

INSPECTION REPORT

BUTTON LANE PRIMARY SCHOOL

Wythenshawe, Manchester

LEA area: Manchester

Unique reference number: 131938

Headteacher: Miss Lynne Perry

Reporting inspector: Susan Walker
21678

Dates of inspection: 23rd - 27th September 2002

Inspection number: 248873

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	infant and junior
School category:	community
Age range of pupils:	3-11
Gender of pupils:	mixed
School address:	Button Lane Northern Moor Wythenshawe Manchester
Postcode:	M23 0ND
Telephone number:	0161 945 1965
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Appropriate authority:	governing body
Name of chair of governors:	Mrs D McTaggart-Richardson
Date of previous inspection:	March 2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21678	Susan Walker	Registered inspector	History, Information and communication technology, Educational inclusion.	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed? What the school should do to improve further?
19361	Keith Ross	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
25577	Bill Jefferson	Team inspector	Mathematics, Physical education.	
20003	Suzi Metcalfe	Team inspector	English, Religious education, English as an additional language.	Attitudes, behaviour and personal development.
2911	Eric Steed	Team inspector	Science, Art and design.	How good are curricular and other opportunities?
25352	Geraldine Taujanskas	Team inspector	Music, Foundation Stage, Special educational needs.	
22704	Garry Williams	Team inspector	Design and technology, Geography.	
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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its previous inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
 PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	15
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	18
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	19
HOW WELL IS THE SCHOOL LED AND MANAGED?	20
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	23
 PART C: SCHOOL DATA AND INDICATORS	24
 PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	29

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Button Lane Primary School is situated on a council estate at the very edge of Wythenshawe. The vast majority of pupils live in council houses or low rise flats. The school is bigger than average. At present there are 401 boys and girls aged from 3-11, including 60 children attending the nursery. About a third of pupils move in and out of the school during each year. Children's attainment on entry to nursery is below average with many having poorly developed language skills. The percentage of pupils eligible for free school meals is higher than the usual number (40 per cent and rising). Currently about 20 per cent of pupils have special educational needs, about the same as other schools. Most of these pupils have minor learning difficulties, but three pupils have statements of special educational needs. The vast majority of pupils are of white ethnic origin with small numbers of pupils from mixed ethnic, Caribbean and Chinese heritage. There are a very few refugees. A small number of pupils are at an early stage of speaking English. The school is part of the Wythenshawe Educational Action Zone (small zone). It has been awarded Investors in People status, the Healthy School Gold Award and is working towards the ECO award. A new headteacher took up post in September 2002.

HOW GOOD THE SCHOOL IS

Button Lane Primary School is an effective school. There is now a clear sense of purpose in the daily work of the school. Leadership and management are good. The new headteacher has a very clear grasp of what remains to be done. The quality of teaching and learning is satisfactory with some good lessons seen. Results in the 2002 national tests for pupils aged eleven were not as good as for most pupils nationally due to a third of the pupils having special educational needs and a similar number moving in and out of the school. The school gives satisfactory value for money.

What the school does well

- The school is well led and managed.
- The school's good provision for pupils' spiritual, moral, social and cultural development.
- Pupils have good attitudes to school, behave well and have good relationships with one another.
- The teaching in English, mathematics and science is good.
- Information for parents is good.
- The provision for pupils to take part in extra curricular activities is good.
- The day-to-day practical care is good.
- The school's provision for pupils with special educational needs is good.

What could be improved

- Standards in history, information and communication technology and religious education.
- Standards in English.
- Aspects of teaching and learning in the Foundation Stage.
- The rate of pupils' learning by: reviewing the length of lessons and when pupils are taken out of class for extra support, identifying and teaching key skills, reducing the number of worksheets. Procedures to check pupils' punctuality.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS PREVIOUS INSPECTION

The school was last inspected in March 2000 when it was placed in serious weakness. It has made good improvement in addressing its key issues. The school knows where it is going next. It now checks how well pupils are being taught, whether they learn enough and whether progress is good enough. It has just started setting effective targets for all pupils and classes. Teaching is better and there is extra help for more able pupils. Standards in information and communication technology remain below average, but there is improvement in the resources and the rate of pupils' progress. Standards in English and science are affected by both the number of pupils with special educational needs and the high number of pupils who move in and out of the school. Standards in mathematics have continued to improve. All issues relating to pupils with special educational needs have been improved. The school has made good

improvement in a range of other areas that were not key issues.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	E	C	E	D
mathematics	E	D	E	D
science	E	D	E	D

Key

well above average A

above average B

average C

below average D

well below average E

Children enter nursery at three years old with low levels of skills overall, especially in language and communication skills and personal and social skills. They make good progress in the nursery, but learning slows in the reception class and few children gain the Early Learning Goals in the six areas of learning. Inspection findings show that standards in reading and writing and science at age seven are below average while standards in mathematics are in line with what might be expected of pupils nationally. At age eleven standards in English and science remain below average while standards in mathematics are average. Pupils do not have enough handwriting skills or produce enough writing. Standards in information and communication technology are not as good as expected for pupils aged seven and eleven nationally, although a small number of more able pupils in Year 6 attain the expected level. In religious education seven year olds do as well as might be expected by the locally agreed syllabus but eleven year olds do not. A similar pattern emerges in history. In all other subjects pupils do as well as expected for pupils of their age. All boys and girls whatever their age, ability and ethnicity generally make satisfactory progress in their learning over time, if they stay in the school. Standards in the national assessment tests for pupils aged seven and eleven are affected by the low standards of pupils on entry and the very high numbers of boys and girls who move in and out of the school. For instance, in 2002, 36 per cent of pupils aged seven and a slightly smaller number of eleven year olds had moved in and out of school since the reception class. Some pupils were very new to the year group. This year-on-year movement of pupils makes setting accurate and achievable targets in the national assessment tests difficult for the school. Similarly, 37 per cent of boys and girls aged seven and 32 per cent of pupils aged eleven, who sat the national assessment tests in 2002, were on the special educational needs register. These two factors make it hard for the school to achieve the national average and they did not meet their targets in English and mathematics in 2002.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils have a lively interest and involvement in lessons.
Behaviour, in and out of classrooms	Good. Pupils move around the school in an orderly fashion and behave well in lessons.
Personal development and relationships	Good. The family atmosphere in the school and the good relationships help young and old to work and play together well. Caring for each other is encouraged in the roles and responsibilities that pupils have around the school. The opportunities for pupils to use their initiative are more limited.
Attendance	Satisfactory. Attendance has improved over the last 12 months. It remains below the national average, but the school is taking effective measures to improve levels of attendance. A significant number of pupils arrive late each morning, which affects their learning.

TEACHING AND LEARNING

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

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

The quality of teaching and learning is satisfactory, overall. Teaching is good or better in two thirds of lessons seen during the inspection. Teaching in lessons is generally good for children in nursery and in Years 2, 3, 5 and 6, in other classes it is satisfactory. Teaching and learning are good in English, mathematics and science. In history, information and communication technology and religious education, teaching and learning have been unsatisfactory over time, but were satisfactory in lessons seen during the inspection. The basic skills of literacy are taught satisfactorily overall, but more attention needs to be paid to the teaching of handwriting and reading and checking how well pupils read. The basic skills of numeracy are taught well. Where teaching is good or better lessons are well planned. The purpose of lessons is shared with pupils so they know what they have to do. Questioning is used well to check what pupils know and to make them think about new topics. The final minutes of the lesson are used effectively to review what pupils have learnt. Lessons are well managed and no time is wasted. Any adults supporting lessons are used effectively to support pupils with special educational needs, or those at an early stage of learning English. However, pupils' learning is not helped when they are taken out of class for extra support and return to lessons too late to play a real part in the lessons. Where lessons have shortcomings, pupils often do not learn as well as they might because lessons are either too short or too long, pupils complete unchallenging worksheets or teachers' organisational skills are not good enough. Teachers link learning in subjects together satisfactorily, for instance art and history.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The school provides a range of activities which covers all subjects. It provides a good range of extra curricular activities. However, lessons for infant pupils are sometimes too short for them to learn effectively.
Provision for pupils with special educational needs	Special educational needs is well managed. Pupils have suitable education plans which are used as a basis for their learning.
Provision for pupils with English as an additional language	The school makes satisfactory provision for the small number of pupils who are at an early stage of learning English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. This is a school where pupils are encouraged to consider how their actions affect others and this aids their learning. The good range of visits and visitors helps them to learn about life in their own and other countries.
How well the school cares for its pupils	The school provides good practical day-to-day care. However, systems to ensure the safety, care and protection of pupils are not yet formalised. Procedures for checking punctuality need to tighten. Assessment procedures for English, mathematics and science are good. Assessment procedures for most other subjects are yet to be fully developed. Assessment information procedures are not yet fully linked to the planning the next steps of pupils' learning.

There is a satisfactory partnership between parents and the school. Parents are supportive of what the

school does and how their children learn. The information provided for parents is good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. There is a clear sense of purpose and improvement about the school. The headteacher, deputy and other key teachers work well together to ensure that improvement is planned for. The aims of the school are now visible in its day-to-day life.
How well the governors fulfil their responsibilities	Good. The governors have handled the transition between headteachers well. They have yet to formalise risk assessment, implement a draft anti-racism policy and put into place a restraint policy.
The school's evaluation of its performance	The present headteacher has made good use of all the information available to her and now has a very clear idea of what the school needs to do next in order to continue to improve.
The strategic use of resources	Good use is made of specific grants to implement new initiatives, extra monies to support pupils with special educational needs and those at an early stage of speaking English are used appropriately. Focused expenditure on gifted and talented pupils and smaller groupings for pupils in Year 6 to learn English and mathematics are beginning to make an impact on their learning.

The school has a good number of teachers and teaching assistants to support pupils' learning. The accommodation is good and generally used appropriately. Resources are satisfactory overall, but library facilities are unsatisfactory. The range of information and communication technology is not yet good enough to support pupils' learning.

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.• The school expects their children to work hard.• Teaching is good and so children make good progress.• They feel comfortable talking to staff.	<ul style="list-style-type: none">• Homework.• Extra-curricular activities.

