of such high quality. However, the majority do not reach the expected levels for five-year-olds when they leave the reception classes. This is because children come to school with a very poor understanding of the world around them and they lack the appropriate vocabulary to describe it.

Creative development

90. On entry to reception classes, many children are quite shy. They are not used to playing imaginatively either by themselves or with others and do not paint or draw much at home. They make very good progress in this aspect, but the majority leave reception with attainment below the target level for five-year-olds.
91. Children have daily opportunities to paint and draw. The stimulating displays around the reception classes show the quality of the children's work. The pictures of the hungry caterpillar are particularly well painted. The shapes of the caterpillars are recognisable and the colours used appropriate. Children also glue, construct and build using a variety of materials, such as paper, boxes, small cubes and larger blocks.
92. There are areas set aside in which children act out different roles. Two girls played happily under a counter on a fair ground, chattering quietly to each other. Three boys sat in the playhouse dressed as 'the three bears' as they tried to re-enact the story. Others played with the musical instruments trying to create a rhythm.

Physical development

93. Some children come to school being able to hold pencils appropriately, but most cannot do this well. From this very low start, children make good progress and leave reception classes just below the target for five-year-olds. Painting is of very good quality and children use tools with improving accuracy. The good teaching has brought about this good progress.
94. Children move safely both outside and inside school. They run with control, stopping and starting well. They enjoy exploring in and around the tunnel and through the large apparatus. Their abilities in throwing and catching are improving partly because adults are always ready to join in children's games.

ENGLISH

95. Standards over the last few years in national tests for 11-year-olds have been below the national average. Standards in tests for seven-year-olds over the last few years have been well below the national average in reading and below in writing. However, when compared to similar schools, standards in reading and writing at the end of Year 2 were above average in 2002.
96. Inspection evidence indicates that by the end of Year 2, standards in reading and writing are below average. When they start school, many pupils are in the initial stages of learning English and, for some other pupils, their speaking and language skills are below average. However, pupils are making good progress overall to reach the standards they do by the end of Year 2.
97. At the time of the last inspection, standards in speaking and listening and reading were average throughout the school, but below in writing. Pupils' handwriting and the presentation of their work were highlighted as causes for concern. The regular systematic teaching of spelling and handwriting that now takes place throughout the school has brought about improvements in the presentation and standards of pupils' writing. Also, recent new initiatives in literacy give underachieving pupils additional support in Years 1, 3, 5 and 6. Staff are well trained to teach these programmes, which help pupils improve their spelling and reading. The school monitors and assesses pupils' progress regularly and now sets literacy targets so pupils know what they need to do to improve their writing. The school has worked hard to improve standards in English, particularly amongst boys who perform less well overall than girls in the subject. As well as additional support in the

classroom, teaching resources, such as some of the new group reading books, are selected to appeal to boys. However, in spite of all these initiatives, standards in all aspects of English are below average throughout the school. This is because pupils enter school with much lower attainment in literacy than at the last inspection and they have more ground to make up.

98. By the end of Year 2, pupils' speaking and listening skills are developing well, though still below average. Good questioning prompts some pupils in Year 2 to use vocabulary such as *top*, *bottom*, *edges* and *fold widthways*, when giving the teacher instructions for making a paper hat. They suggest appropriate beginnings for the order of instructions, with *first*, *then*, *next* and *finally*. Other pupils lack confidence to contribute except in a small group, but most listen carefully most of the time. Pupils in Years 1 and 2 build on the progress made in the reception classes and, with additional support from bilingual teaching assistants, pupils with little English make good progress by Year 2.
99. Pupils' speaking and listening skills continue to develop as they move up the school, but are still below average by the end of Year 6. For example, in a history lesson in Year 6, most pupils asked a visitor a range of pre-planned questions. They listened carefully to the responses and made notes but did not use what they heard to ask any more questions. A few pupils lacked sufficient confidence to ask the visitor a question at all. In an English lesson in Year 6, after a very effective illustration of an interview by two teachers, pupils practised in pairs asking a range of appropriate questions to draw out the information required. As a result, pupils' speaking and listening skills developed very effectively. In a few lessons, a minority of pupils do not listen well enough, which reduces opportunities for other pupils to talk at length and develop their speaking skills.
100. By the end of Year 2, pupils' reading is developing well, but is still below average. Overall, most pupils make good progress in their reading. In Years 1 and 2, most pupils read a list of familiar instructions they have written together. They use expression in their voices when reading dialogue. However, when reading individually, some average and below average pupils in Year 2 do not apply their increasing knowledge of sounds and letters and spelling patterns to help them read unfamiliar words. Many pupils do take note of full stops when they read.
101. Standards in reading are still below average by the end of Year 6, but more pupils are reading closer to the expected level and their progress over their time in Years 3-6 is good. Many pupils enjoy reading. Some pupils visit the local library regularly. Most know what kind of books they like, such as scary stories, but have few favourite authors. By Year 6, many pupils read fluently with good expression, showing they understand what they read. They know how to find information in books when undertaking research in other subjects, such as in history and geography. Some pupils use the Internet at home to find out further information. Below average pupils do not develop enough strategies to help them read unfamiliar words.
102. The teaching of reading in groups is effective and adults read regularly to the class. This helps pupils make progress in their reading. However, there is insufficient monitoring of the books pupils choose for themselves to ensure they are at the appropriate level of difficulty to help them develop their reading further.
103. By the end of Year 2, many pupils make good progress in their writing, but standards are below average. Average writers use full stops and capital letters regularly and spell common words correctly, due to the good teaching of these basic skills in Years 1 and 2. They write stories, reports and instructions in an appropriate style. Some below average writers use capital letters and full stops in their writing, but do not write in a range of styles well. For example, when writing a report they confuse the past and present tense. From their books, pupils do the same written work whatever their ability. As a result, below

average and some average writers do not always complete their work, so do not achieve as well as they might.

