

INSPECTION REPORT

MOSS PARK INFANT SCHOOL

Stretford

Manchester

LEA area: Trafford

Unique reference number: 106324

Headteacher: Ms F. Farnorth

Reporting inspector: Paul Dennison
17736

Dates of inspection: 10th – 13th February 2003

Inspection number: 246585

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
School category:	Community
Age range of pupils:	3 - 7
Gender of pupils:	Mixed
School address:	Moss Park Road Stretford Manchester
Postcode:	M32 9HR
Telephone number:	0161 912 5214
Fax number:	0161 912 5215
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs A Bowden
Date of previous inspection:	15 April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
17736	P Dennison	Registered inspector	Educational inclusion English as an additional language English Art and design Geography History Physical education	What sort of school is it? The school's results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
19669	F Kennedy	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
22740	M Leah	Team inspector	The Foundation Stage Mathematics Music	
21893	V Brittain	Team inspector	Special educational needs Science Information and communication technology Design and technology Religious education	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

Nord Anglia School Inspection Services
Strathblane House
Ashfield Road
Cheadle
Stockport
SK8 1BB

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London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Moss Park Infant School is situated in Stretford, Manchester. There are 174 pupils on roll and a further 52 children attend part-time in the nursery. The number of pupils on the school's register of special educational needs is in line with the national average; one pupil has a statement of Special Educational Need. The number of pupils who are eligible for free school meals is broadly in line with the national average. The majority of pupils are of white, U.K. heritage, with some pupils of Indian, Pakistani, Black Caribbean or Chinese heritage. The proportion of pupils whose mother tongue is not English is higher than most schools, although only four pupils are at an early stage of acquiring English. There is a very wide range of attainment on entry to the school, although overall, attainment on entry is below that expected for the age group. The school has recently undergone major building works which caused considerable disruption.

HOW GOOD THE SCHOOL IS

This is a good school. The headteacher and senior staff provide very good leadership and the school is very well managed. The governing body provides effective support. Standards in English and mathematics are in line with the national average and standards in science are above average. Much of the teaching is good and this is helping to improve standards. Staff ensure that all pupils are able to take a full part in all aspects of school life. The pupils have positive attitudes to learning and their behaviour is good. The school provides good value for money.

What the school does well

- Standards of attainment in science are above the national average.
- The headteacher and senior staff provide very good leadership and the school is very well managed.
- The quality of teaching is good overall.
- The school cares well for its pupils and has developed effective systems to monitor their progress.
- The provision for pupils' personal development is good.
- Pupils are well behaved; they have positive attitudes, work hard and are keen to learn.

What could be improved

- All subjects of the curriculum are taught but some do not have enough time or depth of study.
- Information and communication technology is not yet used effectively to support pupils' learning in other subjects.

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 April 1997. Improvement since then has been good. The new headteacher (appointed since the previous inspection) and the governors have ensured that the issues from the previous inspection have been successfully addressed. The health and safety issues have been dealt with satisfactorily. Current arrangements for car parking are safe and a new car park is planned. Provision for the teaching of music has improved and national guidance has been adopted to support teachers' planning. There are effective systems in place to assess pupils' progress. Higher attaining pupils now achieve well. This is reflected in the increased number of pupils who attain higher levels in the Year 2 tests. The school improvement plan identifies the school's priorities and is now a useful and effective management tool. The headteacher has developed a very effective working relationship with governors, won the confidence of parents and established a very clear programme of school improvement. The school has recently undergone a period of considerable disruption due to a major building programme. There have also been a number of staff changes. The headteacher's clear and effective leadership has enabled the school to deal with these problems effectively. The school is in a strong position to improve further.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
reading	C	C	C	C
writing	B	D	C	C
mathematics	B	C	C	C

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

Pupils make good progress in the nursery and reception classes and by the time they start Year 1, the great majority achieve the early learning goals established for the age group.

Pupils' performance in the 2002 national assessments in Year 2 was in line with the national average in reading, writing and mathematics. Teacher assessments indicate that attainment in science was above the national average. In comparison with schools with pupils from similar backgrounds, the results in reading, writing and mathematics were in line with the average. Although the proportion of pupils attaining the expected Level 2 has fallen slightly because of increased numbers of pupils with special educational needs, the proportion of pupils attaining the higher Level 3 has been increased considerably since the last inspection. The results in all three subjects have been broadly in line with the national average since 1999. Evidence from the inspection reflects these results and indicates that attainment in reading, writing and mathematics is in line with the national average and that attainment in science is above average.

Standards in information and communication technology (ICT) are broadly in line with expectations at the end of Year 2. Insufficient progress has been made in the use of ICT to support learning across the curriculum and this is a priority for development.

Attainment in religious education, physical education, design and technology, geography, history and music is in line with expectations for the age group.

The school has effective systems in place to monitor progress and set clear targets for improvement. Pupils make good progress as they move through the school and most achieve well.

Pupils with special educational needs make good progress in relation to their individual education plans. Class teachers provide good support and work is well matched to pupils' needs and abilities. Additional support in withdrawal groups is very effective. Pupils with English as an additional language are also well supported and achieve well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have positive attitudes to school. They work hard and show good levels of interest.
Behaviour, in and out of classrooms	Behaviour is good. Pupils know what is expected of them and they respond in a positive manner.
Personal development and relationships	Personal development and relationships throughout the school are good. Pupils co-operate well with each other and their teachers.
Attendance	Pupils enjoy coming to school and attendance is good.

TEACHING AND LEARNING

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

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

The quality of teaching is good overall. It has improved since the previous inspection and has a positive effect on the progress and attainment of all pupils.

Lessons throughout the school are well planned and organised. Work is well matched to pupils' needs and abilities, providing them with a clear challenge and thus supporting their progress. The teachers have appropriately high expectations of behaviour and attainment. Where teaching is very good, pupils are encouraged to work responsibly, and are given opportunities to work independently as well as in pairs or groups. Relationships are good. Pupils respond well to teachers' expectations of good behaviour and they concentrate well. When teaching is less than good, the work lacks challenge and does not fully engage pupils' interest. This results in a slower pace of work and more limited progress. In some of these lessons, planning is good but work proceeds at a modest pace with missed opportunities to extend pupils' skills.

The teaching of English and mathematics is good overall, and the skills of literacy and numeracy are taught well. Classroom support staff work closely with the teachers to raise standards and ensure that all pupils gain full benefit from their lessons. They make an important contribution to pupils' learning. Pupils with special educational needs, and those for whom English is an additional language, are well supported and make good progress. The teachers work hard to ensure that pupils are well supported and involved in activities. However, on occasions the lack of any additional classroom support in Years 1 and 2 means that group work is less successful than whole class activities.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is good for children in the nursery and reception classes. The curriculum in Years 1 and 2 is satisfactory. It includes all areas of the National Curriculum and religious education.
Provision for pupils with special educational needs	Pupils with special educational needs are well supported and make good progress.
Provision for pupils with English as an additional language	Pupils with English as an additional language are well supported and make good progress. They are fully integrated into the life of the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for personal development is good. The positive values promoted in assemblies and lessons help to strengthen pupils' spiritual, moral, social and cultural development.
How well the school cares for its pupils	The school provides a good level of care for its pupils and is successful in ensuring their welfare, health and safety.

The school has established a good partnership with parents and this enables parents and carers to make a good contribution to their children's learning in school and at home.

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

HOW WELL THE SCHOOL IS LED AND MANAGED

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

There are sufficient teachers to meet the demands of the curriculum and cater for the needs of all the pupils. However, the number of teaching assistants is limited and teachers in Years 1 and 2 frequently have no classroom support. Accommodation and learning resources are satisfactory. However, the outdoor provision for Years 1 and 2 is limited.

The school makes good use of the principles of best value to make effective use of the financial resources available. These are used well to support the priorities identified in the school improvement plan.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Their children make good progress. • The school is well led and managed. • Teaching is good. • The school helps their children to become mature and responsible. • Children are expected to work hard and to achieve their best. • The staff are approachable. 	<ul style="list-style-type: none"> • The range of activities outside lessons. • The information they receive about their children's progress.

Parents expressed much satisfaction with the school's provision. The inspection team agrees with their positive comments. A few parents have reservations about the information provided about pupils' progress and the range of activities outside lessons but the inspectors consider the school's arrangements for these matters to be both adequate and appropriate.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. There is a wide range of attainment on entry to the school although, overall, attainment is below that expected for the age group. Pupils make good progress in the nursery and reception classes and by the time they start Year 1, the great majority achieve the standards established for the age group. This is due to the good range of activities provided and the good quality of the teaching.
2. Pupils' performance in the 2002 national assessments in Year 2 was in line with the national average in reading, writing and mathematics. Teacher assessments indicate that attainment in science was above the national average. In comparison with schools with pupils from similar backgrounds, the results in reading, writing and mathematics were in line with the average. Although the proportion of pupils attaining the expected Level 2 has fallen slightly, because of increased numbers of pupils with special educational needs, the proportion of pupils attaining the higher Level 3 has increased considerably since the last inspection. The results in all three subjects have been broadly in line with the national average since 1999. Evidence from the inspection reflects these results and indicates that attainment in reading, writing and mathematics is in line with the national average and that attainment in science is above average.
3. These improvements are the result of an increased proportion of teaching which is good or very good and the implementation of the national strategies for literacy and numeracy which have provided a framework for planning and led to a clear focus in lessons. The school has also developed clear strategies to monitor and improve the quality of teaching and learning. Improvements in the assessment of pupils' attainment and the tracking of their progress have also helped to raise standards. The school has effective systems in place to monitor progress and set clear targets for improvement. Pupils make good progress as they move through the school and most of them achieve well.
4. By the end of Year 2, most pupils are attentive listeners. They speak accurately to say what they think, feel, remember, notice and want to know. They are competent in the early skills of reading and are developing a range of strategies for attempting unknown words. By the end of Year 2, higher attaining pupils are able to read simple texts with some accuracy and the more fluent readers are successfully enjoying short stories. They have a good understanding of what they have read, provide detailed accounts of the story and are able to predict likely outcomes. Their writing shows an increasing fluency and control, with simple punctuation being used accurately and simple words spelt correctly. They develop their ideas logically in a sequence of sentences. The higher attaining pupils are beginning to use commas and speech marks. When attempting longer pieces of writing many pupils are beginning to show some imagination and select words with care. Standards in handwriting and presentational skills are generally satisfactory by the end of Year 2. Higher attaining pupils use a joined cursive script.
5. In mathematics, pupils in Years 1 and 2 make good progress. By Year 2, pupils are achieving overall standards that are in line with the national expectations. They have an appropriate mathematical vocabulary. Most have a good understanding of pattern in number and know the difference between odd and even. They develop skills of simple

data handling and can construct and interpret graphs. The higher attaining pupils have a clear understanding of the value of numbers and they carry out simple calculations accurately. They can work out simple problems mentally. Lower attaining pupils have a limited ability to recall number facts mentally but they are able to use apparatus effectively to aid their calculations. The majority of pupils have a satisfactory understanding of shape, space and simple measures.