The inspection team agrees that pupils like school and that they generally work hard in lessons. Those pupils who stay with the school make at least satisfactory progress. Teaching, while satisfactory overall, is steadily improving. The quality and range of activities, such as sport and music is expanding to meet the needs of more pupils. The use of homework to support pupils' learning is satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter the nursery at three years old and are part-time for the first half term. Thereafter they are full-time. The good quality provision means that children have a substantial period of settled learning prior to moving to the reception classes in September and January of the year in which they are five years old. Children enter nursery with low levels of skills overall. This is particularly evident in language and communication skills and personal and social skills, which are well below average. Overall, children make good progress in the Foundation Stage, so by the time that they reach the end of the reception year standards are below average overall. Few children reach the Early Learning Goals in the six areas of learning. Progress is best in the nursery, where children often make rapid progress. Progress slows in the reception year.
2. In 2001 standards for pupils aged seven were below average in reading, average in writing and well below average in mathematics when compared to all schools nationally. When compared to schools in similar socio-economic circumstances, (as measured by the eligibility for free school meals) pupils were average in reading, above average in writing and below average in mathematics. In the 2002 national tests for pupils aged seven about eight out of ten pupils achieved the national standard in reading and slightly less in writing, while nine out of ten pupils achieved the national standards in mathematics. This was a roughly similar picture to the previous year.
3. Standards in 2001 for pupils aged eleven were average in English, and below average in mathematics and science when compared to all schools nationally. When compared to similar schools standards were well above average in English and average in mathematics and science. The position does not look as positive in 2002 when about half the pupils achieved the national standard in English and mathematics and three quarters in science. The school failed to meet its targets in English and mathematics.
4. Inspection findings show that throughout the school, pupils' achievements in speaking and listening are accelerating due to good planning. Pupils are slowly acquiring a wider vocabulary through listening to and speaking about a range of texts and issues. Nevertheless it is evident in some lessons that pupils' limited vocabulary is holding them back. Pupils listen to stories as a stimulus for their discussions. In small groups or pairs they agree or disagree with each other, giving reasons for their points of view. Pupils gain confidence in speaking to a larger audience when they contribute to assemblies and take part in activities for parents and friends.
5. Across the school, attainment in reading is below average, though many pupils make good progress in using their knowledge of sounds and letter patterns effectively to decipher words. Although knowledge of content and index pages and scanning and skimming techniques are lacking, especially for older pupils. More able pupils express their opinions about the major events in stories and use dictionaries and thesauruses with awareness of alphabetical order and with confidence. When they are led by teachers to read together in the literacy hour, pupils read with expression, but the less confident can forget to do so when they read aloud at other times. More able pupils read in a lively and intelligent way, with fluency and expression.
6. Standards in writing are below average. By the time they are seven many pupils use full stops and capital letters to show the beginnings and ends of sentences. But their writing fluency is handicapped by an inability to rapidly spell a core vocabulary of words which they need to use every day and inconsistency between handwriting practice and use in written work. Higher-attaining pupils in Year 2 write thoughtful and imaginative stories and poems with a strong sense of imagery though of short length. By the time they are in Year 6, most pupils develop their ideas

logically. In story writing, pupils use a good range of punctuation strategies and a growing vocabulary to write stories and accounts. However, the low number of pupils who attain the higher standards mean that attainment overall is below average.

7. In mathematics at age seven, standards are in line with what might be expected for pupils of this age. Average and more able pupils understand place value, Most pupils can double and halve tens and units totals with confidence. Only a small number of less able pupils cannot work out $\frac{1}{4}$ and $\frac{1}{2}$ of countable objects in practical situations. All pupils use the mathematical names for common two and three-dimensional shapes and recognise them from the number of faces and edges. Many boys and girls do not yet understand the concept of reflective symmetry.
8. In mathematics at age eleven, standards are in line with what might be expected for pupils of this age. More able pupils are keen mathematicians and have covered a good range of work, including multiplication and division using a range of methods. Average and above average pupils work accurately with the relationship of decimals, fractions and percentages. They show good understanding of a wide variety of shapes and define them using angles, adjacent and parallel sides and vertices. When talking with Year 6 pupils they found it very difficult to apply understanding of angle to the requirements of drawing pie-charts.
9. In science at age seven, standards are below average because too few pupils achieve the higher levels. Average and more able pupils in Year 2 have sound knowledge of the external parts of the human body. They are able to explain variation in terms of size, shape and colour. They are beginning to use the ideas of 'similarity' and 'difference' to understand that people are also different one from another. However, too many worksheets are used in lessons to promote effective learning.
10. In science at age eleven, standards are below average. Too few pupils are achieving the higher levels. In Year 6 there is a wide breadth of ability, knowledge and understanding. The most able pupils have good knowledge and understanding of the requirements of a fair test. All pupils in the class had secure understanding of the need to follow instructions accurately and to say why this was important. Half of the pupils interviewed in the parallel class were able to offer sound knowledge and understanding of the work so far covered. Weaknesses in speaking skills were apparent in the answers and comments of the other pupils which slowed their learning.
11. Standards are in line with those expected for most pupils of their age at both ages seven and eleven in art and design, design and technology, geography, music and physical education. Standards are in line with those expected at age seven in history, but below this level at age eleven. Standards in religious education are in line with the requirements of the locally agreed syllabus at age seven, but not at age eleven where they are below average because pupils' knowledge and understanding is not developed sufficiently.
12. Standards in information and communication technology (ICT) remain below those expected of pupils aged seven and eleven. However, all teachers have just finished their training and many more computers are imminently due in school. The rate of pupils' learning is improving. Teachers are just beginning to use computers to support pupils' learning in lessons. At present pupils do not practise their skills on a daily basis because the school is not yet networked and so they cannot access the same programs they use in the computer suite. This is the key factor which limits progress and lowers standards.
13. The range of government initiatives to support pupils' learning, for instance early literacy support, additional literacy support and Springboard mathematics is being appropriately used to raise standards in English and mathematics. However, sometimes the timing of these initiatives means that pupils miss key parts of other lessons.
14. The school is now making better use of all the information that it possesses about pupils'

performance in the national tests. This information is now thoroughly analysed to find out the weaknesses in pupils' learning and to provide a focus for target setting. Discussion with pupils show that they are aware of what they need to do to improve, their own learning such as "leave bigger spaces and use full stops and capital letters" in Year 2 and "improve their handwriting and use more complex sentences" in Year 6. However, not all pupils were clear about how they would know when they had met their targets.

15. The school has made good provision for gifted and talented pupils in Years 5 and 6 through its involvement in the Wythenshawe educational action zone (EAZ). They have access to good quality teaching in small groups in the computer suite and it is obvious that this is having an impact on their attainment. All pupils in this group achieved the higher Level 5 in the 2002 national test and the same result is expected from this year's group of boys and girls.
16. Pupils with special educational needs make progress in line with their abilities. Their individual education plans match their needs. When taken out of class to work with classroom assistants activities are geared to meeting the targets on their education plans. In the classroom pupils are usually supported effectively by the teacher or a classroom assistant.
17. Pupils at the early stage of learning English are well known to their class teachers and receive appropriate help in their learning, so that they make progress at the same rate as their classmates. Teachers make good use of other pupils to work alongside such pupils to ensure that they understand what they are doing and can keep up with the work set.
18. Standards in the national assessment tests for pupils aged seven and eleven are affected by the very high numbers of boys and girls who move in and out of the school. For instance, in 2002, 36 per cent of pupils aged seven and a slightly smaller number of eleven year olds had moved in and out of school since the reception class. Some pupils were very new to the year group. This year-on-year movement of pupils makes setting accurate and achievable targets in the national assessment tests difficult for the school. Similarly, 37 per cent of boys and girls aged seven and 32 per cent of pupils aged eleven, who sat the national assessment tests in 2002, were on the special educational needs register. These two factors make it hard for the school to achieve the national average.
19. The school has data that shows that those pupils, who remain in the school from reception onwards, make at least satisfactory progress from a very low starting point. When looking at the composition of classes throughout the school, some have as many as a third of pupils judged to be below average or on the register of special educational needs. There are small numbers of more able pupils in most classes. This makes it statistically difficult for sufficient pupils to reach the expected and higher levels.
20. In the previous inspection almost all children were judged to have achieved the standards expected nationally for pupils aged five and many were working towards the National Curriculum. The judgement regarding standards for the under fives reflects the changing socio-economic standards on the estate and the lower attainment of children on entry to nursery.
21. Standards in English and science were below average and this is still the case but mathematics has continued its steady improvement. Standards in information and communication technology remain below average but the curriculum is fully covered and the rate of progress is improving. Standards in history and religious education at age eleven have declined, but this is largely a matter of the amount of time spent on the subjects. Standards in all other subject remain the same.

Pupils' attitudes, values and personal development

22. The majority of pupils have good attitudes to their school. This is an improvement upon the satisfactory judgements of the previous inspection. During lessons, in and round the school and at breaktimes pupils' interest and involvement in whatever they are doing is good. Most pupils pay good attention to their teacher and fellow pupils when they are contributing to discussions. They have an enthusiasm to get on with whatever task they have been asked to do and a natural curiosity of the world around them. When teaching is very good or excellent the concentration of the oldest pupils is very evident, and this aids their learning considerably. When questioned pupils often say that they enjoyed the lesson and are proud of what they have found out. This supports the views of parents who say that their children like school.