104. By the end of Year 6, pupils' writing has improved so that more pupils are closer to the expected level of attainment. However, overall standards remain still below average. Pupils' spelling and punctuation continue to be a strength. Most use joined handwriting and present their work neatly. This is because of continued good teaching in these aspects in Years 3-6. Pupils have many opportunities to write in different styles and for different purposes in literacy lessons and other subjects. Their writing improves over time as a result. In Year 6, average and above average writers learn effectively how to build up tension in their writing, showing good awareness of the reader, as in '*CLUNK. The sound of metal against metal.*' Below average writers use little punctuation and mainly use 'and' to connect sentences. They confuse the use of the first or third person in their writing because they do not understand how to write for a range of purposes. All pupils are asked to carry out the same written work. There are few additional opportunities for below average writers to improve their writing where they need to or to challenge the above average writers. Comments in the marking of pupils' work do not help pupils to improve enough.
105. The quality of teaching is good overall. It is due to the good quality teaching and high level of effective adult support in literacy lessons that pupils make the good progress that they do throughout the school. Teachers are knowledgeable and their detailed planning shows they have a good understanding of teaching literacy. At the beginning of the lesson, they show and explain to pupils what they will be learning, and check and reinforce their understanding at the end. This reinforcement is particularly important given that two-thirds of pupils in each class are learning English as an additional language. Hence, pupils' confidence increases in lessons when the teacher uses every opportunity to reinforce the learning that is taking place. A number of teachers have a lively style of teaching and teach at a brisk pace. This engages pupils' attention. Teachers praise pupils' efforts continually, as do other adults, and this encourages pupils and keeps them learning. They establish good relationships with pupils and behaviour is mainly good so that pupils learn effectively. In a few lessons, noise levels rise when pupils move from one activity to another. Once in their places, however, they soon settle to their work.
106. However, pupils do not achieve as well as they might in lessons where the work does not closely match the range of abilities in the class; for example, when the whole class does the same work. This does not challenge the above average pupils and is too difficult for some below average pupils.
107. Pupils with special educational needs receive good support and make good progress. Teaching assistants and learning mentors work effectively in the classroom with activities planned by the teacher that explain and reinforce the main learning points of the lesson. Pupils make good progress as a result towards the objectives outlined in their individual education plans. Bilingual teaching assistants who share pupils' first language provide invaluable support in the class to pupils with little English, mainly in Years 1 and 2. Being able to learn in their home language as well as in English helps pupils understand what is being taught. This increases the rate of progress pupils make. The specialist teacher for English as an additional language takes two lower ability teaching groups for literacy. Pupils in these groups have a range of special educational needs and they make satisfactory progress. However, pupils with English as an additional language in these groups do not receive enough direct help in learning English.
108. English is well led and managed. Pupils' progress is closely monitored. Teachers assess pupils' writing and then set targets, which tell pupils what they need to do to improve. The co-ordinator monitors teachers' planning regularly. This is effective in helping to ensure teaching develops and improves and is of a good standard throughout the school. As a

result of recent training for staff in Years 3 to 6, there is now a very good system in place for teaching reading in groups and assessing how well pupils have achieved. This is effective in helping pupils develop the different skills they need to make further progress in their reading. Resources in English are of a good quality and accessible and plentiful, with many new books for group reading, big books to share with the class and good use of whiteboards in lessons. However, computers are under-used in the classroom as an aid to learning. Pupils have additional opportunities to develop their language and literacy skills through events such as a book fair and book week, with a visiting poet and authors, with workshops for pupils, and a visit to the theatre.

MATHEMATICS

109. Pupils' attainment in Year 2 and Year 6 is below the levels expected nationally. Pupils start Year 1 with below age-related standards. However, they make good progress because of good teaching. By the end of Year 2, standards have improved, especially in numeracy, but are still below the national average. By the end of Year 6, pupils continue to make good progress and their attainment, although still below average, is much closer to it, particularly in numeracy. However, pupils do not have enough opportunities to apply their knowledge to problems taken from real situations, or to develop their understanding of areas of mathematics other than numeracy. The good provision for pupils with special educational needs and for pupils for whom English is an additional language means that these pupils make good progress too. At the time of the last inspection, standards of attainment were below average at the end of Year 2 and average at Year 6. Overall, standards are not as high now as they were then even though most pupils make good progress. This is because their attainment on entry now is lower than it was at the time of the last inspection and pupils have to make up more ground.
110. The quality of learning for pupils in Years 1 and 2 reflects the good teaching. Pupils are taught in ability groups and make good progress. Teachers plan lessons that match the requirements of the National Numeracy Strategy. They plan well-organised lessons and use the start of the lessons well to reinforce pupils' mental arithmetic skills. In a good lesson in Year 1, lower ability pupils could add and subtract single-digit numbers mentally and, at the teacher's insistence, use appropriate vocabulary. The teacher used resources well to develop pupils' understanding and made the lesson fun. Higher attaining pupils added in their heads the scores on two dice in a game of snakes and ladders. In a Year 2 lesson, the teacher involved all pupils in a well-planned lesson that enabled them to practise reading and arranging numbers up to 100. The teacher quickly detected that some pupils were unsure about what was being taught and so suitably modified the lesson. The teacher reminded pupils how to set out their written work before they started their individual activities, which helped them to produce neat work. The teacher tried to stimulate discussion and the use of appropriate vocabulary during this lesson. However, the pupils were not involved enough in the learning and made satisfactory rather than good progress. The teacher concluded this lesson well by revising what pupils had done and gave them good opportunities to explain their thinking, thus developing speaking skills. An examination of pupils' previous work confirms that they are making good progress in mathematics, particularly in their understanding of number.
111. The quality of teaching and learning continue to be good in Years 3-6. Teachers plan lessons with clear objectives that they share with the children. In the best lessons, there are clear expectations of good behaviour. For example, in a lesson for pupils in Years 3 and 4, the teacher had good relationships with pupils and kept them working in a quiet way. The teacher used resources well and involved all pupils in naming and identifying fractions of a circle. As a result, pupils made good progress and, by the end of the lesson, were able to recognise fractions, such as $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{3}{4}$. In a Year 5 lesson using metres, centimetres and millimetres, the lesson was spoilt by too many unchecked interruptions by a few of the boys and, despite good teaching overall, progress in using