6. Pupils make good progress in science in Years 1 and 2. By the end of Year 2 they possess a good scientific vocabulary and knowledge. They are able to observe changes, make sensible predictions and record their observations appropriately in notes and drawings, and many are able to give reasons for their conclusions. Pupils are developing their scientific skills well because their knowledge and understanding are acquired through investigation. They are beginning to understand how a test can be structured to make it fair.
7. Standards in information and communication technology (ICT) are broadly in line with expectations at the end of Year 2. Since the last inspection, when standards were judged to be high, there had been little development in the subject until April 2002 when the new computer suite was completed as part of the school's rebuilding programme. For part of this time pupils were not experiencing the breadth of study required by the National Curriculum and the provision was unsatisfactory. This has now been addressed by the good use of the computer suite for the direct teaching of skills, the purchase of new software and by planning based on national guidelines. Insufficient progress has been made in the use of ICT across the curriculum and this is a priority for development. By Year 2 many pupils are confident in word processing. Most can log on and open the appropriate program for themselves and are learning to save their work and log off. They copy and paste pictures into a Word document. Many pupils can use a control program to draw geometric shapes on the screen. Data handling has not yet been introduced but is planned for the coming term.
8. Attainment in religious education is in line with expectations by the end of Year 2. Pupils have learned about major Christian festivals and the life of Jesus. They have begun to learn about other world religions. Pupils show an understanding of the significance of religious celebrations such as Christmas, Easter, Divali and Eid.
9. Attainment in physical education, design and technology, geography, history and music is in line with expectations for the age group. There was insufficient evidence to make a judgement about attainment in art and design by the end of Year 2.
10. Pupils with special educational needs make good progress in relation to their individual education plans. Class teachers provide good support and work is well matched to pupils' needs and abilities. Additional support in withdrawal groups is very effective. Pupils with English as an additional language are also well supported and achieve well.

Pupils' attitudes, values and personal development

11. The pupils have positive attitudes to the school and their behaviour is good. The pupils enjoy school and are enthusiastic about all school activities. Almost all the parents who replied to the pre-inspection questionnaire are of the opinion that their children like school. The pupils' enthusiasm for school is reflected in their record of attendance which is consistently good and in line with the national average for primary schools. Most absence is due to illness and the rate of unauthorised absence is below that found nationally. The vast majority of the pupils arrive on time in the mornings and

lessons start promptly. The pupils' good attendance and their positive attitudes and behaviour are contributing positively to their attainment and progress.

12. Relationships throughout the school are good. They have a very good understanding of how unkind words and actions can hurt other people. They play together amicably at play times and readily support one another in class. The high degree of racial harmony which prevails is a very strong and commendable feature of the school. Exclusions are rare and only imposed after all other reasonable means of improving an individual's behaviour have been tried. However, during the past year there have been three fixed period exclusions, all involving the same pupil. There have been no permanent exclusions in recent years.
13. Behaviour in lessons is generally good and often very good. The pupils' willingness to work co-operatively with a partner or as part of a group is a strong feature in their learning. They share books and other resources sensibly and readily accept one another's ideas and support. Their good social skills are also evident in the dining room and school lunch is an enjoyable social occasion for all the pupils.
14. In lessons and in assembly the pupils listen attentively to their teachers and to each other. During 'Circle Time' in a Year 1 class, the pupils were sharing their thoughts about things and situations which make them feel frightened. Behaviour was of a high standard. The pupils listened carefully and were able to empathise with one another. At the end of the lesson, when all had had the chance to speak, the pupils put forward some very thoughtful suggestions as to how they might help someone who is afraid or unhappy to feel better. Behaviour was equally good in a Reception numeracy lesson. The children were learning to recognise and describe numbers by playing a 'hidden number' game. On each occasion a sense of excitement and wonder was created when the number was finally drawn from its hiding place and it matched the shape that individual children had described.
15. The pupils' very good moral development was evident in a Year 1 and 2 assembly. In answering questions the pupils demonstrated a very good awareness of why it is wrong to lose one's temper and why it is so much better to be kind and understanding towards one another and to "Treat other people as you would like to be treated". In a Year 2 religious education lesson the pupils demonstrated a thorough knowledge of the school's 'Golden Rules' and the playground rules. By the end of the lesson they had developed their understanding of why we need rules in school, in the home and in the wider world.
16. The pupils move around the school in a quiet and orderly way, respecting the many lovely displays in classrooms and corridors. Caring for school property is one of the 'Golden Rules' for good behaviour. Before registration, the Year 1 coat monitors inspected the cloakroom area for tidiness and the class was praised by the teacher when everything was found to be in order. The pupils are keen to take responsibility in class and eager to act as monitors or special helpers, with duties such as returning registers to the office, collecting in books and helping to give out the milk at snack time. Opportunities for showing initiative and taking responsibility have increased since the time of the last inspection and now make a good contribution to the pupils' personal and social development.

HOW WELL ARE PUPILS TAUGHT?

17. The quality of teaching is good overall and effectively promotes the progress and attainment of all pupils. During the inspection, 62 per cent of the teaching observed was good or better, including 29 per cent that was very good or better and 2 per cent that was excellent. The quality of teaching has improved considerably since the previous inspection with a greater proportion that is now very good and none that is less than satisfactory.
18. Teaching in the nursery and reception classes is good, capturing children's imagination and making them very eager learners. Staff have a secure understanding of how young children learn and of the importance of play and first hand experiences. This has a very positive effect on the good progress children make towards the early learning goals and provides a very firm foundation for learning in Years 1 and 2. Staff provide effective support for all activities, continually interacting with children to check and extend their understanding. Praise and encouragement are very effective in promoting positive behaviour and personal, social and emotional development. Staff use questions, comments and observations very well to extend learning and to assess children's progress in order to plan for future learning. A particular strength is the way all staff work together to create a calm and supportive atmosphere where children feel increasingly secure and confident. In the reception classes, the way the two teachers share the teaching of the curriculum works successfully in the main. However, the focus of some activities in the continuous group work is not always clear and challenge is sometimes inappropriate. This results in some children flitting frequently between tasks and not concentrating sufficiently.
19. The experiences provided are interesting, challenging and are focused very closely on what children need to learn. Activities are very well organised and appropriate to promote communication, language, literacy and mathematical development. A very good example of this was observed in the nursery class when children were making porridge as part of their work on the story of the Three Bears. The activity was very well prepared and organised and the teacher used the opportunity to develop children's mathematical vocabulary and matching as they compared and matched three different sized bowls and spoons. Children also tasted the porridge and compared salty and sweet tastes. Here again, very good questioning supported the development of appropriate vocabulary and encouraged children to explain their choices. Children in a reception class made sandwiches as part of their work on the Teddy Bears' Picnic. The activity was very well prepared and organised by the teacher. The teacher encouraged early reading skills during the introduction as they read the instructions together. Children were encouraged to join in the reading of familiar words and phrases. Very good questioning supported the development of children's speaking and listening skills as they described their sandwiches and how they had made them.
20. Teachers throughout the school plan work carefully. Where teaching is good, pupils are encouraged to be responsible about their work, and are given opportunities to work independently and in pairs or groups. Relationships are good and pupils respond well to teachers' expectations of good behaviour and show good levels of concentration. Group work is organised skilfully to enable some groups to work independently thus enabling the teacher to give more intensive support to others. Classroom support staff are used effectively to support pupils' learning and they make a positive contribution to the progress made. Teachers have high expectations and take great trouble to present learning in ways which challenge and motivate pupils, as when setting problems in mathematics, encouraging pupils to undertake scientific investigations or providing a wide range of experiences in English. At the beginning of each lesson they make sure that pupils understand the purpose of the activity and what they will be learning.

Lessons usually proceed at a lively pace and pupils work hard, showing good levels of concentration and developing their knowledge, skills and understanding. As a result, they make good progress.

21. On the occasions where teaching is less than good, it is usually because the work provided lacks challenge and does not fully engage pupils' interest. In some of these lessons, planning is good but work proceeds at a modest pace with missed opportunities to extend pupils' skills. At times, lessons lack a sufficiently sharp focus and pupils' response slows, some lose concentration and most make only steady progress.
22. Teaching of English and mathematics is good overall and has a very positive impact on maintaining and raising the standards of attainment. A very good example was observed in a Year 2 mathematics lesson on symmetry. Very good planning ensured that work was well matched to the needs and abilities of the pupils. The teacher's lively approach and very good relationship with the class meant that pupils were fully engaged in the activities. In a Year 2 English lesson, the teacher built very successfully on pupils' earlier learning to develop their descriptive writing. Pupils responded well to her high expectations of attitudes and attainment. At times, the pace of lessons is rather pedestrian and pupils lose interest, consequently they make slower progress. The teachers work hard to ensure that pupils are well supported and involved in activities. However, on occasions the lack of any additional classroom support means that group work is less successful than whole class activities.
23. Teaching of science is always good or better. It was very good in both Year 2 classes and this has a positive impact on standards achieved. Practical work is well organised and pupils are helped to develop good skills of scientific enquiry. Lessons are challenging and very successful in engaging the interest of pupils. The high quality of questions used by teachers is very effective in consolidating the pupils' previous learning and extending their existing understanding. Relationships and class management skills are good and pupils are always fully involved. They are eager to investigate and this has a positive impact on their learning.
24. The teaching of information and communication technology is good overall throughout the school. Most lessons in the computer room include well-planned demonstration and opportunities for pupils to try out new skills for themselves. Teachers show competent subject knowledge and lessons are planned with clear objectives to develop specific skills. However, this does not always adequately take account of pupils' earlier attainment and, as a result, in some lessons higher attaining pupils have insufficient challenge.
25. Pupils' work is assessed and marked constructively on a day-to-day basis. Teachers know their pupils well. They provide good verbal feedback during lessons and help pupils to improve their work.
26. The teaching of pupils who have special educational needs is good. It is effective in the short, well-focussed small group sessions with the learning support staff and also within lessons. Activities are well chosen to interest and involve pupils as well as targeting their special needs. There are effective strategies to involve pupils with special needs in whole class activities, for example, the use of 'talk partners' to enable pupils to discuss their ideas together. Writing frames are often used in science to enable pupils with literacy needs to record their work successfully.

27. The school's provision for teaching pupils with English as an additional language is good. Teachers ensure that, from the earliest age, the children receive the support that they need in order to be included in all classroom and other activities. Very few children are at an early stage of acquiring English. Those in the reception class have the benefit of some additional support from a bi-lingual teacher provided by the local education authority. However, children in the nursery class do not receive such support.
28. Homework is used effectively to support learning. Parents are kept well informed and are encouraged to build on the activities the school provides. Children regularly take home reading books and the home/school reading diary is a useful means of communication.