23. Pupils take part with enjoyment and interest in the good range of school clubs. The pre-school breakfast club is much appreciated by pupils who value the service provided. The buddy system between reception and Year 6 pupils encourages the younger children to develop confidence about the school and in the playground while the lunchtime games session between older and Year 2 pupils supports the learning of each year group. Pupils enjoy being organised into houses and exhibit enjoyment of gentle but healthy competition within classes. When weekly house points are collected and the house cup awarded in assembly, pupils accept that their house has not won that week with determination that they would succeed next time, but with no unacceptable behaviour towards the winning team.
24. Behaviour is generally good. Children in the nursery behave well and develop skills such as 'turn taking' when participating in interesting activities. Children in the reception class sometimes treat resources badly because of the lack of direct supervision and a lack of interesting range of activities. Within lessons, where the teaching is stimulating and discipline effective, behaviour is often very good. However, where the pace within a lesson is a little slow, a few pupils especially boys, tend to become bored and more disruptive. Around the school pupils conduct themselves in a very orderly fashion. They line up in two short lines, leaving room for others to go down the middle. After assemblies or playtimes they lead off in a quiet manner. Pupils open doors for visitors; stand aside and ask if directions are needed. The school is careful to monitor the 'time out' book and detentions awarded. Pupils who have behavioural problems have the opportunity to discuss their problems and individual behavioural reports with specific targets are drawn up. The new behaviour policy gives a consistency of practice across the school.
25. The absence of oppressive behaviour, including bullying, sexism and racism is satisfactory. 'Circle time' is used well to discuss any problems. Any incidents of bullying are recorded and the school has an incident book where any problems are recorded. Pupils with English as an additional language and those from different ethnic backgrounds are fully included in all activities. Boys and girls mix very well in class and younger children in particular play happily together in child directed activities. Pupils are aware that the way they treat each other is the way that they themselves wish to be treated. They realise that not everyone has necessarily been brought up in the same way or has similar values in life. This supports their developing respect for the feelings, values and beliefs of others, especially when learning about people from different countries who have different life styles when raising funds for charity.
26. Relationships are good and all staff are very good role models. Pupils like and trust their teachers, who ensure that pupils of all abilities and backgrounds are included in the life and work of their classes. Pupils work together well on the computers to solve problems, for instance in a mathematics lesson in Year 2. In a Year 6 lesson relationships were very good and pupils were enthusiastic about their lessons and pleased with what they had found out. Pupils take turns in discussions. The willingness of pupils to help teachers by giving out and collecting resources during lessons and offering help during break times gives evidence of positive relationships with teachers and others. Although it is a big school there is a family atmosphere.
27. While personal responsibility is fostered well, the opportunities for pupils to use their initiative are more limited. However, a Year 5 pupil last year ran a 'robotics club'. Pupils elected their house captains for the first time this year. The ECO council discusses the environment of the school while pupils identified with specific gifts and talents organise the weekly cake sale to raise funds for visits to enhance the curriculum. There are missed practical opportunities for pupils to develop their ideas of citizenship and involvement in the decision making processes of the school through, for instance a school council.
28. Attendance is satisfactory. It has improved over the previous 12 months, but remains below the national average. The level of unauthorised absence is better than the national average. Most pupils are punctual and registration is completed quickly and efficiently before the morning and

afternoon sessions. However, a significant minority of pupils arrive late each morning thus missing the start of lessons and this does not aid their own learning or help the school to raise standards.

HOW WELL ARE PUPILS TAUGHT?

29. The quality of teaching and learning is satisfactory overall. Teaching was good or better in two thirds of lessons seen during the inspection, with about a fifth being very good or excellent. Teaching seen in lessons was generally good for children in nursery and for pupils in Years 2, 3, 5 and 6. This represents a good improvement since the previous inspection in the numbers of good or better lessons seen. It confirms parents' positive views of the quality of teaching.
30. Teaching and learning are good in English, mathematics and science. In most other subjects teaching and learning are satisfactory. However, in religious education and history and information and communication technology the quality of teaching and learning has been unsatisfactory over time because pupils do not know enough. Lessons seen during the inspection were satisfactory.
31. The basic skills of literacy are taught satisfactorily overall, but the skills of handwriting and reading are not good enough. The basic skills of numeracy are taught well. The basic skills of using the computer are being taught effectively, but the lack of daily practice means that the rate of improvement has not been sufficiently swift to enable pupils to reach the national average.
32. Teaching for children in the Foundation Stage is satisfactory overall. Teaching and learning are good for children in the nursery. In the nursery there is a clear emphasis on developing social skills and children's developing speaking and listening. Staff have better quality resources than the reception class and well-organised accommodation and interesting activities are planned to give children independence. All staff work as a team to aid children's learning. In the reception class too little emphasis is placed on praising children's good behaviour and modelling language. The accommodation is not well laid out and too often the teacher sits with her back to the class unable to get the 'big picture' of how children are spending their time. The teacher and the nursery nurse do not work together sufficiently well as a team to give the children a rich experience of the curriculum. Consequently learning does not progress as swiftly as in the nursery.
33. Where lessons are most successful (very good or excellent lessons), sessions are very carefully planned by a teacher with good knowledge and understanding of the subject. Lessons are based on what pupils have learnt previously and this consolidates and deepens their understanding. There is a very clear purpose for the lesson and this is shared with pupils from the outset, so that they understand what they are doing. This is an improvement since the previous inspection. Teachers have pupils on the edge of their seats waiting to start their tasks, as for instance in a Year 2 design and technology lesson on testing materials. In the best lessons the final minutes are also used very effectively for pupils to discuss what they have found out and to relate this to the purpose of the lesson and what will happen next. For instance, in a Year 6 English lesson where pupils gave good examples of how they had changed verbs from 'active' to 'passive'. Very focused questioning enabled all pupils to gain further understanding of the topic. Similar effective use of the time was made when there was a short sharp session in Year 5 with pupils reporting what their partner said in response to a question. Such effective teachers make very good use of previous assessment of what pupils understand and targets their questions to challenge all boys and girls, whatever their ability.
34. Lessons are well managed overall, but in successful lessons this is done with a light touch and enlivened with flashes of humour because teachers enjoy their teaching. Pupils are told very clearly what they are expected to do, how they are expected to behave and often how long they have for the task. Frequently, particularly for older pupils, this is related to the school's expectation that pupils will succeed in their learning. When this is combined with very clear classroom routines, it ensures that no time is wasted, pupils settle down to plan and work efficiently. Their weak speaking skills and lack of a wide vocabulary often handicap many pupils' learning. Effective teachers introduce new words carefully, use the words in context and make it plain that they expect the words, for instance 'solution' to occur in pupils' written work and

discussion.

35. In the many good lessons seen, some of the above features were evident. However, the rate of pupils' learning was not developed as well so that pupils made good rather than very good progress in their knowledge and understanding.
36. Where lessons have shortcomings pupils did not learn as well as they might have done. When lessons start late, for instance after physical education, assemblies, or teaching from a specialist teacher, pupils often do not learn as well as they might. When lessons are too short, for instance in physical education pupils' learning is not fully developed. Equally, when lessons are too long, for instance eighty minutes for a Year 1 geography lesson or a session of homework after a Year 6 numeracy lesson, the pace drops. When commercial worksheets are used pupils often spend time colouring in rather than actively learning, this is particularly the case in the infants and in subjects such as religious education, history and science. In a Year 2 science lesson, pupils were often unsure what to do until the teacher intervened, because the task had not been organised well enough. There are missed opportunities to involve pupils in evaluating and demonstrating their own and others' learning, for instance in a Year 6 music lesson when a few pupils knew how to organise their group into playing a 'ostinato' pattern. Although teachers are good at making links between subjects, for example, history and art they have not yet paid sufficient attention to identifying key skills and teaching them in all lessons.
37. Most teachers work hard to make sure that both boys and girls are equally involved in lessons, but a few teachers are not sufficiently aware of whether they question boys or girls more often. For instance, in a Year 4 science lesson, when girls' attention wandered this did not help them to pick up enough information from the lesson. Similarly, in a few lessons a small minority of pupils, often boys drift off task or misbehave, and this does not aid their learning. In the rare lesson where teaching was unsatisfactory the teacher generally had insufficient knowledge and understanding of the subject being taught and so pupils did not progress as well as they might have done in music.
38. Teaching for gifted and talented pupils in Years 5 and 6 is effective and enables them to reach the higher Level 5 in the national assessment tests. Pupils in the group talk with enthusiasm about what they are doing in such lessons.
39. Pupils with special educational needs are well-supported in lessons. Teachers know who they are and include them in question and answer sessions at the beginning of lessons. Teachers focus their time in lessons on groups of such pupils, as in a Year 2 religious education lesson when the teacher's pertinent questions drew out individuals thoughts and ideas. Similarly, an effective teaching assistant drew out from Year 6 pupils why thought that their predictions in a science lesson had come true or not been correct. The same good provision applies to those few pupils who are at an early stage of learning English.
40. Where marking is very good or excellent, learning is supported by the teacher's very clear recognition of achievement, expectation of presentation and clear points for development. Not all marking is of this standard but most has some elements of these positive features. This is an improvement since the previous inspection.
41. Homework is used satisfactorily to support pupils' learning. There are good opportunities taken in history to ask adults to help younger pupils find out about Florence Nightingale and encouragement to use the Internet to find out facts for older pupils. Teachers make satisfactory use of reading and spellings as homework to reinforce and extend pupils' learning. There are regular timetabled slots for teachers to introduce and review homework during the school day.