these measurements to solve problems was only satisfactory. In a Year 6 lesson about adding and subtracting time and using the 24-hour clock, the teacher realised that some pupils were struggling with the idea of 'minutes to' and 'minutes past' and modified the lesson successfully to help pupils learn more effectively.

112. Although pupils' progress in using numbers is good, much of the mathematics that pupils do does not relate sufficiently to their own experiences or encourage them to apply their knowledge to problems from outside the classroom. There is enough work on shape and space, but not enough on data handling in Years 3-6. Higher attaining pupils do not always cover the mathematics at a high enough level to help them to reach the higher levels. These are key factors in pupils' below average attainment at the end of Year 6.
113. Pupils' overall positive attitudes to mathematics help them make good progress. They usually behave well and this helps to ensure that they keep on task and complete reasonable amounts of work during lessons. However, there are sometimes a few pupils, mainly boys, who call out and spoil other pupils' chances to contribute to lessons. Teachers do not always deal with these incidents quickly enough.
114. The subject is well led. The subject co-ordinator has carried out a useful review of teaching and learning in mathematics. As a result, the school has a clear understanding of what needs to be done to improve standards. These findings have been incorporated into a useful action plan and realistic targets have been set for attainment in 2003. These targets are based on good procedures for finding out how well pupils are achieving. The school uses a range of methods for measuring attainment and progress. The results of these are soundly used to plan work for the middle and lower attaining pupils. However, higher attaining pupils are sometimes insufficiently challenged, even within classes of pupils with similar ability. The school successfully implements the National Numeracy Strategy. Teachers have a good understanding of how the strategy can be implemented. This has a positive impact on pupils' learning. Teachers use computers for creating tables, charts and spreadsheets for recording results. However, teachers do not make enough use of computers when teaching mathematics.
115. Since the last inspection, there has been a satisfactory degree of improvement. Although standards at the end of Year 6 are lower than they were, the school now has a higher proportion of pupils with special educational needs than it had at the last inspection. Teaching and learning are now good across the school. However, a few of the weaknesses noted last time remain. Pupils still do not do enough work in using and applying mathematics in investigations and practical problem solving.

SCIENCE

116. All pupils make good progress from a very low starting point, but standards remain below the national averages at the end of Year 2 and Year 6. This is a very similar picture to the last inspection. The scores in the national tests at the end of Year 6 have been marginally below the national average over the last three years. Fewer pupils attain the higher grades in the tests than is found nationally. This is because teachers do not challenge the higher attaining pupils enough.
117. At the end of Year 2 the majority of pupils know about a healthy lifestyle. They recognise the need for healthy eating and exercise and recall key words, such as protein and carbohydrate. Higher attaining pupils understand about the life cycle of humans and other mammals whilst average and lower attaining pupils are unclear about mammals' life cycles. They find scientific terms difficult to understand. All pupils understand how to sort materials into certain groups, such as 'rigid' and 'bendy'. Their work in scientific investigations, observing what is happening during experiments and scientific vocabulary is below average.

118. At the end of Year 6, most pupils have a good knowledge of food chains. They all use scientific vocabulary like 'bacteria' comfortably, but only higher attaining pupils have an understanding of the meaning of words like 'chlorophyll'. They all understand the difference between solid, liquids and gases, but lower attaining pupils find it difficult to give definitions of these using appropriate scientific words. Their understanding of a 'fair test' is below average, as is their ability to record results of investigations. Whilst pupils' presentation is neat, most still use pencil.
119. Pupils with special educational needs and those at the early stages of learning English make good progress because they get a lot of extra support from classroom assistants. Occasionally, teachers make slightly easier worksheets for them and this helps them learn more effectively. Teachers make an extra effort to explain new words to pupils at the early stages of learning English and the specialist teacher or bilingual teaching assistant often help the pupils in Years 5 and 6 classes understand the key features of lessons.
120. The quality of teaching is satisfactory. In the best lessons, teachers have an excellent relationship with pupils and this leads to very positive responses from them. The concept of a 'fair test' is explained and demonstrated well. Teachers use support staff and equipment well. In a Years 4/5 lesson, pupils investigated with great enthusiasm wires, bulbs and batteries and made electrical circuits. In a Year 2 lesson on how materials change, the differences between cake mixture, icing sugar and clay fascinated the pupils. They really enjoyed this lesson and learned about the different ways in which materials change. Teaching assistants and bilingual assistants are used effectively to help lower attaining pupils, or those who have little English, understand what is being taught.
121. A general weakness in the teaching is that most teachers ask the whole class to do the same task and fail to provide more challenging activities for higher attaining pupils. Because of this, higher attaining pupils do not make the progress they are capable of and this reduces the number of higher grades the school gets in the national tests. In addition, many teachers provide too much structure for pupils in written work and sometimes give tasks that are too directed. This means that average and higher attaining pupils are not required to think enough about their work and make the progress of which they are capable. An exception to this was in a Years 5/6 class when they were learning about filtration. The teacher accepted every method suggestion from the pupils and allowed them to see which would work and which would not. This encouraged pupils to think for themselves and helped them learn better. Books are marked conscientiously, but too few teachers suggest ways in which the pupils could improve their work.
122. The co-ordinator has analysed the national test scores and used this information to guide teachers' planning well. Lesson plans are reviewed, but they are not matched to pupils' work consistently enough. It is clear from teachers' planning and the books of last year's pupils that all the National Curriculum is being taught in full. Resources are sufficient and well stored in topic boxes, which are easy for the teachers to locate.