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

29. The quality and range of learning opportunities in the nursery and reception classes are good. Detailed planning ensures that the curriculum is securely based on the nationally recommended six areas of learning for pre-school and reception children. Curriculum continuity between the nursery and reception classes is effective so that pupils are prepared well for starting the National Curriculum in Year 1.
30. The curriculum for pupils in Years 1 and 2 is satisfactory and there is an appropriate range of learning opportunities. The school rightly gives priority to English and mathematics in order to raise standards further. The National Literacy and Numeracy Strategies are fully in place and are being used effectively. Links with literacy are identified in other subjects and are often used well in lessons to consolidate learning in both areas. For example, pupils in Year 2 created a flow chart to explain how they changed the shape of chocolate by melting, then cooling it. They edited a text on the computer whilst improving their word processing skills. There is good emphasis on the development of key vocabulary in all subjects. There are fewer opportunities identified to consolidate mathematical skills across the curriculum. The use of information and communication technology in other subjects has not yet been fully developed and the school has identified this as a priority.
31. There are policies in place for all subjects which give teachers adequate guidance about how a subject should be taught. The school has adopted nationally agreed guidelines for all National Curriculum subjects and these have been used to produce schemes of work. Short term planning has been improved and, in most subjects, work is provided to match the needs of all pupils. As a result, by the end of Year 2, the number of pupils reaching the higher than expected levels in English, mathematics and science has increased. The provision for music now meets the national requirements. However, the time allocation for some subjects means that pupils do not achieve as well as they might. For example, some physical education lessons are too long, resulting in some time being unproductive. Art and design, design and technology, history and geography are taught in blocks of time with long periods between these blocks and this affects the development of pupils' skills and understanding.
32. Provision for all pupils with special educational needs is good. Their needs are met both in the classroom and by effective small group teaching. Pupils have detailed individual education plans with specific targets to meet their needs which are challenging but achievable. Targets for mathematics and literacy are linked well to the National Literacy and Numeracy strategies. Extra support for pupils with the greatest needs is given by specialist staff from local authority support services and this

enhances the school's own provision for these pupils. Since the previous report the school has adopted a positive behavioural management strategy which, alongside individual behaviour plans, is meeting the needs of most pupils with behavioural difficulties. All pupils including those with special educational needs and those for whom English is an additional language have equal access to the whole curriculum.

33. There is good provision for personal, social and health education. The school has a pastoral care co-ordinator who is a member of the senior management team and this reflects the importance attached to personal development. A detailed scheme of work enables lessons to be planned which allow pupils, for example, to explore feelings and relationships. They have opportunities to discuss moral issues such as the need for rules in school and the home. Pupils are taught from an early age about healthy eating and care of the body, including drug awareness. The school has been awarded a 'Healthy School' status in recognition of its work. Assemblies make a good contribution to the sustaining of good behaviour and personal development. The school's positive and inclusive atmosphere reflects the good provision in this area.
34. The local and wider community make a satisfactory contribution to the pupils' learning and to their personal development. There are regular visits from the members of the local community such as the school nurse, road safety officers, police and fire-fighters. Parents and visitors from local churches have taken part in assemblies to celebrate major religious festivals. Use is made of the locality in the teaching of geography and there are trips further afield to parks and museums which enrich the curriculum.
35. Good links are maintained with the adjacent junior school and with other schools in the area. Very good use is made of teacher expertise in another Trafford primary school to improve the curriculum, at present focussing on literacy and the use of information and communication technology.
36. The school makes good provision for the spiritual, moral, social and cultural development of its pupils. There has been good improvement since the last inspection. The school's aim to promote the development of all children socially, personally and spiritually as well as academically and physically is central to its work. This is evident in its clear policies and guidance, the above average amount of clearly focused time allocated, and the appointment of a curriculum leader for pastoral care. The school is successful in creating 'a caring environment where each individual is valued'. Teachers know their pupils well and monitor their progress in personal development carefully.
37. Provision for spiritual development is good. Through the religious education curriculum pupils explore the values and beliefs of world faiths including Christianity, Hinduism, Islam and Judaism. The school makes very good use of the cultural diversity and experience of its community. Pupils are particularly interested when listening to another member of the class, or a parent, describing their own traditions or beliefs. They are taught to respect the values of others and show this, for instance, in the way they listen and in touching and observing religious artefacts, such as a prayer mat, with care. Through carefully organised Circle Time sessions and through stories, children learn to consider their own feelings and to empathise with others. Older pupils are just beginning to understand why they or another might have acted as they did and they are becoming increasingly thoughtful in their relationships. In assemblies, good opportunities are provided for pupils to reflect on their experiences by 'thinking a silent thought to themselves'. The school prayer and a good range of hymns encourage pupils to reflect on their place in relation to the world and in the school community. Throughout the school, adults value and respect pupils' ideas. Teachers encourage

individuals to take a full part in discussions. They take time to listen and show interest as pupils articulate their point of view. They take care to display pupils' work attractively so that children are proud of what they have achieved. Acts of collective worship meet statutory requirements.

38. Provision for moral development is very good. Through its clear policies, the school strongly promotes its high expectations of attitudes and behaviour. This ensures a consistent approach in all year groups. School and classroom rules are positive and encouraging. They are prominently displayed and frequently referred to so that pupils know what is expected. The reward system is used very effectively to promote hard work and effort. Weekly 'Achievement Assemblies' reinforce school values and generate enthusiasm. As a result pupils enjoy school and behave well. They are developing positive attitudes to learning. All staff model attitudes of fair play and deal with any challenging behaviour carefully, taking time to draw a pupil aside and ensure they are aware of where they have gone wrong. Circle Time and personal, social and emotional development lessons provide a forum for discussing and promoting co-operative behaviour such as sharing and helping. Pupils are expected to take responsibility in caring for their equipment and the environment. Consequently they are conscientious in tidying up and, for instance, take pride in planting bulbs. Teachers provide good examples of moral virtue, for instance, through the study of the lives of famous people like Mary Seacole and Florence Nightingale.
39. Provision for social development is good. Through assemblies, the school encourages all its members to feel part of the community and to take a pride in their success and that of others. All pupils are fully included and supported so that they have opportunities to succeed. Particular emphasis is put on the development of co-operative skills. In class, frequent opportunities are provided for pupils to work collaboratively in pairs, for example, as 'talking partners' or to share equipment and take turns in small groups. Opportunities to take responsibility are well organised. Pupils in all age groups look forward to being chosen as the special helpers for the week. Even in the Reception classes, children enjoy sitting on the special chair and carrying out minor administrative tasks in class. Pupils in Year 2 are given responsibilities around school. They take pride in carrying out tasks like giving out milk and collecting registers. They are encouraged to take particular responsibility for helping 'lonely' children at playtime.
40. Provision for cultural development is satisfactory. The school celebrates the ethnic and cultural diversity of its community and through this prepares pupils adequately for life in multicultural Britain. Pupils are encouraged to reflect on the richness of the many differences in appearance for instance, when painting self-portraits. Displays of artefacts from world faiths and from celebrations such as the Chinese New Year, as well as a visit to a local church, widen pupils' experience and are used very well to increase pupils' appreciation of a wide range of cultures. Traditional tales like *The Three Bears* and a variety of stories and poems, including *My Sari* by D Chattergee, from other cultures broaden the pupils' knowledge and promote positive attitudes. In music lessons pupils learn to respond to music, for example, by Mozart, and in assembly pupils' attention is drawn to different types of music, for instance, that of pan pipes. However, as at the time of the last inspection, there are insufficient well-planned opportunities in drama and art to extend pupils' knowledge of cultural imagery and language well.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. The school provides a good level of care for its pupils. A friendly, happy atmosphere exists throughout the building and relationships between pupils and staff and between the pupils themselves are good. The school makes good provision for pupils with special educational needs and is highly successful in achieving racial harmony and in providing equality of access and opportunity for all its pupils, irrespective of gender, race, background or ability. Almost all of the parents who responded to the pre-inspection questionnaire are of the opinion that their children like school.
42. Particular attention is given to ensuring the pupils' welfare, health and safety. The school building is bright and clean, fire drills are carried out regularly and all accidents are recorded appropriately. Pupils who are unwell are cared for sensitively until their parents can be contacted. Child protection procedures are good, adhering to guidelines set out by the local education authority. Parents are advised, in the prospectus, that a copy of the local education authority's procedures can be inspected in school, in local libraries and in various other public buildings. The school nurse is a regular visitor and makes a very good contribution to the work of the school in helping to promote the pupils' health and general well being.
43. The health and safety deficiencies identified in the last inspection report have been rectified. Risk assessments are now carried out at appropriate intervals and the school gates are kept closed during the day, preventing cars from being driven across the playground. Car parking arrangements are currently under review, as part of the major building works which are now nearing completion. When the new car park has been established, the risk to pupils' safety will be reduced still further and, at this stage, the playground is to be re-surfaced as part of the plan to improve the outdoor environment.
44. Procedures for the assessment of the pupils' attainment and progress are good. There is a clear and comprehensive assessment policy which is reviewed regularly. Careful records of each pupil's attainment are kept from the time of their entry to the school and are passed on from year to year. Pupils' progress is tracked continuously in reading, writing, science and mathematics. Results are analysed by age, gender and ethnicity and also take into account pupils for whom English is an additional language. The system identifies strengths and areas for development, on a regular basis, and helps teachers to plan for the next stage of the pupils' learning. Procedures are particularly well developed for English and mathematics where teachers set clear individual targets for improvement for each pupil. Teachers have developed easily manageable systems for assessing progress in the remaining subjects of the curriculum. Pupils with special educational needs are identified at an early stage and where necessary, they are provided with individual education plans. The progress of all pupils is reviewed regularly against the targets they have been set. Pupils requiring specialist help, for example, for physical or for specific learning difficulties, are provided with the necessary support and guidance from outside agencies.
45. Procedures for monitoring and supporting the pupils' personal development are good. Since the last inspection the school has allocated overall responsibility for the pastoral care of the pupils to a senior manager, who also co-ordinates the programme of study for personal, social, health and citizenship education. Pupils are given responsibility, appropriate for their age, for routine tasks such as returning registers to the office, collecting in books, helping to tidy the classroom and acting as milk monitors. Considerable emphasis is given to promoting the pupils' self esteem and teachers are generous in their praise for helpful, caring attitudes, hard work and good manners. The many certificates gained by the pupils for achieving high standards, trying hard, being

kind and being a good friend are imaginatively displayed in classrooms and corridors, contributing to the school's very welcoming and stimulating learning environment.