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

42. The curriculum offered to pupils between the ages of five and eleven is broad and balanced and meets statutory requirements. The curriculum promotes pupils' intellectual, personal and physical development effectively. This represents an overall maintenance of the standards that were in place at the time of the previous inspection, but also includes a number of improvements that have strengthened overall provision. A few areas of weakness still require attention; these have been recognised by the newly appointed headteacher and are scheduled for action.
43. The curriculum for children in nursery is rich and allows them to learn well. The curriculum for pupils in the reception class is satisfactory overall but is less imaginative and learning slows.
44. All the subjects of the National Curriculum are in place together with religious education. During the previous inspection it was noted that in some subjects the schemes of work then being followed did not give consistency of learning between the infant and junior classes. Since that time the school has adopted nationally available guidelines for all national curriculum subjects with the exception of music. In this case the Manchester 'Music in the Classroom' scheme is used; all schemes in use in the school provide for the necessary continuity of provision. The locally agreed Manchester syllabus is also followed for religious education.
45. The strategies used by the school for the teaching of literacy are satisfactory. The national strategies are effective in numeracy. Both strategies and the support, which the school has received from the local education authority and the EAZ, are responsible for the progress made in these areas as pupils move through the school. However, pupils' standards in speaking and listening remain below the national average, as at the time of the last report. The school is aware of the need to improve pupils' reading, handwriting and library skills in order to strengthen attainment across the curriculum.
46. Although the school has no written policy, pupils' personal, health and social education (PHSE) is provided for through a sound scheme of work. PSHE is timetabled but also taught as opportunities arise throughout the school day. This was also the case at the time of the previous inspection but the school has added to provision in accordance with national requirements. Education for citizenship is now planned as an integral element of PHSE. The school has a written policy with a sound scheme of work on race relations. This policy is due to be implemented in the very near future. Sex education is taught through the science programme of study and as part of the PHSE programme. The school has earmarked the sex education policy for early revision and updating. Education to combat the unsafe use of drugs is presented through science and the health education programme. The community police officer and the school nurse both support these initiatives. Policies for all other areas of non-subject curriculum provision are in place and are scheduled for regular review.
47. During the previous inspection it was found that the length of the school day in the junior years was shorter than that recommended; this has been corrected. It was also found that some lessons in the infant years were shorter than usually found and that this resulted in pupils not always having sufficient time to finish assigned tasks. This problem is still partly unresolved and during the inspection resulted in one class receiving only fifteen minutes for a physical education lesson. The headteacher has already become aware of this situation and has plans to review the timetables in the infant classes.
48. There has been very good progress in the provision of extra-curricular activities. This aspect of school life was stated to have been unsatisfactory during the previous inspection, but is now clearly a good feature of school life and includes both infant and junior children. Good provision for sporting activities, for both boys and girls, has come about because teachers and other adults are willing to give generously of their own time and through the very good liaison links with the associate high school. Other areas that are provided during the dinner hour and after school include music, art, gardening, computers, reading and French. Visits and visitors also enrich the

curriculum. All classes undertake at least one educational visit each year that is directly linked to a topic that is being studied. Each visit is planned to enhance pupils' social development and their understanding of the world beyond the immediate environment.

49. There is a policy in place for equality of opportunity. This policy has recently been reviewed and the staff has become aware of the need to revisit the policy in order to ensure that all aspects of provision are secure. For example, in recent times access to the Year 6 residential experience at Ghyll Head has been confined to only thirty pupils owing to accommodation restrictions. This was clearly unsatisfactory and made a negative contribution to the school's otherwise inclusive ethos. The new headteacher quickly accepted the divisive nature of the arrangement. Practical arrangements are to be made to ensure that all pupils can participate.
50. Provision for pupils with special educational needs is good and ensures that they have full access to all areas of the curriculum. Individual education plans have specific and clear targets, which are reviewed regularly. Pupils with behavioural difficulties have similar support and clear targets. Carefully identified pupils benefit from the current national initiatives in literacy, which give them extra teaching in small groups. Many pupils have opportunities to work individually or in small groups on their specific targets regularly each week. These initiatives and improved organisation means that pupils make satisfactory progress in line with other pupils of the same age. Overall, the school has a good vision of the inclusion of all pupils and aims to provide pupils with the support they need to access the curriculum fully.
51. The headteacher has also become aware of the fact that a weakness in provision is occurring when some pupils are taken out of lessons for necessary extra educational help. Too many of these pupils are withdrawn from the same lessons on a regular weekly basis, so denying them the entitlement enjoyed by other boys and girls in their class. This is unsatisfactory. However, the school has plans in hand to see how the timetable may be manipulated in order that the extra teaching may still be received, but that the same lesson is not missed each week.
52. The school has good links overall with partner institutions and satisfactory links with the community to support pupils learning. There are strong links with the secondary school, for example, via a very well planned pupils' transition programme and curricular support including information communication technology and physical education. The EAZ initiative has enabled the school to be linked with a school in South Africa and also for 22 pupils at Button Lane School, identified as gifted and talented, to take part in a summer school project at the university.
53. The provision for pupils' spiritual, moral, social and cultural development is good. This is an improvement since the previous inspection when it was judged to be satisfactory.
54. The provision for pupil's spiritual development is good. Although with no written guidelines, not all opportunities are taken by teachers to extend pupils spiritually. Collective worship and assemblies play a very important role in developing pupils' spirituality. Music is used to provide a thoughtful and peaceful atmosphere for assemblies. Suitable themes including 'caring' offer pupils opportunities to think about themselves and the world around them. Care is taken with the setting within the hall. For instance, during a 'famine' assembly the deputy headteacher had a display of fruits and vegetables carefully assembled and pupils were encouraged to identify areas of the world, especially Africa, where food is in short supply. Assemblies usually end with a period of reflection and prayer.
55. Teachers appropriately encourage pupils to think about their own and others' lives by using texts from the literacy strategy, periods of reflection at the end of lessons, religious education work on different faiths and how these affect the lives of their followers, and resources including those from different faiths and countries which are on display in classes. Pupils are encouraged to handle these with care and reverence, realising the importance of each to peoples of different faiths. Pupils also see the respect given to their work by their teachers by the care with which

work is mounted and displayed within classes and round the school.

56. With pupils encouraged to think of how their actions affect others, moral and social development is good. The behaviour documentation has been subject to recent review. The focus is on positive feedback to pupils for their good behaviour though sanctions are included for negative behaviour. Pupils receive rewards, including house points for achievement. Certificates of achievement are awarded at assemblies and in 'circle time', and so pupils are taught right from wrong. They benefit from moral teaching; in assemblies listening to stories from different faiths and their texts in literacy include traditional stories such as Red Riding Hood and Goldilocks. In their ecology work they learn how to look after and care for plants and the environment, showing good understanding of what happens when they are neglected.

57. The caring ethos that pervades the school successfully promoted pupils' awareness of their responsibility for helping others. This goes beyond the boundaries of the school into links with the wider community and fundraising for charities working in different countries. The school has received a certificate of thanks for its help in the Manchester 'clean-up' campaign; the school contributed to the 'shoe box' appeal for Bosnia and a non-uniform day was held to raise money for Afghanistan. Poppy day is used to raise money for ex-servicemen and the harvest festival supports the homeless in Manchester. Within school opportunities are provided from pupils to care for each other. The weekly citizenship award has been successfully launched; monitors have been established in both infants and juniors with high profile status through assemblies. They set out the hall for assemblies, ensuring that staff chairs, benches for older pupils and the piano and overhead projector are in place ready for use. They are encouraged to care for younger pupils in the playground and act as messengers about the school.
58. Provision for pupils cultural development is good with visits made to museums, galleries and other places of interest within the local area. Although there are not many pupils from different ethnic background within the school, nevertheless the school prepares pupils well for life after school in a multi-cultural society. Visitors from different communities come into the school, the school has its own steelband and the steelband team from Manchester has played in the school. The school has links with a Muslim school across the city and the headteacher visits with groups of his pupils. Pen friends are being established between the schools. During the recent Commonwealth Games, classes 'adopted' a sport and studied the countries the athletes came from. Class topics are planned to be linked to educational visits where possible. The school took part in the Manchester Arts Festival, working with the Hallé orchestra. Drama groups and musicians come into the school and pupils take part in community activities. British history is taught appropriately so that pupils learn of the Romans, the Tudors and Victorians. Pupils enjoy listening to music, studying the work of artists and appreciate literature learning of the lives of composers, artists and writers from the United Kingdom and the wider world.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

59. Overall, the quality of pastoral support and guidance is satisfactory. The standards reported previously have been maintained, with the exception of procedures for monitoring and supporting pupils' academic progress which has improved significantly.
60. The school provides good practical day-to-day care and parents are appreciative of the care and support provided. There are suitable arrangements to supervise pupils at breaktimes. There is a good range of adults available and pupils are given a range of activities to occupy them. Adults are aware of the needs of pupils at an early stage of learning English and take good steps to support them. Teachers stress the safety aspects of lessons in physical education and are trying to improve fitness levels by applying for the 'Active Mark'. The school takes parents' concerns about their children's welfare seriously and responds quickly.
61. However, whilst there are well-established informal systems to ensure the safety, care and protection of pupils, there are some weaknesses. For example, risk assessment (which is a statutory responsibility) has not yet been completed for all areas of the school. The current documentation does not show a full and accurate awareness of any potential risks to pupils' safety. Regular reviews are made of the condition of the premises and any issues arising are dealt with promptly and effectively. There are effective procedures to report health and safety concerns and to record any remedial action taken.
62. Procedures for child protection are satisfactory overall. All staff are careful to observe any concerns and report these to the deputy headteacher, who is the designated and responsible person. Staff, however, are in need of up-to-date training on how to identify and respond to child protection issues.