ART AND DESIGN

123. Two lessons were observed during the inspection. Judgements are also based on an analysis of pupils' work on displays and in sketchbooks, photographs and discussions with the subject co-ordinator.
124. By the end of Years 2 and 6, most pupils reach average standards. This is a result of the sound teaching and pupils' positive attitudes to the subject.
125. At the time of the previous inspection, attainment was judged to be above average. However, since that time there have been a number of changes of subject co-ordinator.

The National Literacy Strategy and National Numeracy Strategies have been introduced since that time and there has been a due emphasis on these. This has contributed to declining standards in art and design.

126. All pupils make sound progress in Years 1 and 2. They build successfully on what they already know and increase their skills and understanding of techniques in art. This progress results from the sound teaching. It is clear from the work seen on display and in photographs that pupils learn the required skills using a satisfactory range of materials. For example, pupils had looked at simple pictures and created 'before' and 'after' pictures of their own. Some of their work was of a good standard and recognised the style of the original picture and the sizes of shapes. They had cut out pictures of events from a story and arranged these to create a storyboard of 'Rosie's Walk'. Sometimes, there is too little emphasis on teaching skills and the work that pupils produce is a little immature for their age. Only one lesson in Years 1 and 2 was seen during the inspection and this was well taught. The teacher stimulated pupils' imagination and encouraged them to look closely at, and complete, unfinished pictures. The teacher ensured careful observation by prompting pupils to think about features of actual objects and views, and to pay close attention to detail. This helped to improve pupils' learning. The teacher's good relationships also helped pupils learn and instances of minor misbehaviour were dealt with well.
127. Pupils use well a graphics program on the computer to create portraits of each other. However, in many cases, they are unable to control the mouse carefully enough. Others, though, create recognisable pictures. Pupils use appropriate computers tools, such as 'pencil', 'shape' and 'flood fill', to create some pleasing designs.
128. By the end of Year 6, most pupils, including those with special educational needs, continue to make satisfactory progress. Pupils with English as an additional language also make sound progress. The teaching continues to be sound and pupils develop their skills and understanding accordingly. Only one lesson in Years 3-6 was seen during the inspection. This well-taught lesson was effectively planned. The teacher stimulated and channelled pupils' imagination and creativity well when preparing a storyboard for illustrating a dream. She did this by walking the class around school and encouraging pupils to look at familiar sights from different angles. As a result, pupils were enthusiastic and had a number of good ideas for their own work.
129. Art and design is used well in other subjects. In history, pupils have carefully drawn and made artefacts from other times; for example, clay seals from the Indus Valley. Pupils are sometimes encouraged to use their literacy skills well. Year 6 pupils wrote useful explanatory commentaries on their costume designs for characters. In an information and communication technology lesson for Years 4 and 5, pupils created a simple townscape using a repeated design. Teachers also use appropriate pictures and resources from the Internet but, overall, computers are not used enough in art and design.
130. Pupils' work clearly shows that most of them take a good deal of care and have positive attitudes to their work. This helps to raise standards in their work.
131. The subject is well managed. The co-ordinator gives appropriate advice to teachers and has developed a good scheme of work. Resources are well organised. The school makes good use of visits to places of artistic interest, such as the Manchester Art Gallery, and of visitors to school. These have included a visiting artist working with pupils to create a frieze to be placed in the new theatre of the M6 Theatre Group. There are no suitable procedures in place for recording what pupils have learned.