46. The arrangements for monitoring and promoting positive behaviour and for eliminating oppressive behaviour are very good. Since the last inspection the school has established a successful behaviour policy and an equally effective anti-bullying policy. The 'Golden Rules' for good behaviour are displayed prominently in classrooms, listing 'do's and don't', such as "Do be gentle, don't hurt anybody". Pupils who follow the golden rules are rewarded with 'Golden Time' at the end of the week. There are special rules for playtimes, designed to promote friendly, caring attitudes, respect for property and an understanding that it is important to tell an adult when feeling frightened or sad. Those pupils who are identified as having emotional and behavioural difficulties are given additional support, in accordance with the special educational needs code of practice. Where necessary, individual behaviour plans are drawn up for individual pupils. The local education authority's behaviour support service gives very good support to the school by helping teachers develop effective behaviour management strategies and by providing in-class support for individual pupils where necessary.
47. The arrangements for monitoring and improving attendance are good. Registration procedures are well organised and help to get the day off to a good start. Class teachers take the time to greet each individual pupil warmly and make them feel welcome. The pupils' enjoyment of school is reflected in their consistently good attendance rate which is in line with the national average for primary schools. Procedures for recording and reporting attendance now comply with statutory requirements.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. The school has built successfully upon the strengths identified in the last inspection report and has now established a good partnership with parents. Parents and carers have very positive views about the school. The inspection questionnaire reveals that they consider the school to be well led and managed and they would feel comfortable in approaching the school with problems or questions concerning their children. They are of the opinion that teaching is good and they feel their children are making good progress. Parents and carers are almost totally in agreement that their children like school. They consider the school is helping its pupils to become mature and responsible and feel that pupils are expected to work hard and achieve of their best. Inspection findings support all these positive views. The inspection also finds that parents and carers make a good contribution to their children's learning through their support for school policies, through the home-school reading scheme and through their support for homework in general. Parents are given a very useful information booklet which explains the school's policy on homework, the amount and type of homework set for different year groups and the role parents and carers can play in supporting their children's learning.
49. A minority of the parents and carers are of the opinion that the school does not provide an interesting range of activities outside the classroom. The inspectors found this aspect of the school to be entirely satisfactory, taking into account the pupils' age. All pupils participate in at least one educational visit a year and representatives from the fire service, the police force and the library service visit during the year to talk to the pupils. Outdoor play at lunch time is enjoyable for the pupils. The supervisory staff have been trained in how to make play times stimulating and fun and good quality play equipment has been provided with a generous donation from the "Friends of Moss Park Infant School".

50. While the vast majority of the parents and carers consider the school keeps them well informed in relation to their children's attainment and progress, a relatively small minority are dissatisfied with this aspect of home-school communications. The inspection finds that the quality of the information provided for parents and carers is very good. Pupils' targets are shared with parents and can be discussed with class teachers at the bi-annual parents' consultation evenings. The 'open door' policy gives parents ready access to the headteacher and staff should any concerns arise in connection with their children's progress, behaviour or general welfare. Pupils' annual written reports provide parents and carers with detailed and helpful information about their children's attainment, progress and personal and social development. They identify clearly areas for further development as well as strengths.
51. The school keeps parents of pupils with special educational needs well informed in relation to their children's progress and now involves them appropriately in setting and reviewing their children's targets. It now meets statutory requirements by providing relevant information about the implementation of the governing body's policy on special educational needs in the governors' annual report.
52. The school has responded positively to the issue raised by parents during the last inspection and now provides helpful information about the work that is to be covered during the term. This enables parents and carers to support their children's learning by, for example, borrowing books from the library, retrieving information from the Internet or visiting places of interest linked to topic work. It also encourages parents to send in books, artefacts and information related to lessons. The teachers appreciate the support the parents and carers give in this way and the contribution it makes to the quality of teaching and learning.
53. Parents' and carers' views are canvassed regularly, through questionnaires. This gives the school a good insight into what pleases parents most and what they would like to see improved. The school values the parents' views and ideas and their input to its improvement plan. Since the last inspection a home school agreement has been implemented. This was drawn up in consultation with parents and sets out, very clearly, how the school and the parents can work together, in harmony, for the benefit of the pupils.
54. The parent teacher association, "Friends of Moss Park Infant School", played an important role in establishing the home school agreement. The association raises considerable additional funds for the school and organises numerous events, such as the Christmas disco, at which staff, pupils and parents can meet together socially. The association also encourages the pupils to raise money for those less fortunate than themselves. For example, a 'Bad Hair Day' is planned for March 2003, in aid of Comic Relief. Such activities make school fun for the pupils and introduce them to the principles of good citizenship.

HOW WELL IS THE SCHOOL LED AND MANAGED?

55. The school is very well managed. The headteacher provides very good leadership, promoting and sustaining a clear sense of direction for the work of the school. The senior staff provide very effective support. The very positive and supportive ethos and the sense of commitment displayed by all who work in the school reflect the quality of this leadership. There are high expectations of pupils' standards of achievement and behaviour, good relationships and equality of opportunity for all. Governors, teachers and non-teaching staff have clearly defined roles and responsibilities and work well together to support the headteacher in promoting the school's aims.
56. The headteacher has developed a very effective working relationship with the governors, won the confidence of parents and established a very clear programme of school improvement. She has introduced effective systems to monitor and track pupils' progress and raise standards, especially for the higher attaining pupils. The school has recently suffered a period of considerable disruption due to a major building programme. There have also been a number of staff changes. The headteacher's clear and effective leadership has enabled the school to deal with these problems effectively.
57. The school has taken positive and effective steps to address the areas for improvement identified in the last inspection report. The health and safety issues have been dealt with satisfactorily. Current arrangements for car parking are safe and a new car park is planned. Provision for the teaching of music has improved and national guidance has been adopted to support teachers' planning. There are effective systems in place to assess pupils' progress. Higher attaining pupils now achieve well. This is reflected in the increased number of pupils who attain higher levels in the annual tests. The school improvement plan identifies the school's priorities and is now a useful and effective management tool.
58. The governing body plays an effective and supportive role. The governors are aware of their responsibilities and ensure that statutory requirements are met. They are regular visitors to the school and they are kept well informed about the issues. This enables them to make a positive contribution to supporting the work of the school. They provide good support for the school and are effectively involved in decisions about finance and the curriculum. Individual governors have links with curriculum areas and special educational needs.
59. The school improvement plan has been produced in consultation with staff and governors. This is based on a clear analysis of the school's needs. It is linked to the budget, has criteria for success and is reviewed regularly to evaluate progress. It is supplemented with clear and effective action plans for each area of development.
60. The management of special educational needs is good and has improved significantly since the last inspection. A part-time, non-class based teacher has been appointed to co-ordinate provision. She works with pupils but also has time to carry out the necessary administrative tasks. She has attended regular in-service training to enhance her skills and she leads training in school for staff. The co-ordinator liaises closely with class teachers and support staff to plan and evaluate provision. The progress of all pupils with special educational needs is monitored and tracked, and records show that pupils are taken off the register when their needs are met. There are good links with outside agencies, principally the local authority support services, and their expertise is used well to improve provision.

61. The school has effective strategies in place to promote the skills of literacy and numeracy. The literacy and numeracy strategies are very well managed and have been implemented effectively. Subject co-ordinators make a positive contribution to the management of the school. They are responsible for managing their subjects and providing curriculum support. They are also involved in monitoring teachers' planning and pupils' attainment. The headteacher has introduced good systems to monitor the quality of teaching and learning. She carries out regular classroom observations and some monitoring has also been conducted by subject co-ordinators. Teachers are provided with useful feedback which helps them to evaluate and improve the effectiveness of their teaching. Systems have also been established to monitor pupils' attainment and to set clear targets for improvement.
62. Financial planning to support educational initiatives is good. Governors have a good strategic overview of the school's finances. The finance committee provides effective support for the head teacher in decision making and uses the budget effectively to achieve educational targets. The school makes efficient and effective use of specific grants such as those for the support of pupils with special educational needs. Governors are appropriately involved and take a close interest in planning and monitoring the school's budget.
63. Governors consider a range of options before making decisions about spending. Competitive quotations are evaluated carefully against the value for money they would provide and decisions are made prudently. Financial control and monitoring are good. Efficient day-to-day management and administration by the school administrative staff, particularly of financial matters, and the ordering and control of equipment ensure minimum disruption to teaching and learning and make a positive contribution to the smooth running of the school. The secretary's office provides a welcoming and friendly introduction to the school for parents and visitors, typifying the very good relationships that exist in the school.
64. There are sufficient teaching staff to meet the demands of the curriculum and cater for the needs of all the pupils. The number of teaching assistants has been increased since the previous inspection. They work very effectively with individuals and groups and make a very good contribution to pupils' learning. However, the numbers are still limited and teachers in Years 1 and 2 frequently have no classroom support. The caretaker, school meals and supervisory staff help to provide a clean, safe and healthy environment for pupils and make a valuable contribution to their well-being.
65. Arrangements for staff development are good. The development of teachers and support staff is linked to the school development plan as well as their own identified needs. Good performance management procedures are embedded in the practice of the school. There are good procedures for the induction and mentoring of new staff.
66. The school has a satisfactory range of resources to support learning in all areas of the curriculum. The accommodation has been improved since the previous inspection. The new computer suite has greatly improved the provision for information and communication technology, although there are insufficient computers in classrooms. The school library is temporarily sited in a corridor but a new library room will open shortly. The children in the nursery and reception classes have a well-organised outdoor area which provides a physically challenging environment in which pupils can learn and play. However, the outdoor provision for Years 1 and 2 is limited. The playground surface is very rough and, although there are markings for games, there are no facilities for pupils to use large equipment or for pupils to sit quietly.