63. There is suitable liaison with outside agencies to support pupils' well-being and academic progress. Fire drills are carried out termly and documented. First aid procedures are implemented well and there are sufficient staff trained in first aid. The school keeps good medical records including those for a small number of pupils with particular medical needs. Each of these pupils has a care plan of which all staff are aware. The school has a suitable medical room and appropriate procedures are in place for notifying parents of any injury that may require further monitoring.
64. Overall, the school has satisfactory arrangements for overseeing and promoting regular attendance. Most teachers use the registration periods to get the day off to a calm and friendly start. There is a weekly class cup for attendance and termly certificates. The school checks registers daily and staff do a 'first day' phone call. However, procedures to check pupils' punctuality at the beginning of the school day are not good enough to record how many pupils are actually arriving late each day.
65. Procedures for helping children to settle in the nursery and reception classes are very effective and ensure that they soon get used to school routines and enjoy coming to school. These good induction procedures help the children to make a good start to their school life. An efficient programme is in place to ease pupils' transfer to the next stage of their education through the school's very good links with its principal feeder high school.
66. The school has a positive approach to behaviour management and is clear about expectations, consequences, and awards. The number of times pupils spend in detention, time out books and behaviour logs are monitored carefully to check how this affects individual pupils' learning. All staff are very good role models and the pupils' good behaviour seen during the inspection reflects the effectiveness of the school's approach to behaviour management. The school does not have a policy on the use of force to restrain pupils. This was an issue at the previous inspection that the school has not yet put right. Teachers and other staff are sensitive to pupils' needs and monitor their personal and social development effectively.
67. Assessment procedures have been put in place to ensure that pupils' progress can be monitored and tracked over each school year from Year 1 to Year 6. This is an improvement from the unsatisfactory position found in the last inspection. Good procedures now ensure that in English, mathematics and science the attainment of pupils are monitored and the future progress can be predicted and checked. This system is still relatively new and yet to be monitored but the information generated is used to group pupils in some classes, for example in English, to enable them to be taught more effectively. Class teachers have assessment files that include a broad range of information. The up-dated information is passed on to new classes at the end of the school year, providing a valuable tool for new class teachers. Teachers use the assessment information to measure pupils' past performance against present performance so that targets can be set for different groups of pupils. However, although there are pockets of good practice, this is not always used consistently to guide teachers' planning, for different groups of pupils. The assessment of other subjects of the curriculum is at an early stage of development and is not yet consistent across the school.
68. Provision for the assessment of pupils with special educational needs is satisfactory. This is an improvement since the last inspection. Individual education plans for pupils who have identified special education needs have been revised and updated to take account of the new Code of Practice. They are detailed and specific, to ensure that pupils' needs are targeted effectively with achievable targets. This applies to pupils with both learning and behavioural needs. Parents are involved in their child's assessment and in reviews of progress, the lack of which was criticised in the last inspection. The provision for pupils with statements of special educational need is satisfactory, and staff are funded to support these pupils where necessary, also an improvement since the last inspection.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

69. The vast majority of parents hold positive views of the school and are pleased with what it provides for their children. Parents speak highly of the care and support provided by teaching staff and feel the school is approachable and that they are kept well informed. A small minority of parents had some concerns over homework and extra-curricular activities. In comparison with schools generally, homework is at an appropriate level. Inspectors also think that the school provides a good range of activities outside lessons and this is a significant improvement since the previous inspection.
70. The school provides parents with a good level of information. This is an improvement since the previous inspection. Through the prospectus, the governing body's annual report, formal meetings and regular correspondence the parents and carers are kept well-informed in relation to school policies and procedures, the mission statement and code of conduct. A good feature of home-school communications is that parents are given advance information each term on topics to be covered in the curriculum. This gives them an opportunity to support their children's learning in practical ways. Appropriate steps are taken by the school to evaluate its effectiveness in working with parents. The school has an open door policy and encourages parents to voice any concerns. For example, the headteacher and deputy headteacher make themselves available to see parents at the beginning and end of the school day. Also, governors hold a 'parents' surgery' on Thursday morning before assembly.
71. The annual reports to parents are of satisfactory quality and meet statutory requirements. This is also an improvement since the previous inspection. The school has a positive approach to engaging with parents in supporting their children's learning. For example, the school monitors the numbers of parents and carers who attend parents' evenings and school events and writes to those who do not attend.
72. The contribution of parents to their children's learning at school and at home is satisfactory overall. Reading diaries are sent home daily and some parents will sign these. The school holds a transition meeting for parents when they are made aware of the schools expectations of work, homework and presentation. A few parents loyally assist in class. Their service is planned for and valued. Other parents will help with school activities or with trips and visits.
73. Although there is no parent-teacher association parents are involved with specific projects and have raised significant sums of money. This has been used to purchase window blinds throughout the school and to pay for school visits. Parents enjoy the opportunities for attending a variety of school events, including assemblies, Christmas productions and pantomimes. These are reported as being very well attended.

HOW WELL IS THE SCHOOL LED AND MANAGED?

74. The quality of leadership and management is good and this is a clear improvement since the previous inspection, when unsatisfactory aspects of leadership and management were the reason why the school was placed into serious weaknesses.
75. Between March 2000 and September 2002 the following events occurred. The acting headteacher mentioned in the previous inspection report stayed in post for a term. A permanent headteacher ran the school until May 2002. The deputy headteacher managed the school until the end of summer term 2002. A second permanent headteacher took up the reins in September 2002.
76. The headteacher has wisely written a development plan for the current term that builds on the previous long-term plan. The plan has sharp timescales and clear objectives and is clearly linked

to raising standards. The success of her audit is obvious from the way in which her plan overlaps with the present key issues.

77. There is now a very obvious understanding of what it is possible to improve and an equally clear commitment to do so. This is demonstrated in the very obvious way that the school's aims and values are evident in day-to-day life in the classroom. It is also demonstrated by the good improvement that the school has made since its last inspection, particularly in dealing with its key issues.
78. The small group of teachers with management responsibilities (SMT) work well together. They teach their pupils effectively and provide good examples of how the school wants initiatives to be carried out in classrooms. They have roles and responsibilities, which cover all stages of school life. Currently they meet weekly to deal with a written agenda to give the school a firm steer by discussing issues which are important to the school, such as improving the curriculum, whole school projects, staff roles, and behaviour issues. The infant and junior department leaders have opportunities to make an impact on their department, but as yet the leader of the Foundation Stage does not have the opportunity to be involved in the work of the reception class.
79. Most co-ordinators are enthusiastic and have established a view of the strengths and weaknesses of their subjects. They now know what they still have to do. Some co-ordinators, such as those for English, mathematics and science have had the opportunity to check on the quality of teaching and learning and make a positive impact on raising standards. There is a clear schedule to monitor lessons, which is linked to the school development plan and to raising standards.
80. The management of special educational needs is good and has improved markedly since the last inspection. The co-ordinator manages the diverse range of pupils' needs effectively. This ensures good parental links and that the needs of pupils are quickly identified and provision made efficiently to meet individual needs.
81. The governors have managed the transition between headteachers well. They knew the strengths they needed in their appointee to move the school forward. The governors are well led by a dedicated and well-informed chair of governors. Governors' awareness of raising standards and the quality of teaching and learning is steadily increasing thanks to a training programme. They now have an action plan and there is a greater involvement planned for the senior management team, co-ordinators and classes to make them even more informed. Although they fulfil all statutory requirements a few procedures have been overlooked in the transition between headteachers. The governors now need to formalise and complete risk assessment in all areas of the school; update the training for all staff in recognising the signs and symptoms of Child Protection; put in place a restraint policy and implement the draft anti-racism policy.
82. Financial planning is good. This represents an improved picture since the previous inspection, when financial planning was judged to be satisfactory. The governing body adopts an effective system of regular budgetary review. It has four committees, curriculum, premises, staffing and finance, which meet regularly. All committees work well together and consult prior to any financial options or proposals being presented to the full governing body for final agreement and approval. The committee structure is effective and all members of the governing body work well together to support the headteacher, staff and pupils effectively. The impact of major spending is considered by all committees on a regular basis in order to assess value for money. For instance, the monies allocated to teaching for the gifted and talented pupils and small group teaching for pupils in Year 6 in English and mathematics is now showing some effect. Effective use is made of grants to support new initiatives and improve further the quality of opportunity for raising standards.
83. The financial statement previously indicated a high 'carry forward' figure. However, this has recently been reduced in order to provide extra support to raise standards in numeracy and

literacy. The school has carefully tracked the progress of pupils and the improvement is significant. The reduced underspend indicates that careful consideration will need to be given to future planning in order to maintain staffing appropriate to respond to future needs. Strategies, however, are already being considered in order to maintain the required levels of staffing, whilst still providing appropriate support where required.

84. The governing body is effective and aware of the best value principles. Formal tenders are invited for items of major expenditure and professional advice obtained prior to final decisions being made. The school's administrative staff carries out the day-to-day financial management of the school effectively. Administrative procedures are well established and they adopt a helpful approach to staff, pupils, parents and visitors. This contributes positively to the smooth running of the school. The school has computerised systems for maintaining school and financial records. Procedures are unobtrusive and support the day-to-day running of the school well.
85. All of the school, including the Foundation Stage, is well staffed with appropriately qualified teachers. However, each year additional staff need to be employed to take the younger reception class who start in January who need to be introduced to the school's aims and values. This does not aid the school in raising standards in Early Years. Co-ordinators are in place for all subjects of the curriculum. Some have been recently appointed and have varying levels of experience and subject knowledge. In addition to the full time teaching staff, the school has the benefit of a good number of qualified nursery and trained teaching assistants, who contribute positively to the smooth running of many lessons. The school is also well supported by a variety of visiting specialists.
86. The arrangements to check how successful teachers are in raising standards (performance management) is now embedded in the life of the school and is regarded as a positive process. Teachers' performance objectives are linked closely to the school's improvement plan. They also have a personal objective that supports a chosen aspect of the individual teacher's professional development. This is an improvement since the previous inspection.
87. Good structures are in place to support and develop newly qualified teachers. All three who recently completed this phase of their training speak very highly of the on-going support and assistance that they received from their designated mentor and also from all members of staff.
88. Resources are satisfactory overall. This presents a somewhat similar picture to the previous inspection. They are generally used well. Library provision is unsatisfactory. The limited selection of books, particularly non-fiction, and lack of comfortable seating means that pupils do not develop independent research skills well enough. The previous inspection indicated limited control technology, but this situation has now been satisfactorily addressed. However, in order to improve the current provision the school now needs to address the lack of white boards and digital cameras for information and communication technology, improve the resources for three-dimensional art and reduce the number of worksheets in subjects such as religious education, history and science. Resources for the Foundation Stage, mathematics and science are good and impact positively on raising standards. The school makes good use of local resources, including art galleries, museums and the local shopping centre. Visitors from and visits to the local and wider community extend pupils learning experiences.
89. The adequacy of accommodation is good, both indoors and outdoor. The site manager and his staff ensure the premises are clean and orderly, thus setting a very good example to the pupils to take a pride in the school. Governors have recently arranged for a premises report by an external surveyor. It is intended that this report will guide planned maintenance and budget expenditure on a five year rolling programme. Early priorities identified are the replacing of rotten wooden window frames and health and safety considerations. The accommodation needs to be further developed to provide a pleasant and purposeful learning environment and the school is aware of

this.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to continue to improve the current standards and the quality of education that the school provides, the headteacher, and governors should