DESIGN AND TECHNOLOGY

132. During the inspection, no design and technology lessons were seen in Years 1 and 2. Judgements are based on an analysis of pupils' work in books, photographs and displays, as well as discussions with the subject co-ordinator.
133. By the end of Years 2 and 6, standards in design and technology are average. This is an improvement since the previous inspection when standards at the end of Year 6 were below average.
134. All pupils, including those with special educational needs and those for whom English is an additional language, make sound progress throughout the school. This is a result of the sound quality of teaching. Teachers plan lessons according to the national guidelines for teaching the subject. Consequently, pupils complete projects that enable them to apply and improve their skills of designing, making, evaluating and changing the products they make.
135. Pupils in Years 1 and 2 are taught to follow a useful design process when creating objects, such as chairs. The work they do involves the use of a sound range of materials and fixing techniques. They consider for whom the chairs are intended and then draw plans, decide what materials to use and make the chairs, finishing the work neatly. When making felt puppets, pupils show increasing skills in sewing fabrics. Pupils are beginning to consider how mechanisms work. They produce reasonably detailed drawings to show how a wind-up well works and make these plans effectively using cardboard.
136. Pupils in Years 3-6 continue to make sound progress because of the satisfactory teaching they receive. They continue to improve their designs, thinking about who might use the objects they are planning and how successful their work has been. The Year 4 teacher makes useful links with the work pupils have been doing in science. Pupils are encouraged to use their understanding of circuits when making torches. In a Years 5 and 6 lesson, the teacher provided a good range of slippers for pupils to examine before the pupils planned and made their own slippers. Another teacher brought in a good range of sweet boxes to give pupils ideas on packing. Pupils have sound attitudes to their learning and enjoy the subject. They are usually eager to start their tasks. This leads to good progress being made by pupils. Teachers check what pupils are doing during their work. This helps to raise standards because there are fewer opportunities for pupils to go off in the wrong direction. For example, pupils making slippers made good progress in the lesson and completed a pattern for their own slippers. However, sometimes teachers do not ensure that they have all the pupils' attention in this way, thus slowing progress during some of the lesson. Year 5 pupils enthusiastically drew their own designs for a decorated shortbread biscuit suitable for a party, but some had little idea of the suitability of their design, or the likelihood of success. For example, one pupil wanted to decorate his biscuit with barbecue sauce and chicken nuggets. Another hoped to extract the filling from a different type of biscuit to complete his own. Teachers round off lessons well, encouraging pupils to look at what they have done and to think about the next steps in the process. Pupils have sound opportunities to develop their mathematical skills as they make boxes for sweets. Another class working on a similar task made sound use of their computer skills when designing a peppermint box. However, computers are under-used in design and technology.
137. The subject is well led and has helped to ensure that the subject is taught in a way that helps to develop pupils' skills and understanding. This, coupled with the sound teaching, has been a major factor in raising standards in Years 3-6.

GEOGRAPHY

138. Geography shares the same slot on the timetable as history. It featured on the timetable in Years 1 and 3 only during the week of inspection. In addition, in Years 4 and 5, the history topic lasts the whole term, so there is no geography taught until the spring term in those years. This means there was no evidence of geography in Years 4 and 5 in pupils' books, and it was only possible to observe teaching in Years 1 and 3 in this subject during the inspection. Due to this limited evidence, it was not possible to make a judgement on standards or progress in geography.
139. In Years 1 and 2, pupils learn about the area around their school and show their understanding of this in a drawing of their route to school, including some of the features on the way, such as a library, a level crossing and a bridge. Pupils begin to express opinions about the locality using photographs of the area. This is difficult for many pupils in the class whose English is still at an early stage of development and there is no bilingual support available in this lesson to explain in their first language. Following 'Barnaby Bear' around on his travels helps pupils to develop an awareness of the differences and relative distances between countries and the types of transport used. For example, pupils are familiar with the different countries that make up the United Kingdom and know what forms of transport they use to travel, such as a bus to Manchester.
140. In Year 3, pupils compare a village in India with Hamer village. Good resources of photographs and a CD Rom help pupils learn effectively about the use of water, construction of houses and the school, in the Indian village. Drawing and labelling houses in the contrasting locations show pupils understand the difference in materials and climate and how that affects houses. The more able pupils draw up a list of differences. Pupils learn enough about the topic to be able to express their opinions about where they would prefer to live, in an Indian village or Hamer village. In Year 6, pupils learn about the mountain environment. They use atlases to locate mountain ranges. They use appropriate geographical vocabulary to describe the terrain, such as '*peak*', '*summit*' and '*uplands*', and to describe the effect of the mountains on the weather, creating rain and snow, and the impact of that on the terrain, for instance, '*Rain and snow erode the soil*'. They draw diagrams that help them understand these effects. They undertake a good amount of independent research. For example, they research how animals and plants adapt to life in high altitudes and find out that '*fine hairs on leaves trap moisture and warmth*' and why industry is difficult in mountains. They transfer information from data to a graph of the temperatures of Cheyenne and the Lake District and compare the results. Pupils have good opportunities in these topics to develop their geographical skills and understanding. This increases their knowledge and understanding of the world. Many topics provide opportunities for fieldwork locally, such as investigating rivers, the local area, carrying out traffic surveys and improving the local environment. Pupils also visit Southport to carry out surveys, fieldwork studies and investigations. These opportunities promote pupils' learning in geography.
141. The teaching and learning in geography are satisfactory. Sometimes they are good. Strengths in the good teaching are the good quality questioning, which checks pupils' understanding and knowledge, and the good resources, which keep pupils interested. Good support by teachers and teaching assistants keeps pupils interest in learning. Teachers and teaching assistants manage pupils well through building positive relationships where pupils know their good behaviour is rewarded by praise and encouragement. Pupils become restless only where the pace of learning is too slow and tasks are not challenging enough.
142. Management and leadership of geography are satisfactory. The co-ordinator monitors teachers' weekly planning. The main objectives from the new programme of work have been incorporated into the school planning system, and teachers adapt the suggested

activities to suit the needs of their pupils. This helps to ensure planning is matched to pupils' needs. Resources are adequate overall, but more are needed for the work on mountains in Year 6. The school does not have enough atlases and globes. The co-ordinator observes lessons and gives teachers feedback. However, this is not systematic enough in helping teachers improve. Teachers make very good use of the local area and field trips, which add interest to the curriculum well.