67. The school has a clear set of aims which are reflected in all aspects of its work. It has high expectations of the pupils in terms of their personal and academic development. There is a clear sense of shared values and a unity of purpose. Consequently, the school is well placed to make further progress.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

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

ensure that all subjects have sufficient time and depth of study;
(paragraphs 31,112,115,120)

improve pupils' use of information and communication technology to support their learning in other subjects.*
(paragraphs 89, 97, 103, 106, 118, 121, 128)

Other issues which should be considered by the school

Develop the outdoor play area for pupils in Years 1 and 2.*
(paragraph 66)

Seek ways to increase the amount of classroom support.
(paragraphs 22, 88, 96, 123)

*These areas have already been identified as priorities by the school.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	45
Number of discussions with staff, governors, other adults and pupils	22

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	12	15	17	0	0	0
Percentage	2	27	33	38	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	25	174
Number of full-time pupils known to be eligible for free school meals	n/a	19

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	39

English as an additional language	No of pupils
Number of pupils with English as an additional language	14

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

%

Unauthorised absence

%

School data	5.4
National comparative data	5.4

School data	0.4
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	27	15	42

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	22	22	25
	Girls	13	13	13
	Total	35	35	38
Percentage of pupils at NC level 2 or above	School	83 (90)	83 (85)	90 (97)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	21	25	25
	Girls	12	13	14
	Total	33	38	39
Percentage of pupils at NC level 2 or above	School	79 (90)	90 (95)	93 (97)
	National	85 (85)	89 (89)	89 (89)

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
129	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
10	0	0
6	0	0
0	0	0
0	0	0
4	3	0
0	0	0
5	0	0
4	0	0
0	0	0
16	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 – Y2

Total number of qualified teachers (FTE)	7.5
Number of pupils per qualified teacher	23.3
Average class size	29

Education support staff: YR – Y2

Total number of education support staff	3
Total aggregate hours worked per week	75

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25
Total number of education support staff	1
Total aggregate hours worked per week	32.5
Number of pupils per FTE adult	12.5

Financial information

Financial year	2001/02
	£
Total income	357,256
Total expenditure	378,179
Expenditure per pupil	2,148
Balance brought forward from previous year	22,923
Balance carried forward to next year	2,049

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2.5
Number of teachers appointed to the school during the last two years	1.5
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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)	1

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate 42.9

Number of questionnaires sent out	224
Number of questionnaires returned	96

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	29	2	0	0
My child is making good progress in school.	53	41	4	1	1
Behaviour in the school is good.	42	49	5	0	4
My child gets the right amount of work to do at home.	32	45	7	1	15
The teaching is good.	59	36	1	0	3
I am kept well informed about how my child is getting on.	44	41	11	2	2
I would feel comfortable about approaching the school with questions or a problem.	74	25	1	0	0
The school expects my child to work hard and achieve his or her best.	51	45	0	1	3
The school works closely with parents.	45	43	7	1	4
The school is well led and managed.	52	44	0	0	4
The school is helping my child become mature and responsible.	57	36	3	0	3
The school provides an interesting range of activities outside lessons.	14	32	15	7	32

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

69. Children start Nursery in the September of the school year before their fourth birthday. They attend Nursery part-time for one year before transferring to full-time education in the Reception classes in the September before they are five. Currently there are 52 children on roll in the Nursery, and a total of 56 pupils in the two Reception classes.
70. Whilst there is an exceptionally wide variation in the attainment of children when they start Nursery, overall standards are below those expected of this age group. This is confirmed by the results of the tests given to children soon after they start school. Standards are currently lower than those reported at the time of the previous inspection. Since 1996, there has been a steady rise in the proportion of children identified as experiencing learning difficulties, especially those with behavioural problems, and those with speech and language difficulties. There is also a growing number of children whose first language is not English. Whilst these children receive appropriate bilingual support from the local authority in the Reception class, and make good progress overall, no extra help is available in the Nursery.
71. The Reception and Nursery classes follow the early learning goals, the nationally recommended curriculum for children of this age. This consists of six areas of learning: personal, social and emotional development, communication, language and literacy development, mathematical development, knowledge and understanding of the world, physical development and creative development. Each area of learning is made up of four stages or *Stepping-Stones* from which progress and standards can be measured. The majority of children in the Nursery are currently working securely in the first *Stepping-Stone* and towards the second *Stepping-Stone*. Most Reception children are working on the third *Stepping-Stone*. Because of the very wide range of attainment, several children are working above or below these levels. Almost all children achieve well in the Foundation Stage. The vast majority of pupils are on line to reach the early learning goals in each area of learning and standards are average for their age by the time they start in Year 1.
72. This good achievement is due to the high quality of teaching and learning. Teaching is never less than satisfactory, and in two out of every three lessons, teaching is good or very good. A particular strength is the way all staff work together to create a calm and supportive atmosphere where children feel increasingly secure and confident. Staff use praise and encouragement very well to manage children so that they develop positive attitudes to learning. The curriculum is carefully planned to provide a wide range of practical experiences, which involve children actively and promote their independence. Assessment procedures are very well developed and teachers use them efficiently so that they know exactly what children can do and therefore plan the next steps of learning accordingly. In the Reception classes, the way the two teachers share the teaching of the curriculum works successfully in the main. However, the focus of some activities in the continuous group work is not always clear and challenge is sometimes inappropriate. This results in some children flitting frequently between tasks and not concentrating sufficiently. The attractive well-organised outdoor area is generally used effectively to promote learning for both Reception and Nursery children. There are occasions, however, when opportunities for high quality interaction between adults and children are missed.

Personal, social and emotional development

73. In the Nursery, most children leave their carers happily at the beginning of sessions but one or two are still reluctant and need much encouragement to join the group. Most are becoming independent in finding their name card to self-register, and in selecting an activity. When working with an adult they take turns and share, as when playing percussion. Several children, however, have difficulty sharing in less supervised activities, for instance, using the language master or the dressing up clothes. They are beginning to show concern for living things, as when feeding the fish. Children in the Reception class are independent in selecting an activity. Higher attainers sustain concentration, and persevere to complete their own purpose. They respond positively to the well established rules and routines, like serving themselves with milk, putting up their hands to answer in class, or responding promptly to instructions in physical education. Most take turns sensibly as when playing mathematics games in groups, or co-operate in pairs to share white boards. Almost all enjoy taking responsibility for being special helpers. They sit proudly on the special chair, and give out and collect equipment with care. Most are pleased at the success of others. This is reflected in the way many burst into applause as another child, or a puppet, finally gets the answer right. Teaching and learning are very good. Teachers encourage children to grow in independence, providing many opportunities for them to organise their own learning and think for themselves. All staff are consistent in establishing the school's expectations, in very positive ways so that the children are very clear about how to behave, and are enthusiastic to do well. Adults intervene calmly and deal with any inappropriate behaviour carefully, making sure that individuals are taken quietly aside whilst counselled. Teachers listen carefully and respect children's ideas. They provide positive and encouraging verbal feedback and nurture the children's sense of self worth by taking care to display their work attractively.

Communication, language and literacy

74. Many children start Nursery with below average communication skills. They answer in gestures, for instance with a nod or shake of their head to indicate which porridge they like best. Only a few speak in sentences to indicate 'I like the sweet one'. Several children have difficulty understanding and following simple instructions. Reception children are becoming confident speakers. Most talk willingly to each other and to adults, although some still have limited vocabulary to explain what they are doing. All children throughout the Foundation Stage enjoy listening to stories and are developing positive attitudes to books. Nursery children listen passively to short stories. With an adult they look carefully at a picture book, turning the pages to see what will happen next. Reception children enjoy joining-in repetitive text. Some use appropriate high or angry voices. Many are beginning to understand the concepts of words and letters. They hear and say some initial sounds in words and know which letters represent those sounds. Higher attainers recognise familiar words in the first reading books. Nursery children are developing control over a pencil, for instance, to trace a teddy bear picture, or to make marks on paper for their shopping lists. Reception children are beginning to use letter shapes in their own writing, and copy the teacher's writing with increasing control. The quality of teaching and learning is good. Throughout the Foundation Stage adults model positive attitudes to books. They use praise and encouragement to promote confidence and increase effort. Very good use is made of role-play activities. For instance, adults intervene in acting out the story of *The Three Bears* to promote speaking and listening skills and sequencing of plot, so that children learn successfully. The basic skills of learning letters and their sounds are taught well in the Reception classes where appropriate elements of the National Literacy Strategy are effectively incorporated into the curriculum. Whole class sessions where children

talk about what they have done are used effectively to promote speaking and listening skills and to assess progress. Opportunities are sometimes missed in the Nursery to question children sensitively about a story so as to extend their understanding and ability to express their ideas more clearly. Sometimes in the Reception classes, group tasks are not explained in sufficient detail or adults do not intervene enough to enable children to do as well as they could. For instance, children are unsuccessful in putting four pictures in the correct order to tell part of a familiar story because they are unsure of what to do.

Mathematical development

75. All children are fully involved in a wide range of interesting sorting, matching and ordering tasks. Nursery children practise counting in many practical, purposeful tasks for instance, when counting out spoonfuls of oats to make porridge. They use simple mathematical vocabulary like *bigger* and *smaller* to compare teddies and order three bowls and three spoons by size before matching them to the bears. Most Reception children confidently recite numbers in order forwards and backwards to ten and are extending their skills to 20. They are alert to spot the teacher's deliberate mistake and know which number is missing. Most count reliably up to ten objects. They are beginning to carry out addition up to five when finding the total number of items in two groups by counting them all. They recognise, name and draw numerals from zero to nine. Teaching and learning are good. Teachers use their secure knowledge and understanding of the needs of young children to plan lively hands-on experiences, which promote mathematical development well. Learning objectives are clear and group activities are well planned to consolidate whole class sessions. Teachers use questions skilfully to help children organise their thoughts and extend their ideas. Elements of the National Numeracy Strategy are incorporated in the Reception class and mental mathematics sessions are taught well.

Knowledge and understanding of the world

76. All children use their senses to explore the world around them. Nursery children use magnifiers to look closely for patterns in a selection of natural objects. They explore the properties of sand, and experiment with floating and sinking at the water tray. When making porridge they observe change carefully as the mixture thickens. Most, but not all, are confident to taste the porridge and indicate which they like best. Very few can explain their choice even using 'too sweet' or 'too salty' as the teacher models. Children in the Reception class explain their choice of suitable clothes for an adventure trek. When making sandwiches they consider choices of brown or white bread, jam or chocolate spread filling. They follow instructions and use knives safely to spread and cut. Nursery children use simple equipment like the language master competently and Reception children are becoming independent in controlling a programmable toy to travel backwards and forwards. Teaching and learning are good. Teachers provide well-planned and carefully organised opportunities for pupils to explore in a wide variety of formal and informal situations. They encourage the development of investigative skills by helping children to observe, touch, taste, smell and listen carefully, to ask questions and to discuss their findings. Resources are of high quality, well organised and accessible so that children can make choices for themselves. Nursery nurses are frequently well deployed to lead investigations and they provide good support through questioning and valuing the children's ideas. Good use is usually made of the outdoor area as a learning resource but there are times when opportunities are missed, for instance, to promote a sense of wonder when observing the daffodils.

Physical development

77. All pupils have well organised access to the attractive outdoor play area. They ride wheeled vehicles with increasing control and awareness of others and space, for instance, to park in the designated parking bay. They show growing skills in handling small apparatus like balls to throw, bounce and catch. Reception children use the school hall for physical education and dance lessons. They move around with good control, avoiding others and using the whole of the space. They jump, gallop and run confidently. They modify their movement to respond to music, marching like soldiers, or tiptoeing lightly like fairies. Reception children are adept at using tools like pencils, pasters and even scissors. The quality of teaching and learning is satisfactory overall. Teachers manage children well and give clear instructions so that all know what is expected. They use children as exemplars of good practice to encourage the others. In some lessons, teachers talk for too long. As a result, children spend too much time listening and not enough actually keeping physical exercise flowing. This slows the pace of learning and dissipates the effects of warming up.