- (1) Improve standards in English by
(paragraph 45)
 - Improving the teaching of reading and the assessment of pupils' reading skills and anti-racism policy;
(Paragraphs 5, 106/107)
 - Improving the day-to-day use of handwriting and presentation skills*;
(Paragraphs 6, 108/109)
 - Improving the amount of writing produced in lessons; (Paragraph 109)
 - Continuing planned initiatives in speaking and listening;* (Paragraph 4)
 - Improving the library resources and access for all pupils*. (Paragraphs 88, 152)
- (2) Improve standards in information and communication technology*
(Paragraphs 12, 159-167)
 - By continuing to improve resources, opportunities and all staff expertise;
 - By improving the use of computers on a daily basis. (Paragraphs 12, 124)
- (3) Improve aspects of teaching and learning in the Foundation Stage by developing the Foundation team so that they plan as a Foundation Stage to
(Paragraphs 90-100)
 - Making better use of support staff; (Paragraph 32)
 - Monitoring teaching and learning more effectively; (Paragraph 78)
 - Reviewing the long term strategy of employing staff in the unit. (Paragraph 85)
- (4) Raise standards, particularly in history and religious education, and improve the learning opportunities for all pupils by
(Paragraph 11)
 - Improving the use of time during the school day; (Paragraphs 47, 158)
 - Reviewing when pupils are withdrawn from lessons; (Paragraphs 51, 134, 138)
 - Reducing the use of worksheets; (Paragraphs 36, 157)
 - Identifying key skills which are needed in all lessons and providing opportunities to teach them; (Paragraph 157)
 - Tightening up punctuality procedures. (Paragraphs 28, 64)

The governors should also

- Formalise and complete risk assessment in all areas of the school. (Paragraphs 61, 81)
- Update the training for all staff in recognising the signs and symptoms of Child Protection; (Paragraph 62)
- Put in place a restraint policy; (Paragraph 81)
- Implement the draft anti-racism policy. (Paragraphs 46, 81)

* Already in the school development plan. The school has recognised the need to improve pupils' learning.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	80
Number of discussions with staff, governors, other adults and pupils	48

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	13	36	27	2	0	0
Percentage	3	16	45	34	2	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	60	401
Number of full-time pupils known to be eligible for free school meals	0	160

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	72

English as an additional language

	No of pupils
Number of pupils with English as an additional language	9

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	97
Pupils who left the school other than at the usual time of leaving	39

Attendance

Authorised absence

	%
School data	7.6
National comparative data	5.6

Unauthorised absence

	%
School data	0.3
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	25	26	51

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	18	24
	Girls	22	20	22
	Total	42	38	46
Percentage of pupils at NC level 2 or above	School	82 (85)	75 (81)	90 (94)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	21	20	22
	Girls	19	22	22
	Total	40	42	44
Percentage of pupils at NC level 2 or above	School	78 (85)	82 (92)	86 (98)
	National	85 (85)	89 (89)	89 (89)

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	32	24	56

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	17	24
	Girls	16	13	19
	Total	31	30	43
Percentage of pupils at NC level 4 or above	School	55 (79)	54 (60)	77 (81)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	17	22
	Girls	16	14	19
	Total	32	31	41
Percentage of pupils	School	(81)	(70)	(74)

at NC level 4 or above	National	73 (72)	74 (74)	82 (82)
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Percentages in brackets refer to the year before the latest reporting year.

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	349	12	0
White – Irish			
White – any other White background			
Mixed – White and Black Caribbean	7		
Mixed – White and Black African			
Mixed – White and Asian	2		
Mixed – any other mixed background			
Asian or Asian British - Indian			
Asian or Asian British - Pakistani	1		
Asian or Asian British – Bangladeshi	1		
Asian or Asian British – any other Asian background			
Black or Black British – Caribbean	2		
Black or Black British – African	5		
Black or Black British – any other Black background	1		
Chinese	1		
Any other ethnic group	5		
No ethnic group recorded			

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

Teachers and classes**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	17
Number of pupils per qualified teacher	20.2:1
Average class size	24.6

Education support staff: YR – Y6

Total number of education support staff	20
Total aggregate hours worked per week	180.25

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	30:1
Total number of education support staff	2
Total aggregate hours worked per week	32.5
Number of pupils per FTE adult	15:1

FTE means full-time equivalent.

Financial information

Financial year	01/02
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	£
Total income	1,020,296
Total expenditure	997,229
Expenditure per pupil	2,583
Balance brought forward from previous year	71,067
Balance carried forward to next year	93,709

Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	6

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

400

Number of questionnaires returned

113

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	27	2	1	2
My child is making good progress in school.	61	33	4	0	2
Behaviour in the school is good.	47	44	4	1	4
My child gets the right amount of work to do at home.	42	37	15	3	3
The teaching is good.	63	35	2	0	0
I am kept well informed about how my child is getting on.	49	39	7	3	2
I would feel comfortable about approaching the school with questions or a problem.	66	31	2	0	1
The school expects my child to work hard and achieve his or her best.	69	27	2	0	2
The school works closely with parents.	49	42	4	3	2
The school is well led and managed.	48	41	4	0	7
The school is helping my child become mature and responsible.	53	39	3	2	3
The school provides an interesting range of activities outside lessons.	39	37	13	1	10

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

90. When children enter the nursery at three years old their attainment is low, particularly in personal and social skills, communication language and literacy and mathematics. Through good and sometimes very good teaching, children make good progress overall in the nursery, giving them a headstart to their education. However, this good progress slows in the reception classes where teaching is not so effective, and few children will reach the Early Learning Goals in the six areas of learning by the time they begin Year 1.

Personal, social and emotional development

91. Standards in personal and social skills are below average by the end of the Foundation Stage, and few children reach the Early Learning Goals. Children enter the nursery with poorly developed personal skills. This is an area which is well-planned and organised in the nursery. The good provision and teaching enables children to make good progress overall. In all planned activities a clear emphasis is placed on developing social skills, such as 'turn taking' in a teddy bear number game. Provision and teaching in the reception class is satisfactory. Staff sometimes miss chances to model and develop children's confidence and social skills. For example, in taking the register, although teachers say 'Good morning', to children individually they do not make eye contact with them and this gives mixed messages to children about how they should interact with adults. The nursery nurse works hard to encourage children to play and work together sociably. Too little emphasis is placed on praising good behaviour and opportunities are missed to encourage children to improve using positive language and enthusiasm. Lack of planned direct supervision means that children in the reception class sometimes treat resources badly. For example, children playing in the quadrangle were using traffic signs as marching banners waving them around. However, behaviour overall is good. In the nursery it is very good, where children are presented with a wide range of interesting activities and staff have a good range of strategies to encourage children to participate, leaving little time for misbehaviour.

Communication, language and literacy

92. Standards in communication, language and literacy are below average by the end of the reception year, and few children reach the Early Learning Goals. Children make good progress overall. Progress is best in the nursery where experienced staff place significant emphasis on speaking and listening skills, encouraging children to offer their views and extending their replies with careful questioning. Stories play an important part in the nursery day with lots of books to choose from and staff reading a range of stories during the morning. Children sit down with books on their own, but many have little idea of how to use books correctly and handle them carelessly. Concentration is limited and staff work hard to model the way to look at books properly.
93. Chances to extend these skills in the reception class are limited. The book corner is badly-placed, so children are not attracted to it naturally. Resources are weak, with a limited choice of often dog-eared books. There are almost no non-fiction books, which a number of boys quoted as their favourite kind, naming, 'Fire Engines' and 'Dinosaurs', as the kind of books they would like. Children look at books more formally in the literacy lessons in the reception class. They begin to learn about letter sounds and practise early writing skills. Support staff are skilful in encouraging children to use language effectively in role-play situations, such as the 'Jungle,' in the reception class. Most children recognise their own name in the nursery and can write some or all their name in the reception class. Staff help children use their mark-making skills to 'write' lists for shopping or letters for Santa, but few write independently by the end of the reception year.

Mathematical development

94. In mathematics by the end of the Foundation Stage, standards are below those expected for children this age and, although children make good progress overall, only a minority of children

reach the Early Learning Goals. Practical activities and games in the nursery help children to understand about more and less. They begin to count and order numbers. Some work on shape recognition takes place in both nursery and reception and children know a few basic shapes by the end of the reception year. Children are quite passive learners, complying with teachers' requests but not getting actively involved or excited by the chance to learn about numbers.

95. In the reception class, planning follows the National Numeracy Strategy, and the first part of the lesson is quite formal which helps children to concentrate. Practical work is planned for groups of children to move around, but little challenge is planned for potentially higher attaining children. Some activities planned in the numeracy lesson are only loosely linked to mathematics, for example, painting three tigers. Activities are not well-planned to encourage good chances to improve the number concepts of the class. Sometimes in the reception class, the teacher misses chances to monitor and adapt activities.

Knowledge and understanding of the world

96. In knowledge and understanding of the world standards are below average by the end of the reception year, and few children reach the Early Learning Goals by the end of the Foundation Stage. However, children make satisfactory gains in their learning in the Foundation Stage. Children enjoy chances to use the computer and use the mouse and keyboard to give commands. They use drawing and painting programs enthusiastically. Nursery and reception children use the new ICT suite. This gives good chances to work for uninterrupted periods, although there is little planned to challenge the more capable children who could do more. Children in both nursery and reception classes enjoy using small world toys to help develop their understanding of the world around them. The role-play areas contribute effectively to this understanding, with a 'Jungle' in the reception class and a 'Seaside', in nursery. The nursery outdoor area also operates a fast-food café. Children learn about the Jewish faith in the reception class, giving an initial understanding of the wider world. Construction equipment is in constant use in nursery giving children chances to design and build, along with water and sand play, to experiment with pouring and filling. However, these experiences are more limited in the reception class. The layout of the classroom and resource area in the reception class is less practical than nursery and the current organisation is not giving children sufficient good opportunities to investigate and experiment in practical activities.