HISTORY

143. By the end of Years 2 and 6, standards are average. These are similar to those reported at the last inspection. Overall, from a very low starting point on entry to school, pupils make good progress leading to average standards by the end of Year 6. History shares the same slot on the timetable as geography. It featured on the timetable in Years 2, 4, 5 and 6 during the week of inspection.
144. By the end of Year 2, most pupils acquire a sound understanding of the past and the differences between past and present. They develop an understanding of the past and how things change over time. They have some knowledge of important people in history, such as Florence Nightingale and Samuel Pepys, and why they are famous, and what being famous means. Pupils write, 'Suhaib Akrrar is famous because he plays cricket', and 'Steps are famous because they are a pop group'. They understand some of the causes of the Great Fire of London. For example, they know that houses at that time were made of wood and that wood burns easily. They recognise that there were no fire engines or cameras at that time, so we only have paintings and a written account of Samuel Pepys' diary. More able pupils are beginning to develop a sense of chronology.
145. By the end of Year 6, due to good teaching, most pupils have good opportunities to learn about the past from a variety of sources using a range of methods and their enquiry and research skills develop well as a result. Pupils are not so confident in their knowledge of chronology, for example, how long ago it was Henry VIII lived. Pupils learn to find out about the past from a variety of sources: artefacts, photographs, books, documents, paintings and the Internet. Most learn appropriate historical vocabulary, such as *visual* and *written sources of evidence* and understand the difference between them. Pupils in Year 6 make good use of the encyclopaedia CD Roms to research education in Ancient Greece and fashion in the 1950s. They record what they find, making notes and drawings of fashion at that time. They make good notes when carrying out research. History contributes very effectively to pupils' speaking and listening and literacy skills and develops their computer skills when undertaking their research.
146. Teaching is good overall with some very good features. Teachers use a very good range of approaches to interest and motivate pupils. This attracts pupils' attention and helps them learn. Teachers are very clear in explaining to pupils what they expect them to know and have found out about by the end of the lesson. Lessons are taught at a lively pace. Teachers ask probing questions, which make pupils think and helps develop their understanding. Teachers act in role to make history more real and relevant to the pupils, or invite a visitor acting as an historical figure. This helps pupils understand the differences between the past and now. This approach gives pupils good opportunities to devise and ask their own questions of the historical figure, in the form of a visitor, so they find out more about the period they are studying. Teaching assistants also make a good contribution to pupils' understanding and learning of history. Pupils with special educational needs are fully involved in lessons and take part, for example, when working with a teaching assistant to devise a list of questions for the historical figure and then asking them. Pupils with English as an additional language achieve well and are involved, particularly so in lessons with a bilingual assistant and their specialist teacher.

147. Where teaching is less effective, the teaching is not as clear, so pupils understand less what they have to do, the pace is slow and pupils become restless and so learn less. The length of the lessons is too long where there is not a variety of activities to keep pupils interested.
148. Management and leadership of history are satisfactory. The co-ordinator monitors teachers' weekly planning. The main objectives from the new programme of work have been incorporated into teachers' planning. This helps to ensure planning is matched to pupils' needs. Resources are adequate and organised in boxes according to the topics so teachers have easy access. The co-ordinator observes lessons, but this is not as effective as it could be in helping teachers to improve. A good range of visits and visitors to school extend the curriculum well. All years include at least one visit, such as to the Manchester Museum or Turton Tower for the Tudors in Year 5.

INFORMATION AND COMMUNICATION TECHNOLOGY

149. By the end of Years 2 and 6, most pupils reach standards of attainment in information and communication technology that are below those expected nationally. This is in spite of the good progress being made by pupils in this subject by the end of Year 6. Provision for information and communication technology is now good and pupils are now making up on the gaps in their learning caused by inadequate provision in the past.
150. There was no clear judgement on attainment in the last inspection, but at that time pupils' progress was unsatisfactory. However, many of the shortcomings noted at that time have been overcome and all pupils, including those for whom English is not the first language and those with special educational needs, are now making good progress. What they do, they do well. There has been a considerable improvement in the available resources and teachers have recently completed a training programme in the use of computers. This has increased both their competence and confidence in teaching the subject. Teachers use the national guidance to help them plan their teaching. Standards and teaching are better than they were at the last inspection.
151. Only a few lessons in information and communication technology in Years 1 and 2 were observed during the inspection, but it is clear from the progress pupils are making that the teaching and learning in these year groups are satisfactory. However, the use of a small monitor by the teacher means that some pupils cannot see the points being made. When these pupils were later asked to work independently, they needed a lot more help because they had missed some of the teaching points. The progress made by these pupils throughout the lesson was slow. In contrast, during an art lesson, pupils who were helped well by the teaching assistant made good progress. They managed to draw recognisable pictures, using a graphics program, of their partners.
152. The teaching and learning are good in Years 3-6. Teachers plan lessons well to help develop pupils' computer skills. They share the purpose of the lessons with pupils and this helps them understand what needs to be done. In this way, pupils usually stay focused on their activities. Most pupils have a sound understanding and knowledge of the programs they are using and the skills they are being taught. Teachers in Years 3-6 use resources, for example the data projector, effectively. This means that all pupils can see the sequence of commands and tools used to carry out a particular task. For example, all pupils could see clearly when their teacher demonstrated to them how to draw and colour a picture, copy, resize and paste it to make a repeating design for wrapping paper. In a Year 6 lesson, the teacher involved the class in the introduction by asking one pupil to show the rest of the class and invited other pupils to give instructions to be entered by their classmate on to a spreadsheet. This helped to keep the pupils interested and helped to check what they knew. Usually, teachers make good use of the available computers. In a lesson in which pupils were using a painting program to design a townscape, pupils used

laptops in the classroom. They worked well together, taking turns and suggested their own ideas. Consequently, they made good progress during that lesson. In Year 5, the teacher used the data projector so that all pupils could see how to create a spreadsheet to multiply by a given number. They then tried this out themselves with a good deal of success. This was extended in Year 6 as pupils learned how to use formulae in spreadsheets to find average heights. In these ways, pupils are also consolidating their numeracy skills.