Creative development

78. Almost all children join enthusiastically in a range of rhymes and songs. Nursery children explore a variety of creative media, but do not always work with a specific purpose in mind. Reception children are becoming more purposeful in developing their own ideas. One child, for instance, sets out independently to make a watch. He collects scrap materials and perseveres to assemble them to complete his purpose. Most enjoy mixing colours and exploring the outcomes in handprints. Reception children, with help, act out the story of *The Three Bears*. They show good understanding of the sequence and use appropriate voices for the characters. They are imaginative in creating beds and chairs of different size from blocks. Teaching and learning are good. Staff are particularly good at creating attractive role-play situations and helping children to extend their imaginative response. They foster trusting relationships so that children are not afraid to commit themselves and are enthusiastic to explore media and act out situations. Musical sessions are generally well organised and clearly focused. However, lesson objectives are not always clear to children and they are sometimes confused in trying to work out what is expected, for instance, in creating music for a story.

ENGLISH

79. Standards of attainment in speaking, reading and writing are in line with the national average. Results of the national tests for Year 2 pupils in 2002 were in line with the national average and also in line with the average in comparison with similar schools. Although the proportion of pupils attaining the expected Level 2 has fallen slightly, because of increased numbers of pupils with special educational needs, the proportion of pupils attaining the higher Level 3 has been increased considerably since the last inspection. This is the result of good teaching and well planned lessons which are based on the guidelines of the National Literacy Strategy.
80. The school places a strong emphasis on the development of language and communication skills and this enables pupils to make good progress and achieve well. Pupils with special educational needs are well supported by class teachers and by support staff in small withdrawal groups and they make good progress in relation to their individual education plans. Pupils with English as an additional language also receive good support to enable them to make satisfactory progress in their acquisition of English.

81. Standards of speaking and listening are generally similar to those found in most schools. Most pupils demonstrate the ability to listen attentively, to contribute to class discussion, ask questions and respond to their teachers' questions with good confidence. There is, however, a wide variety of attainment in all year groups. The school has established a climate of mutual trust and teachers constantly promote the pupils' self-esteem so that they are not afraid to express their opinions and join confidently in conversation. In all classes, well-organised opportunities are provided for pupils to engage in focused discussion in pairs, in small groups and in whole class sessions. This enables the vast majority of pupils to achieve well. Most pupils listen well, both to their teachers and to classmates in discussions. Speaking skills are less widely developed. The great majority of pupils confidently volunteer contributions to discussions. Higher attaining speakers express themselves in well-rounded sentences and organise their thoughts logically. Some pupils, although willing to speak, have difficulty in expressing ideas in sequence. Their contributions are therefore limited to short phrases or single words.
82. Attainment in reading is in line with the national average by the end of Year 2. Pupils develop positive attitudes to books as they move through Years 1 and 2. The early reading skills of associating letters and their sounds are taught clearly, and an appropriate range of graded reading books is used effectively to promote learning over time. By the end of Year 2, pupils read confidently together from class books. Almost all are aware of differences between fiction and reference books and have sound skills in locating information by contents or index pages. When reading alone, most pupils use a range of strategies for decoding unfamiliar words. Systematic teaching of basic skills enables most pupils to use their knowledge of letters and their sounds particularly well to increase their understanding. Higher attaining pupils read accurately from appropriate texts. These pupils read with fluency and expression, and recognise a good range of complex words. They talk enthusiastically about their favourite books, and are articulate in describing the plot and characters in their books. Many pupils read at National Curriculum level 2, the average level expected of pupils by the end of Year 2, and they reveal an improving range of wider reading skills. Lower attainers read familiar stories confidently but are hesitant when faced with new words and rely on adult support. Progress in reading is supported by pupils regularly reading at home. The school has established an effective home reading system and provides useful advice for parents.
83. Most pupils have sufficient reading skills to support their learning in other subjects. Pupils' general reference skills are satisfactory. They understand and can use indexes and contents pages. The majority know the alphabet well and can use alphabetical order. They look up words in a simple dictionary.
84. Pupils' overall attainment in writing is in line with the national average by the end of Year 2. Teachers provide carefully planned opportunities to develop writing skills and to enable pupils to make good progress as they move through Years 1 and 2. Pupils write for a variety of purposes including stories, poetry, letters and accounts. By Year 2, many pupils place events clearly in order, in their story writing. The majority of pupils can sequence sentences and understand the use of capital letters and full stops. The higher attaining pupils are beginning to use commas and speech marks. When attempting longer pieces of writing many pupils are beginning to show some imagination and select words with care. Standards of spelling are in line with those expected for the age group. Simple, everyday words are usually spelt correctly and attempts at longer words are phonetically justifiable. Standards in handwriting and presentational skills are generally satisfactory by the end of Year 2. Pupils acquire skills

of letter formation and develop a simple script. Higher attaining pupils use a joined cursive script.

85. The response of pupils in lessons is usually good. They enjoy the whole class reading activities and are keen to contribute to class discussions about the books and poems read together. However, at times some pupils find it difficult to maintain concentration and the pace of their work slows.
86. The overall quality of teaching is good. This makes a positive impact upon standards of work achieved and on pupils' attitudes and behaviour. The pace of teaching and learning is particularly good in Year 2, where pupils work enthusiastically with their teacher, showing great interest and involvement in their work. Teachers have a good knowledge and understanding of teaching literacy and plan carefully within the National Literacy Strategy. Objectives are made clear to pupils at the beginning of each lesson, so that they concentrate and work hard for success. Pupils with special educational needs also benefit from the support they receive in withdrawal groups and they make good progress. Most teachers organise group tasks well to provide appropriate challenge for the different ability levels in the class.
87. The features of more successful teaching include good questioning skills; good lesson pace; high expectations and successful plenary sessions which are used well to check on pupils' understanding and to promote self-esteem through positive feedback. Teachers use questions thoughtfully to help pupils extend their own ideas. In a Year 2 lesson for example, the teacher built very successfully on pupils' earlier learning to develop their descriptive writing. Pupils responded well to her high expectations of attitudes and attainment. Whole class discussion of 'interesting' words which could be used to describe a troll provided a wide range of ideas and suggestions. Written work was well matched to pupils' needs and abilities and additional teacher support was provided for those pupils who required help. This enabled them to take a full part in the lesson. In a Year 1 lesson, the teacher made good use of a 'big book' to enable the class to read the different parts in a play about the *'Three Little Pigs'* with a range of expression. The story was later used as the basis for simple story writing. Good questioning ensured that pupils had a clear understanding of the task and helped them to structure their writing.
88. Teaching is less successful when teachers fail to make full use of the opportunities to use their assessments of pupils' understanding and knowledge, to provide work that matches individual needs according to age and attainment. At times, the pace of lessons is rather pedestrian and pupils lose interest, consequently they make slower progress. The teachers work hard to ensure that pupils are well supported and involved in activities. However, on occasions the lack of any additional classroom support means that group work is less successful than whole class activities.
89. Teachers plan lessons in accordance with the National Literacy Strategy. This ensures a good balance of activities in the majority of lessons which include question and answer sessions, written activities and a review of what has been learned. The effective partnership between classroom teachers and support staff ensures that pupils targeted for additional help make good progress. The English curriculum is generally broad and balanced with a good range of interesting and relevant activities which stimulate pupils' interest. Pupils are encouraged to make use of their reading, speaking and listening skills to support work in other subjects across the curriculum. Whilst some use is made of computers throughout the school to develop word-processing skills, overall the use of information and communication technology to support learning is limited.

90. The school has a good range of reading materials to support pupils' learning. These are well organised and easily accessible. The library is temporarily based in a corridor as a result of the recent building work in the school. A new library room is due to be completed very soon.
91. The subject co-ordinator has only recently taken up her post. She has a clear overview of the subject. The National Literacy Strategy has been successfully introduced. This has provided a useful structure to support teachers' planning and the development of appropriate skills and knowledge. There are effective systems in place to monitor the progress of pupils as they move through the school and good use is made of assessments to identify pupils who need additional support. Clear targets for improvement are set and these are shared with parents and pupils. The quality of teaching and learning is monitored and evaluated.
92. The school has made several improvements since the previous inspection. Good use is made of initiatives such as the Early Literacy Strategy to enable more pupils to achieve the levels of which they are capable. Some additional support is also available for pupils with special educational needs. Learning resources have also been improved. These initiatives have had a positive effect on raising standards.

MATHEMATICS

93. Current standards in Year 2 are similar to those found in most schools. Standards seen during the inspection reflect those reached in national tests in 2002 when the school's performance was in line with the national average and close to the average for similar schools. Standards have been broadly average over the last four years. Whilst there has been a recent improvement in the proportion of pupils reaching the higher level, the proportion reaching the expected level has fallen slightly. These changes are due largely to the school's determination, since the previous inspection, to raise standards by challenging the higher attainers, and also to the increased number of pupils with special educational needs in the school population.
94. The vast majority of pupils achieve well. This is confirmed by the school's own assessments. Individuals and groups are carefully tracked and their progress frequently monitored. Challenging targets are set and regularly reviewed and renewed. A group of lower attainers has been identified. They receive extra help and are making good progress towards their targets. Pupils with special educational needs are supported effectively by the teachers in class and they make good progress. There are no pupils in Years 1 and 2 who are at an early stage of learning English but those who speak English as an additional language are fully included and make good progress alongside their peers. Teachers use assessments to plan lesson tasks that specifically meet the needs of pupils of differing attainment. This is an important factor in the school's success.
95. In Years 1 and 2, there has been much emphasis on improving the pupils' abilities to solve mathematical problems. Pupils are achieving well in this area. The school is rightly concentrating on the development of number language so that pupils can better understand and process information. In Year 2, most pupils are becoming confident in choosing the right operation to solve a shopping problem. Higher attainers can work out simple problems and clearly explain their thinking with appropriate vocabulary. Several lower attainers have not yet acquired appropriate vocabulary to manipulate information and they find this difficult. Average attainers are beginning to understand the place value of digits when working on 100-square. They recognise multiples of five or ten and can double numbers from one to 50. Higher attainers work out associated

division facts from the two times table and double and halve numbers to 500. Lower attainers are unreliable in doubling. They add and subtract numbers to 30 with help. Pupils' attainment in some aspects of shape work is above average. All are becoming familiar with the concept of symmetry and relate this to patterns and to two-dimensional shapes. They use mirrors to help them complete symmetrical patterns with shapes of increasing complexity. Average attainers know that different shapes vary greatly in the number of lines of symmetry they have. Higher attainers find and draw lines of symmetry on two-dimensional shapes. Lower attainers sort shapes into those which are symmetrical and those which are not. They recognise and name common regular and irregular two-dimensional shapes including pentagons and hexagons. There is a low volume of recorded work in data handling. However, with help, most pupils record information about the number of letters in their names in a simple block graph.