Physical development

97. By the end of the Foundation Stage children are below average in their physical development. They have a good range of opportunities for physical play in the nursery, using a well-planned range of outdoor equipment regularly. This includes colourful and attractive fixed equipment for climbing and balancing. Other equipment such as wheeled toys offer chances for further development. The reception children have fewer opportunities for physical development. Sited a short distance from the nursery outdoor area, chances for reception children to share equipment have not been planned for this year. A small quadrangle and a large playground are used instead, but these sessions are not planned effectively and progress for children is limited. Resources are not sufficient for children to complete activities successfully and supervision is not properly planned to ensure children can make sufficient progress in the lessons. Children develop fine motor skills through playing with soft dough, sand and in manipulating jigsaws and inset shapes. They handle blocks and interlocking bricks well to build towers. Some children still find both holding and manipulating a pencil difficult, in activities such as tracing over shapes. Children make satisfactory gains in their learning in the Foundation Stage.

Creative development

98. By the end of the Foundation Stage children are below average in their creative development. They make good progress in the nursery where opportunities for individual development are well-planned and organised. Children happily organise their paint, mixing colours and allowing time to check the effect before applying more paint. Interesting activities are organised such as dinosaurs and shaving foam, for children to develop their own games. Slower progress is made in the

reception class, where chances to experiment are fewer, and creative work is narrower, with less effective organisation. For example, children painting tigers had only three paint pots and three brushes between six children. Although they waited patiently for their turn of the paints this was not a very creative experience. Children lack skills in cutting and their manipulative skills are developing slowly. Children enjoy playing with soft dough and in the sand. They play quietly, often with little talk among themselves of commentary on their play, unless an adult intervenes.

99. The physical distance between the reception and nursery classes means there is little chance to share important equipment and resources, and more importantly ideas and outcomes. Planning is carried out in both nursery and reception classes, but staff do not yet plan as a unit effectively to give a seamless experience for children in the Foundation Stage. The co-ordinator has a good vision for the future and some of these ideas are now being put into place. However, staffing is not stable, with new staff coming into school each January for the younger reception class. This limits the chances for the co-ordinator to build an effective team and means staff induction is carried out with regularity. The effectiveness of the co-ordinator is thus limited in monitoring teaching and improving standards in the Foundation Stage.
100. Standards are not as good as at the time of the previous inspection when almost all children achieved the standards expected nationally for five year olds and many were working towards the National Curriculum. However, the judgement reflects the changing socio-economic circumstances of the estate and the lower ability of children on entry.

ENGLISH

101. Standards are below those expected nationally for seven and eleven year olds overall in all aspects of English. At the time of the previous inspection, standards were below national expectations for seven and eleven year olds. Pupils made satisfactory progress in reading, speaking and listening and in most aspects of writing by the end of Year 2, but unsatisfactory progress by the end of Year 6.
102. However, the school has worked hard to raise standards, but with a high number of pupils moving in and out of the school and pupils entering the school with very low communication skills, progress towards improvement is slow. The school has adopted the government guidelines on teaching literacy. Extra opportunities are provided for individual and group reading, spelling and handwriting practice. These enable staff to pinpoint individual pupils' specific needs and plan to develop these accordingly. National initiatives such as the 'early literacy' and the 'additional literacy' support projects are used carefully to help compensate for the poor start pupils make and to ensure that they reach their potential. The school is investigating the prospect of using the 'further literacy' project to support older pupils. Consequently, improvement since the previous inspection is good.
103. Statutory tasks and tests for pupils aged seven and eleven show that within each year group a number of pupils read and write to satisfactory levels and more able pupils are challenged with interesting and thought-provoking work, but there is still room for improvement. The early development of reading and spelling strategies and the refining of handwriting and presentation skills are not good enough. Pupils are encouraged to use their knowledge of letters and sounds to read and write independently. But their writing fluency is handicapped by an inconsistency between handwriting practice and the use of handwriting in day-to-day lessons.
104. All pupils, including the more able, those who have special educational needs as well as those for whom English is an additional language, demonstrate a wider range of skills than at the time of the last inspection. This is because of the school's effective implementation of 'circle time' (discussion sessions in personal, social and health education lessons) and the National Literacy Strategy. Pupils are slowly acquiring a wider vocabulary through listening to and speaking about a

range of texts and issues. Nevertheless, it is evident in some lessons that pupils' limited vocabulary is holding them back.

105. Pupils listen to stories as a stimulus for their discussions. In small groups or pairs they agree or disagree with each other, giving reasons for their points of view. Along the way pupils learn how to use a question to provide a framework for the answer, how to consider others' opinions and word a counter argument without resorting to physical activity. Pupils gain confidence in speaking to a larger audience when they contribute to assemblies and take part in activities for parents and friends. Most lessons end with a period of reflection when pupils explain what they have done and learned. This ensures that they demonstrate that they are becoming increasingly aware of the needs of the listener as well as of themselves as speakers.
106. Across the school, attainment in reading is below average, though many pupils make good progress in using their knowledge of sounds and letter patterns effectively to decipher words. Pupils use words such as 'author' and 'illustrator' confidently though knowledge of content and index pages and scanning and skimming techniques are lacking, especially for older pupils. More able pupils express their opinions about the major events in stories and use dictionaries and thesauruses with awareness of alphabetical order and with confidence. When they are led by teachers to read together in the literacy hour, pupils read with expression, but the less confident can forget to do so when they read aloud at other times. More able pupils read in a lively and intelligent way, with fluency and expression. Most pupils read accurately and their reading includes non-fiction, play scripts and contemporary children's literature. They look for rhyming words, examine the way punctuation is used and talk confidently about the characters and the plot. Lower attaining pupils gain confidence and enthusiasm for reading through the well-focused support. All pupils are encouraged to take books home for parents to help their children to improve; though many of the books chosen by pupils lack challenge. No difference in the performance of boys and girls was noted during the inspection.
107. The school has a good range of reading materials, including a structured reading scheme and a range of group reading texts to enable pupils to experience the enjoyment of reading with others. Library provision is unsatisfactory. The limited selection of books, particularly non-fiction, and lack of comfortable seating means that pupils do not develop independent research skills well enough. The records some teachers keep about pupils developing reading skills lack focus. While comments on pupils' interest and attitudes are noted, there is little analysis of skills used and projections of how to develop reading fluency further in order to quicken the pace of learning.
108. Standards in writing are below those expected nationally. Pupils write in a range of styles and in response to different stimuli as a result of the National Literacy Strategy. Writing skills in a range of styles – letters, stories, instructions and reports among others, are the focus of the strategy. Opportunities to practice spelling patterns and handwriting skills in separate sessions during the week also occur. Unfortunately, while pupils practice writing individual letters and learn how to join letters together into words, few opportunities are provided for pupils to watch each other write. Pupils need to identify good practice such as sitting properly, slanting the book or paper depending upon being right or left handed and consideration of pencil or pen grip to ensure that they can see the point or nib at all times.
109. By the time they are seven many pupils use full stops and capital letters to show the beginnings and ends of sentences. The spelling of commonly use words is frequently correct and pupils have a good grasp of letter sounds by the end of Year 2. More able pupils in Year 2 write thoughtful and imaginative stories and poems with a strong sense of imagery though of short length. By the time they are in Year 6, most pupils develop their ideas logically. In story writing, pupils use inverted commas correctly for speech and use commas to construct increasingly complex sentences. A good range of punctuation strategies – exclamation marks, capital letters, question marks, ellipsis and dashes, add emphasis to their writing. Factual points are ordered using ordinal numbers and more able pupils are able to use bullet points in their factual writing. Such pupils show a clear sense of narrative and use a growing vocabulary to write stories and accounts.

Their stories are imaginative and pupils add interest and tension to their work by using dramatic phrases appropriate to the style of writing. Samples of work include some work that is word-processed. These are presented attractively. Computers are used effectively to help younger pupils learn letter patterns and improve their spelling. Throughout the school, many pupils are not sufficiently productive in lessons. They share ideas for writing and know what they are expected to do, but many of them write very little, even after extensive discussion designed to help them.

110. Pupils enjoy their lessons and take part with confidence. Most behave well, respond positively to the teachers and form good relationships with adults and each other. Pupils work hard, concentrate and sit well upon the carpet, putting up hands to answer questions. Younger pupils in particular are very interested in their literacy work, they explain what they have to do and work hard to complete tasks. Pupils with special educational needs and those for whom English is an additional language respond well to the good quality of provision made for them and make good progress towards the targets in their individual education plans.
111. Literacy gives satisfactory support to other curriculum areas and is supported in its turn. For example, in subjects such as religious education, pupils learn an appropriate and specific vocabulary to express their opinions and understanding, both orally and in writing. In design and technology pupils make lists, write instructions and label diagrams and in science they record their observations and investigations.
112. The quality of teaching and learning is good overall, with examples of very good teaching seen, especially for older pupils. Teachers have a good knowledge and understanding of the content of the daily literacy lesson due to effective professional training in the National Literacy Strategy. They carefully manage learning processes through well-structured lessons. Teachers share the purpose of the lesson with pupils and use review time at the end of the session well to check pupils know what they have learned. Teachers work effectively with pupils, listen carefully to them and help them order their ideas. As a result all pupils make good gains in their learning in individual lessons. Teachers question pupils effectively both to challenge thinking and assess what they know and understand. Lesson planning is clear and in line with the National Literacy Strategy. Pupils are working at the correct level for their age and abilities. When teachers provide good visual support for pupils by displaying lists of frequently used words and rhyming words to reinforce spelling and reading then pupils make good progress. In literacy lessons, teachers choose interesting texts that stimulate pupils' interest. This has a positive impact on pupils' response to literature and their own creative writing. Teachers effectively use assessments of individual pupils' work and of whole class progress to help them plan future lessons. Marking of work usually tells pupils what they have done well and provides clear guidelines for pupils on how they can improve their performance and the corrections to be done. Teachers make appropriate use of reading and spellings as homework to reinforce and extend pupils' learning. Of particular value is the grouping of Year 6 pupils by ability into three classes. Smaller groups give good support to the meeting of pupils' individual and specific needs.
113. English is well led and is in a good position to continue to improve. The subject co-ordinators have worked hard to raise standards, especially in speaking and listening and writing across the school. Besides attending training they lead staff training, especially speaking and listening developments and extending writing opportunities. Procedures for assessing pupils' work are effective. The monitoring of pupils' progress through the school and the setting of individual targets for improvement are having a positive impact on standards. Resources for English are satisfactory with many new group reading books and information texts purchased to enrich the curriculum.