153. Good teaching helps to promote pupils' positive attitudes towards their learning. Pupils are interested in computers and work well together in these lessons, discussing their work and sharing activities. This helps them make progress. Occasionally, a few pupils become a little too noisy in their discussions and this slows down the progress they are making.
154. Teachers are becoming increasingly confident in using and teaching computers skills. Most have taken part in training aimed at developing their understanding of how to use information and communication technology in teaching and learning of other subjects. Some teachers are applying the training well and using information and communication technology in other subjects. In a Year 5 lesson, pupils used a video camera to record interviews with a historical character, thus helping them to learn more about Tudor times. Younger pupils use CD encyclopaedias to find out about Ancient Greece. In a geography lesson in Years 3 and 4, the teacher used the data projector well in displaying images and information about an Indian village. This brought the lesson alive and helped to reinforce points that the teacher made. Pupils use their knowledge of changing style, size and colour to create text effects in their literacy work. However, other teachers are not using information and communication technology enough in other subjects.
155. Information and communication technology is well led and managed. The co-ordinator recognises the strengths and areas for development in teaching and learning. There is a useful action plan for improving standards. This also includes targets for extending the use of the technology in teaching and learning in other subjects. There are enough resources to teach the required skills. The school's computer suite is an asset, particularly when combined with the number of laptops available for pupils' use. However, the chairs in the suite are too high for many of the youngest pupils.

MUSIC

156. Standards at the end of Year 6 are below average because of the variable teaching through the school. Standards are lower than they were at the last inspection. Lack of evidence prevents judgements about standards being made by the end of Year 2. From discussions with pupils, it is clear that they know little about music by the end of Year 6. Many do not recall the word 'composer' and cannot name any famous composers. They find musical appreciation difficult and the musical vocabulary very hard. They have worked with percussion instruments and really enjoyed it.
157. The quality of teaching observed during the inspection was satisfactory, but the very limited progress the Year 6 pupils have made indicates that teaching is unsatisfactory overall. This represents a decline from the last inspection. Few teachers have expertise in music and this comes over to the pupils, some of whom are very reluctant to pay attention. Teachers use praise well to encourage pupils to take part in lessons but, despite this good work, a minority of pupils in a Years 4/5 class are very reluctant to take part. In a Year 5 lesson, the teacher used the resources well to involve the pupils in the lesson. She also used some appropriate musical language, like dynamics and pizzicato, to help pupils express what they heard correctly. In assembly, older pupils sang 'Magic Penny' very well because the teacher was enthusiastic and accompanied them on his

guitar. They demonstrated good control of their voices, coming in and out when he asked, and sang softly very well.

158. The co-ordinator is new to the subject and has a difficult task with such a lack of expertise on the staff. There are good resources, including electronic keyboards, and sound guidelines for the teachers to plan from, but standards are too low, teacher expertise is weak and pupils do not achieve well in this subject.

PHYSICAL EDUCATION

159. Because of timetabling arrangements, it was only possible to observe gymnastics, dance and games lessons, mostly in Years 3 to 6, and discuss with Year 6 pupils their experiences of physical education. Standards in these aspects, and swimming, are below average at the end of Year 6 and this is a decline in standards since the last inspection. Not enough emphasis is placed upon providing outdoor and adventurous activities. Lack of evidence prevents a judgement being made about standards at the end of Year 2.
160. By Year 6, pupils know about different types of games and can talk very briefly about the tactics they might use in defence or attack. In both dance and gymnastics, they join movements together and evaluate how they can improve them. They have watched the performance of classmates and sometimes offer appropriate comments, which both encourage them and help them to improve their work. However, many pupils are not sufficiently aware of the effects of exercise on their bodies and of the need for regular exercise to remain healthy. Very few pupils have the vocabulary to express their ideas on regular exercise and lower attaining pupils are particularly weak in this respect.
161. Year 4 pupils are taught to swim. It is reported that at the end of their sessions only about a third of them swim to the 25 metres national standard. About the same proportion of pupils in Year 6 can swim, but they do not know the names of strokes in swimming. Few recall doing any personal survival techniques. The time allocation for swimming is too short for the majority to gain the confidence to swim to the nationally recommended standard by the end of Year 6.
162. In all aspects of physical education, this represents unsatisfactory achievement for pupils who are in Year 6. Most pupils come into Year 1 with reasonable awareness of space and reasonable physical control, but inconsistencies in teaching and inadequate time allocation for physical education mean that pupils do not make the progress of which they are capable.
163. However, teaching is satisfactory overall, but this is a decline since the last inspection. Not all teachers are confident with teaching physical education and their lessons do not allow pupils to make the progress of which they are capable. However, in the lessons observed during the inspection, pupils made satisfactory progress. Pupils with special educational needs and those with limited knowledge of English also made satisfactory progress. Many of these pupils succeeded in this subject because they copied the actions of their friends and picked out key words from the teacher's instructions. Teachers gave pupils plenty of lively activity in lessons and made good use of demonstrations by individuals or groups to illustrate their teaching. In a Year 3 dance lesson after a good demonstration by the teacher, the whole class started to improve their work by being more realistic in their 'driving car' mime and improved their sequences. Most teachers are very aware of health and safety issues and it was good to see the Year 5 class checking the hall floor before starting their lesson. Teachers often gave useful coaching points, as in a Years 3/4 hockey lesson when the teacher emphasised the need to keep the stick down. This focused the pupils' attention and improved their control of their hockey sticks. Pupils enjoyed the lessons and applied themselves to the tasks enthusiastically. Some pupils do not try hard enough in lessons. For example, in a Years 5/6 lesson, a minority of boys and