96. The quality of teaching and learning is good overall, and sometimes very good or excellent in Year 2. The National Numeracy Strategy is implemented rigorously in all classes. However, whilst mental mathematics sessions are taught briskly in some classes, they lack pace in others. Teachers plan lessons carefully with clear objectives, often shared with pupils, which focus attention fully on the skills to be learnt. Group tasks are chosen specifically to meet the needs of pupils with differing attainment within the class. Teachers' skilful use of questions, for instance, 'How did you do that?', 'Can you think of any other strategies?' extend pupils' thinking successfully. Lessons are enlivened by clear demonstrations and explanations, which clarify concepts and ensure that pupils will succeed in their group tasks. Marking of work in books is helpful in showing pupils how to improve as well as encouraging them with praise. Plenary sessions, when pupils talk about their work, are used effectively to consolidate learning. Occasionally, expectations are too low as when higher attaining pupils waste time drawing objects in the shop instead of just recording the price. In Year 1 teachers, without support from a teaching assistant, do not always have enough time to support all of the pupils in group tasks whilst maintaining the focus for the targeted group. The excellent teaching is characterised by a lively, dynamic approach, and well organised, interesting practical activities. The teacher uses pupils' own ideas and experience to help them solve problems and bring the subject to life. As a result, there is a buzz of excitement as pupils become enthusiastic mathematicians.
97. There are good links with literacy in the teaching of subject specific vocabulary and in the opportunities provided for pupils to develop their speaking and listening skills in discussion and problem solving situations. Links with information and communication technology are not well developed. Whilst some use is made of programmable toys and turtle programs in space work, opportunities are missed to promote data handling skills through information and communication technology.
98. Management of the subject is very good. The curriculum leader has an excellent overview through monitoring the school's performance over time. Less well developed areas of the curriculum and specific groups of pupils have been identified, and appropriate action taken to improve the school's performance.
99. The subject makes a satisfactory contribution to pupils' spiritual, moral, social and cultural development. Pupils are encouraged to co-operate in pairs and groups.

SCIENCE

100. The 2002 teacher assessments of the attainment of seven year olds shows that standards were above average because of the percentage of pupils reaching and exceeding the nationally expected level. Inspection findings show that standards are still above average. More pupils are reaching the higher level than at the time of the last inspection. Pupils' achievement is good during their time in school.
101. Many pupils in Year 2 show good scientific understanding in all aspects they have been taught. There are no significant differences between the physical and biological sciences. Earlier this term they studied the properties and use of materials and how materials can be changed. Most pupils know the difference between natural and man-made and have a good understanding of how the properties of materials affect their use, knowing, for example, why glass is a good choice for windows. Pupils know that heat can change materials, for example that chocolate becomes runny on warming but can change back to solid on cooling. They have a good understanding of the basic elements of electricity and understand the dangers of the misuse of mains appliances. Pupils have found out that two bulbs in series in a single circuit, rather than one, will shine less brightly. Much of the pupils' knowledge and understanding is gained by investigation. A scrutiny of work shows that pupils are able to use a planning structure to record an investigation independently. Many pupils were able to predict correctly where in a classroom an ice cube might melt first. They record results in a chart to show what happened over time and many were able to give reasons for their conclusions. Pupils are beginning to understand how a test can be structured to make it fair.
102. The quality of teaching is good or better. It was very good in both Year 2 classes and this has a positive impact on standards achieved. Detailed planning provides challenging work which meets the needs of pupils with differing levels of attainment. Well-led discussions at the start of lessons enabled teachers to assess what pupils already understood so this could be built on. There is a good stress on the use of key scientific vocabulary, such as 'transparent' and 'rigid' and pupils were encouraged to use these words in their responses. Lessons are well organised and resources well prepared so that pupils settle down quickly to their tasks. Support assistants and students are well briefed and their support is good. This enables pupils with special educational needs to take a full part in lessons and to make equal progress to others. Questioning is used effectively to enable pupils to think through their ideas and to extend their understanding. For example, in one lesson the teacher built on their knowledge that plastic is used to make Wellington boots because it is waterproof and led them to realise that the plastic also needs to be flexible yet strong. In another lesson in which pupils had been attempting to change materials by bending, twisting and stretching, the pupils' findings were challenged; "Can metal be twisted by a force stronger than our hands?" A higher attaining pupil was able to suggest metal springs as an example. Relationships and class management skills are good and pupils are always fully involved. They are eager and keen to investigate and this has a positive impact on their learning.
103. Literacy skills are reinforced well in science because all pupils record their own work. This is well matched to their attainment in writing. In a Year 1 lesson pupils carried out simple research on materials using appropriate reference books. Numeracy skills are consolidated well in investigations when pupils collect, collate and interpret results. However, the potential of information and communication technology for handling data and for research has not been exploited.

104. The leadership and management of science are very good and are key factors in the rise in standards. The co-ordinator is enthusiastic and has developed her subject knowledge well. The high quality of work in her own class is a good example for others, as is the quality of the interactive displays around the school. She has directed the staff towards teaching principally through investigation and has created files for each unit to assist staff in planning suitable activities. New assessment systems have been introduced to assess the development of science skills as well as pupils' knowledge and understanding and the information is used well to plan future work. There are good procedures in place to monitor teaching and learning. The results of the end of Year 2 teacher assessments are analysed by gender and ethnicity and areas of weakness are identified and addressed.

ART AND DESIGN

105. No art and design lessons were observed in Year 2 and there was insufficient evidence of previous work available to enable secure judgements to be made about the standards of attainment by the end of Year 2. The standards of attainment in Year 1 are in line with expectations for the age group.
106. Teachers' planning indicates a range of media including drawing materials, paint, printing, modelling and collage work is provided during the year. Pupils in Year 1 develop an understanding of colour mixing and the selection of appropriate materials. They express themselves through drawing painting and modelling and use simple techniques with developing control. A good example of this was the selection of self portraits they had painted. However, there is little evidence that use is made of information and communication technology to support pupils' work in art and design, for example, using computer programs to create pictures and patterns.
107. The quality of teaching is satisfactory in Year 1. It is characterised by good organisation, well-prepared resources and a shared understanding of what it is the pupils will achieve by the end of the lesson. However, some of the activities provided do not provide sufficient challenge for pupils and are completed quickly. This does not make the most effective use of the limited time available for the subject.
108. At present there is no subject co-ordinator until a new teacher is appointed next term. The school uses the national guidance as a framework for planning. The school has adequate consumable resources for art and is developing a collection of reference materials concerning artists and their work. The subject has had a low priority in recent years and there has been no monitoring of teaching and learning. The headteacher is aware of the need to develop work in art and design and has already planned staff training for the coming term.

DESIGN AND TECHNOLOGY

109. Standards are in line with those expected for pupils by the end of Year 2 and achievement is satisfactory. This is similar to the position during the last inspection.
110. Pupils are taught the full design and technology process from an early age. In Year 1 pupils have worked in groups to make houses for the '*Big Bad Pig*'. Before constructing them they practised cutting, joining and sticking a variety of materials to see which worked best. They investigated ways of strengthening the joints. Pupils in Year 2 have looked closely at the wheels and axles of toy vehicles to investigate how they move. All pupils, some with support, produced clear, labelled designs and itemised the materials they would need before making their own models, which are of satisfactory quality. In

both year groups pupils are beginning to evaluate their own work and to think of ways to improve it.

111. Only one lesson was seen, in Year 2, and teaching was very good. The lesson was clearly planned to enable pupils to assess the quality of their work. Effective questioning was used which enabled pupils to decide if their wheels moved freely and their vehicles moved smoothly. Well-prepared worksheets ensured that pupils were able to record their ideas successfully, at their own level. Good use was made of a support assistant to ensure that pupils with special educational needs were able to achieve as well as others. Time targets were set to focus pupils on the task and, as a result, all pupils were able to suggest improvements such as bigger wheels or better steering.
112. At present there is no subject co-ordinator until a new teacher is appointed next term. Since the last inspection a national scheme of work has been put in place which gives good support and guidance to staff when planning activities. However, the teaching of the subject for only half of each term means that pupils do not regularly consolidate their skills and this is not helpful when attempting to raise standards further. Assessment systems are in place and are used to record what pupils know and can do but the use of assessment to improve provision is not fully developed. Monitoring of the subject has not yet been extended to teaching. Over the past few years design and technology has been a low priority. The school improvement plan for 2003/2004 indicates that it will be a focus for development.

GEOGRAPHY

113. No geography lessons were observed during the inspection. However, evidence was collected from scrutiny of pupils' earlier work, teachers' planning and discussions with teachers. From the limited evidence made available, standards are in line with the national expectations by the end of Year 2. This is a similar position to that found at the time of the last inspection. There was insufficient evidence available to enable secure judgements to be made about the quality of teaching.
114. In Years 1 and 2, pupils are introduced to a range of geographical skills including the drawing and use of plans and maps; simple route finding and recording weather observations. They build up a geographical vocabulary and develop their knowledge and understanding of their own locality and contrasting environments around the world. They recognise seasonal weather patterns. By the end of Year 2, pupils are becoming aware of places beyond their own locality and the similarities and differences between their own area and others. They recognise that people earn their livings in different ways in different places and that they may use different forms of transport. They understand that shops and houses vary, reflecting the different needs of people in a specific locality.
115. The subject co-ordinator has only been in post since September and has had little opportunity to monitor or promote the subject as it has not been a recent priority. Work in geography is guided by a scheme of work based on the national guidance for the subject. Resources are satisfactory. The school is developing a range of reference material and equipment such as globes and maps. Standards of attainment are in line with expectations, although the limited time made available for the subject does restrict the amount of work covered.

HISTORY

116. The scrutiny of pupils' work completed so far in the school year, together with the observation of a limited number of lessons, indicates that pupils reach standards in line with the national expectations by Year 2. They are beginning to have some awareness of the passage of time and to know that people existed many years before they were born. They recognise the similarities and different characteristics of other times and they acquire appropriate historical terminology such as 'old', 'new', and 'in the past'.
117. Pupils are introduced to the subject through stories which help them develop concepts of time and place. Pupils in Year 1 have explored the features of old and new toys and identified the similarities and differences. They have looked at Victorian household appliances and compared them with modern day equivalents. Pupils develop an understanding of the changes that have taken place in people's lives over the recent past. They are also familiar with the names and achievements of famous people from the past. For example, Year 2 pupils compare the lives of Florence Nightingale and Mary Seacole and the changes they brought to nursing. They compare conditions in hospitals and the role of nurses, between then and now. They are aware of some famous events in the past like the Great Fire of London and are aware of the importance of eyewitness accounts such as Pepys' Diary as a source of information.
118. Teachers' planning indicates that appropriate opportunities are provided for pupils to develop their understanding of chronology using familiar everyday events and stories. Pupils are encouraged to use a variety of resources including, pictures, photographs, video and books to find out about the past. Good use is also made of the school and the surrounding area. However, information and communication technology is not used well to support teaching and learning in history.
119. Teaching of history is good. The topics are well researched and presented. As a result, the pupils are well behaved in lessons and talk enthusiastically about their work. The activities planned are appropriate to the age and attainment of the pupils which helps them to make good progress. In a Year 2 lesson for example, very good questioning from the teacher enabled pupils to review their earlier learning about Florence Nightingale and Mary Seacole and to evaluate a wide range of evidence that they had used to find out about them. Pupils were interested in the activity and keen to contribute ideas. They were aware of the differences in the reliability of evidence such as photographs in comparison with paintings. They showed a good understanding of the difficulties faced by Mary Seacole as a black woman.
120. The headteacher is currently acting as subject co-ordinator until a new co-ordinator is appointed. There is a policy in place and the school uses the national guidelines which provide a programme of work to help teachers plan effectively. Resources for the teaching of the subject are adequate. The subject has not been a recent priority for the school and has received limited monitoring during the absence of the subject co-ordinator. Standards of attainment are in line with expectations although the limited time made available for the subject does restrict the amount of work covered.