girls did not produce quality movements and the teacher rightly asked for more effort when they repeated their sequences. At other times, these pupils became over-excited and lost their self-control, resulting in poor quality movements. Teachers' planning is satisfactory but could include more on how they will assess pupils' performance. Some teachers do not give pupils sufficient opportunities to discuss their movements. Pupils are not given enough time to assess and evaluate their work and the work of others.

164. The co-ordinator has a satisfactory idea of standards and teaching. This would be improved by closer monitoring of teachers' plans and discussions with pupils. Resources are satisfactory. There are adequate facilities for physical education including playgrounds, basketball courts and a football pitch. The hall is too small for some games lessons. These should take place outside. The subject makes a good contribution to pupils' personal development. They learn to work well together in pairs and groups of mixed gender and culture. There is a good range of after-school sports clubs.

RELIGIOUS EDUCATION

165. Standards in Years 2 and 6 are at the levels suggested by the locally agreed syllabus for religious education. Pupils, including those with special educational needs, make good progress in religious education. They develop a sound understanding of Christianity and Islam. Muslim pupils develop a good understanding of Islam, building on their existing knowledge from home and the local community. Pupils also study Judaism and Buddhism. Their visits to a local church and the Jewish Museum and visitors from the three faiths of Christianity, Islam and Judaism, as well as artefacts and resources used in lessons, add effectively to pupils' knowledge and understanding of different world religions.
166. By the end of Year 2, most pupils know that Allah is another name for God. They learn about books that are special to individuals and holy books that are special to people of different faiths and start to see similarities between faiths. Pupils learn about the Jewish faith and, through Passover, the importance of family and community life in Judaism. More able pupils show a good understanding of Passover in their writing. Through tasting a variety of kosher foods, pupils acquire a good understanding of the tastes of some Jewish food and make links with halal food in Islam. Through practical approaches such as this and explanations in pupils' home language, pupils' understanding and knowledge of different faiths develop well.
167. By the end of Year 6, pupils learn about Muhammad and the Night of Power. Many Muslim pupils achieve above average standards in their knowledge of these events. Pupils realise the beauty of the natural world through studying some beautiful shells and some amazing and wonderful photographs. Pupils are amenable to the idea of wonders in creation and respond thoughtfully to the teacher's request to draw something amazing that might have been created by one God. Pupils recall how to handle the Qu'ran well and start to consider the feelings of others about their holy books. They achieve a sound understanding of aspects of the Christian faith. They learn about churches and their features and artefacts, such as candles and the importance of the cross. They show empathy with others and a caring attitude when writing their own prayers. They are clear about the moral of the Good Samaritan, *'you should help people even if they are not from your religion'*. Many write a good amount of notes from an interview with a Christian, including *'respect other people from different faiths'*. They learn about the meaning of Christian festivals. They consolidate their understanding of rituals connected with the Qu'ran and their meaning. Most pupils understand that the washing rituals before prayer are a sign of respect for Muslims, and that the Qu'ran is very precious and to be respected. Teachers include time for discussion in lessons in order to develop pupils' understanding of the major faiths as well as finding out more about them. This works particularly well because most pupils are keen to contribute.

168. Teaching and learning in religious education are good overall with some very good features. In the most effective lessons, teachers use a very good range of strategies to interest and motivate pupils. Pupils show very positive attitudes to the subject and learn well as a result. Pupils' knowledge is of a good standard due to good teaching, interesting activities and very good preparation by teachers. When teaching about Islam, teachers draw on Muslim pupils' own knowledge of their faith. This raises pupils' self-esteem and develops their speaking and listening skills effectively. A good pace in lessons ensures pupils' constant interest in what is being taught. Teachers work hard to promote feelings of wonder at the beauty of the natural world in lessons. Where teaching is not as effective, the content lacks interest and the tasks are inappropriate and unchallenging. Opportunities to consolidate pupils' literacy skills are not taken. Pupils learn little as a result. Muslim pupils do not extend their learning as much where they are already familiar with the rituals that are the focus for the lesson. Pupils behave well in most lessons due to the good relationships and interesting content. A few are over-exuberant and interrupt and they learn less as a result.
169. The subject is well led and managed by the co-ordinator. The co-ordinator is enthusiastic about the very new revised scheme of work from the local education authority, which includes provision for children in reception for the first time. The co-ordinator monitors teachers' planning to ensure a close match between what teachers teach and what pupils are expected to know and understand. Teachers build on pupils' previous knowledge when planning, which ensures pupils continue to learn. The co-ordinator collects pupils' work to ensure they are learning and their understanding is increasing. Teachers are sensitive to the fact that many of the pupils in their classes are of the Muslim faith and when unsure consult the co-ordinator for clarification so as to avoid causing any offence. Members of different faiths in the community who work in the school are used as a teaching resource in the classroom. This makes a good contribution to pupils' understanding. There is a good supply of resources - books and artefacts.