INFORMATION AND COMMUNICATION TECHNOLOGY

121. Standards for pupils in Year 2 are broadly in line with national expectations and achievement is satisfactory. Since the last inspection, when standards were judged to be high, there had been little development in the subject until April 2002 when the new computer suite was completed as part of the school's rebuilding programme. For part of this time pupils were not experiencing the breadth of study required by the National

Curriculum and the provision was unsatisfactory. This has now been addressed by the good use of the suite for the direct teaching of skills, the purchase of new software and by planning based on national guidelines. Insufficient progress has been made in the use of information and communication technology (ICT) across the curriculum and this is a priority for development. Specific software is being purchased to enable this to happen but the school lacks the benefit of up to date computers in the classroom to be used in non ICT lessons. There are some links identified with literacy and pupils edit text whilst improving their word processing skills.

122. Standards for pupils in Year 2 are at expected levels in word processing and control technology. Year 1 pupils have learned about the various forms of communication such as television, tape recorders, text and photographs. They have begun to use the computer for word processing, using the mouse confidently, and they are beginning to find their way around the keyboard. By Year 2 many pupils are more confident in word processing. Most can log on and open the appropriate program for themselves and they are learning to save their work and log off. They copy and paste pictures into a Word document. Reception children learn how to control the movement of 'Roamer' floor robots by entering instructions and, by Year 2, many pupils can use a control program to draw geometric shapes on the screen. Each year group has had experiences with paint and draw programs. Data handling has not yet been introduced but is planned for the coming term.
123. Teaching varies from very good to satisfactory and is good overall. Teachers show competent subject knowledge and lessons are planned with clear objectives to develop specific skills. However, this does not adequately take account of pupils' earlier attainment and, as a result, in some lessons higher attaining pupils have insufficient challenge. Good use is made of the ICT suite where teachers can give clear demonstrations and guidance by modelling tasks on a whiteboard which shows the computer screen. In most lessons this ensures that pupils make a good start on their own tasks. This was less effective in one lesson where the teacher's demonstration was too hurried and too detailed for many pupils. As a result many were unable to make a start. The teacher had no extra support and consequently, despite her own efforts, pupils had to waste time whilst waiting for help and there was some inappropriate behaviour. Positive attitudes and good behaviour are important factors in pupils' achievement. Almost all pupils are keen to learn; the vast majority listen attentively during the teacher instruction and show their understanding by their eagerness to answer questions or demonstrate their skills. This contributes to their progress when working on the computers. Working in pairs, most pupils show good co-operative skills and take turns to use the keyboard.
124. At present the co-ordinator is on leave from school and the subject is being managed well by the deputy headteacher. The school is well aware that time was lost whilst building work took place and plans were made for ICT to become a priority area for development as soon as the new suite was installed. The subject is part of the school improvement plan and the key areas needing to be developed have been identified relevantly. All teaching staff have received ICT training and support staff have received guidance from the deputy headteacher. Good links have been established with a local school with high standards in ICT and the co-ordinator will work with Moss Park staff on ways to use ICT effectively across the curriculum. A new system has been put in place to assess the skills acquired by pupils but this has not yet been used throughout the school to plan work to match pupils' differing levels of attainment. Starting this term, arrangements have been made to monitor teaching and learning.

MUSIC

125. Standards in Year 2 are broadly in line with those expected for the age group and are now higher than those reported at the time of the previous inspection. Pupils achieve satisfactorily. The good improvement is due largely to the implementation of a comprehensive scheme of work, which supports teachers in their planning for the progressive development of skills and knowledge. In service training, which is still taking place, is proving successful in raising teachers' expertise and confidence. Pupils with special educational needs make satisfactory progress in class alongside their peers. Teachers are aware of the needs of those pupils who speak English as an additional language and make sure they are fully involved. They make satisfactory progress.
126. Pupils in all classes enjoy making music. In Year 1, pupils use percussion and body sounds like clapping, clicking and tapping to enhance a story, or to represent a walk in the jungle. Year 2 pupils build on these experiences to explore sound with attention to dynamics, and to record their work in symbols. They are thoughtful in devising their own symbols to represent particular sounds and to show when to play louder or softer. They follow the conductor's random instructions to play together but do not select or order the sounds, for instance, to compose a piece with a beginning, middle and end. They are, however, beginning to recognise patterns when listening to music, for instance, higher attainers know that elements are repeated in a *rondo*. Pupils listen carefully to Mozart's *Eine Kleine Nachtmusik* and record feelings such as happiness and excitement in their response. Higher attainers identify some of the instruments played. Pupils of all ages join in a wide repertoire of hymns and songs in assembly. They sing tunefully from memory and respond enthusiastically to clap rhythms accurately and energetically.
127. The quality of teaching and learning has improved since the previous inspection and is now satisfactory. In the main, teachers use their secure knowledge and understanding, supported by the scheme of work, to plan interesting lessons with appropriate emphasis on building skills. They manage pupils effectively with praise and encouragement so that pupils enjoy lessons and respond positively to the subject. Teachers provide suitable opportunities for pupils to listen to music, and to articulate their response. This makes a good contribution to their speaking and listening skills, as well as their musical knowledge. Teachers' expectations are not always high enough. Pupils are not consistently given time to make informed decisions for themselves or develop their own ideas more fully, in composition. For instance, when accompanying a story, pupils did not have the opportunity to explore different sounds before choosing a suitable instrument to represent the sun or the wind. Opportunities are missed to promote pupils' critical skills in listening carefully to each other or to their own recorded work, in order to improve.
128. Music makes a good contribution to pupils' spiritual, moral, social and cultural development. The curriculum was recently enhanced by the performance of professional musicians, which was much enjoyed by the whole school. Links with numeracy and information and communication technology are not well developed.
129. Management of the subject is satisfactory. The curriculum leader is only recently in post. She has gained an overview of the school's provision, but is only just beginning to monitor teachers' plans and pupils' progress. Appropriate assessment procedures have recently been introduced, and are being used efficiently to check attainment and plan new work.

PHYSICAL EDUCATION

130. The school plans a balanced programme of physical education which meets the requirements of the National Curriculum. Pupils learn to play games, participate in gymnastic activities and respond to music through dance. Gymnastics was the only area of physical education observed during the inspection. Standards of attainment in this area are above expectations for the age group by Year 2. They are similar to those found at the time of the previous inspection. There was insufficient evidence to judge standards in games and dance.
131. Pupils throughout the school develop control, co-ordination and balance and have an awareness of space and the need to use it well as part of their physical activities. In gymnastics lessons they listen carefully and work hard to improve their performance. Pupils have a clear understanding of the benefits of vigorous exercise and the effects of exercise on the body. By Year 2 pupils show good control over their body, make effective use of space and demonstrate good skills of balancing, stretching, jumping and landing. They use a good range of large equipment with care and safety.
132. The quality of teaching varies from satisfactory to very good. It is good overall. In the best lessons, teachers set appropriate challenges, provide clear instructions and explanations and encourage pupils to develop skills. Relationships and class management are good. This results in safe, controlled lessons where pupils listen carefully and follow their teachers' instructions. Teaching is enthusiastic and this is reflected in pupils' response. They clearly enjoy lessons. In a Year 2 lesson, for example, the teacher had high expectations and pupils worked very hard to improve their skills. The teacher made good use of pupils as exemplars of good practice and provided opportunities for pupils to evaluate their own and others' work. The teacher constantly sought to help pupils improve their performance. When teaching is less successful, instructions are not always clear and the pace of the lesson slows. However, no lessons are less than satisfactory. All lessons begin and end in an orderly manner and contain appropriate warm-up activities.
133. Accommodation for physical education is satisfactory. In addition to the hall, the school uses the playground and the field when weather permits. There is a suitable selection of small apparatus and equipment and a good range of large apparatus. There is a clear and effective overall plan of work which identifies the development of skills and provides for an appropriate range of activities.

RELIGIOUS EDUCATION

134. Standards are in line with the expectations of the locally agreed syllabus for pupils at the age of seven and achievement is satisfactory for all pupils. This is an improvement since the previous inspection when standards were below average.
135. Year 2 pupils can express their understanding of religion as 'believing in Gods' and can recall some of the traditions of the religions they have studied. Pupils show an understanding of the significance of religious celebrations such as Christmas, Easter, Divali and Eid. One pupil said, "Christmas isn't all about presents!" before explaining its significance to Christians. They understand that Moslems fast during Ramadan to remember others who are less fortunate than themselves. Some pupils show good knowledge of the Christian faith and understand the significance of symbols such as the cross. They are beginning to relate religious teaching to moral and social issues; in a very good lesson pupils had a lively discussion on interpreting Jesus' teaching of

'treating others as you want to be treated yourself,' and most realised that this applied to everyone, not just friends and family.

136. Teaching is satisfactory overall, although there is some very good teaching. Where this happens pupils learn well because of the clear planning, confident subject knowledge and very effective questioning to involve pupils in thinking for themselves why, for instance, rules are needed in school, the home and the wider community. 'Talk partners' were used well to enable less confident pupils to rehearse their ideas before presenting them to the whole class. The teacher encouraged pupils to use their own experiences, for example, trying not to retaliate if someone has been hurtful and this helped them to develop understanding. The same lesson content was less effective in another class because the concentration was on the rules themselves rather than the need for rules. In another lesson learning was affected by the insecurity of the teacher's subject knowledge and by the slow pace of the lesson which meant that some pupils lost interest. Where teaching was very good the pupils' interest and involvement had a positive impact on their learning.
137. Leadership and management of the subject are good although the co-ordinator has only been in place since September. The quality of the provision shows good improvement since the last inspection and planning is well focussed with clear objectives. There is sufficient emphasis on all major faiths. The co-ordinator has prepared planning files for each year group which include resources to help teachers with developing their own subject knowledge and with planning activities. There are good collections of artefacts for each major faith and there are visitors from faith groups; these help to make lessons more meaningful. Good assessment procedures are now in place and the co-ordinator has identified assessment opportunities for each unit of work. A portfolio of work has been started to help teachers to assess attainment levels. These recent innovations should help to raise standards further. Monitoring of teaching and learning is not fully developed and has not yet had an impact on standards.