MATHEMATICS

114. Inspection evidence identifies that standards are average for the current pupils in Year 2 and Year 6. Scrutiny of the current Year 6 workbooks from last year, supports the school's view that this is

a much more able cohort than that which left the school in July 2002. For instance, the proportion of more able pupils is significantly higher than in the previous year group. In addition, such pupils experience very good quality teaching in a withdrawal group. All pupils make good progress from their low, early years starting point.

115. This represents good improvement since the previous inspection when standards were judged to be satisfactory at the end of the infant stage, but below average as pupils left the school at the age of eleven. There are a number of reasons for this improvement. The most important reason is the better quality of teaching. Effective arrangements are in place to check how well pupils are learning and whether they are making enough improvement in mathematical knowledge and understanding.
116. In the 2002 National Curriculum tests, 90 per cent of seven year olds attained the expected grade in a group of pupils with 37 per cent of pupils having special educational needs. Fifty four per cent of eleven year olds achieved the expected grade with 32 per cent of the group having special educational needs. The school experiences a very high percentage of pupils joining and leaving the school at different times during their primary school years. One third of the 2002 cohort reflected this level of mobility. This movement creates significant problems for teachers and has a negative impact on progression of learning and therefore on overall standards in mathematics.
117. At the age of seven, average and more able pupils understand place value. For instance they can read two digit numbers and immediately write the appropriate number, such as 39. They can order numbers up to one hundred that enables them to round money totals to the nearest 10p up to £1. Most pupils can double and halve tens and units totals with confidence. Only a small number of less able pupils cannot work out $\frac{1}{4}$ and $\frac{1}{2}$ of countable objects in practical situations. Most pupils can identify objects that are 'longer' or 'shorter' than a metre and the more able begin to measure in centimetres. All pupils use the mathematical names for common two and three-dimensional shapes and recognise them from the number of faces and edges. Many boys and girls do not yet understand the concept of reflective symmetry. Most pupils can draw and interpret pictogram 'pizza types' and tally when investigating the subject of 'favourite toy' within their own class. However in one class the pupils' reading and writing vocabulary meant that they were unable to read the new words 'more' and 'minus' and confused these with 'maths'.
118. At eleven, more able pupils are keen mathematicians and have covered a good range of work, including multiplication and division using a range of methods. They work with decimals to two places and can plot positive and negative numbers in four quadrants. Average and above average pupils work accurately with the relationship of decimals, fractions and percentages. They show good understanding of a wide variety of shapes and define them using angles, adjacent and parallel sides and vertices. Average ability pupils work with fractions, decimal fractions and percentages. They understand that these concepts are related, but many pupils' understanding of decimal equivalents is under-developed. They can work with analogue and digital clocks. Most pupils' understanding of the concept of angle is sound and they can classify quadrilaterals, related to sides and angle of intersection. Most can describe the properties of 2 dimensional and 3 dimensional shapes and can sort the latter, according to the number of faces, edges and vertices. When talking with Year 6 pupils they found it very difficult to apply understanding of angle to the requirements of drawing pie-charts. Boys and girls have worked with limited forms of graphical representations, but are given insufficient opportunity to collect a wide range of data before deciding the type of graph that would most effectively display particular data. In their study of probability, only the most able understand the fractional proportions of chance.
119. Pupils receive good quality targeted input related to problem solving and mental mathematical facility. These are areas of understanding found to be under-developed when good assessment procedures were recently implemented. To improve standards, the school has received very good support from outside agencies, including the local authority, to interpret results. Pupil performance is used to allocate Year 6 pupils to ability sets and to identify pupils in Years 3, 4 and 5 who might

most benefit from 'Springboard' classes. A 'booster' class is also formed to support progress for Year 6 pupils. These represent very positive initiatives to raise standards. Pupils' individual targets within group targets have been introduced. This is an area for further development, with a more systematic approach related to how often targets are set and how pupils know whether they are succeeding.

120. Pupils with special educational needs make satisfactory progress overall in line with the targets on their individual learning plans. They are well supervised in classrooms by the teacher or teaching assistants and this enables them to carry out the tasks they are given.
121. The quality of teaching and learning seen in lesson was good. No lesson was ever less than satisfactory, with some very good lessons seen. This represents good improvement since the previous inspection, when teaching was judged to be satisfactory, with only a minority of good lessons. The purpose of the lesson is consistently shared with the pupils at the beginning of the lesson, but in a small number of lessons, they are not always revisited during the endings to lessons, to identify the learning that has taken place. The beginnings of lessons are used effectively to develop the pupils' mental agility, but in some lessons insufficient attention is paid to varying questions to extend pupils of all abilities. Where lessons are good or better, group tasks of differing levels of difficulty are set to challenge pupils of all abilities and class management skills are very well developed. Most teachers evaluate learning effectively as the lesson progresses, by identifying those pupils who are experiencing difficulty and giving immediate support. This is very good practice.
122. Three junior class lessons were judged to be very good. Such lessons are characterised by concepts being presented in a clear manner from a practical basis. Very thorough planning and high expectations of work rate and behaviour ensure very good progress in pupils' subject knowledge and understanding. The purpose of the lesson is shared with the pupils and then revisited during the gathering together at the end of the lesson. Three infant class lessons were judged to be good. They all contain positive aspects similar to those in the very good lessons identified, but the rate of pupils' progress is not as fast.
123. The quality of marking is very good overall. In most classes marking is carried out in a positive, encouraging style and identifies how individual pupils might improve their learning. In a small number of classes these qualities are less consistently applied.
124. The use of computers to develop mathematical knowledge, skills and understanding is underdeveloped. Computers in class are regularly used in most lessons to support the learning of small numbers of pupils, using software appropriate to the lesson content. This is good provision. However, the ICT suite is insufficiently used to develop data handling skills. In a very good design and technology lesson with Year 2 pupils, mathematics is well supported when pupils are asked to measure accurately a variety of materials before joining them. During the group session at the end of the lesson they make a tally chart to identify what is believed to be the strongest material. Such planned opportunities, to apply and to practice skills previously gained, is an area for development.
125. Pupils' attitudes, behaviour and relationships are good. Tasks presented in an interesting way invariably lead to good, and more often very good, attitudes and behaviour. Most pupils enjoy mathematics and are keen learners. When talking to pupils, most list mathematics among their favourite subjects. Very good (or sometimes excellent) teacher-pupil relationships, with much praise and encouragement, create a very positive learning climate.
126. The quality of leadership and management is good. The co-ordinator monitors teaching and learning by observing lessons and examining planning. She demonstrates an enjoyment of mathematics and a desire to foster similar attitudes in her pupils. The co-ordinator is supported by a 'shadow' co-ordinator. The co-ordinator and six other teachers have attended 5-day, numeracy

courses that have proved beneficial in improving subject knowledge and confidence. Resources for mathematics support pupils' learning well.

SCIENCE

127. Standards at the ages of seven and eleven years are, overall, below average. However, the causes of below average attainment are squarely based on the facts that up to a third of pupils in year groups have special educational needs; only seventy per cent of pupils begin and end their primary education in the school, and there are above average numbers of pupils who are entitled to free school meals. Those pupils who do stay in the school make at least satisfactory progress and many, including those with special educational needs, make good progress. In all year groups there are small numbers of pupils whose attainment is above average. The school caters for their abilities and ensures that they learn and achieve in accordance with their needs.
128. Average and more able pupils in Year 2 have sound knowledge of the external parts of the human body. Following practical experiences of observing leaves in the school grounds, they are able to explain variation in terms of size, shape and colour. They are beginning to use the ideas of 'similarity' and 'difference' to understand that people are also different one from another. From their learning in Year 1 they have gained satisfactory knowledge of sequencing, in their recording of the growth of plants, of forces and their application and of materials and their use around the school. Available evidence suggests that the "relative low attainment in physical forces", that was stated in the last report, has been overcome.
129. In Year 6 there is a wide breadth of ability, knowledge and understanding. The most able pupils have good knowledge and understanding of the requirements of a fair test. This small group was able to use this understanding well to set up its own investigation into the rate in which solids dissolve and to investigate further how the dissolving process may be accelerated. The pupils involved appreciate the need to collect and record data accurately and to attempt to find reasons why their predictions were accurate or not. The lack of opportunities for more able pupils to choose their own equipment, make generalisations and evaluate their findings was reported as a weakness of provision in the last report. The weakness is in the process of being sorted out. All pupils in the class had secure understanding of the need to follow instructions accurately and to say why this was important. Pupils with special educational needs, who receive well-informed support, can state how their work is based on a fair test and why their results were valid. Pupils who were interviewed from the parallel Year 6 class comprised a cross-section of abilities. Half were able to offer sound knowledge and understanding of the work so far covered. Weaknesses in speaking skills were apparent in the answers and comments of the other pupils.
130. The scrutiny of Year 6 pupils' workbooks showed that although pupils have carried out investigations these have been teacher-designed and controlled. Year 6 teachers have properly taken the decision to give opportunities to the higher attaining pupils to consider, design and carry out their own investigations. By these actions the school has begun to remove the "restriction of lack of challenge and opportunity" noted in the last report. In the excellent lesson observed this decision has proved to be correct, raising interest, concentration and understanding for this group. The co-ordinator intends to introduce similar opportunities to younger pupils as they begin to show aptitude and experience. This is good practice.
131. Pupils' attitudes towards science relate directly to the quality of teaching. Whilst there were no unsatisfactory lessons observed during the inspection, the quality of teaching and learning varied between satisfactory and excellent. Teaching overall was good. This is an improvement since the earlier report when teaching was described as being satisfactory. Pupils enjoy science, especially when they are able to undertake practical activities. Year 2 pupils spoke warmly of their walk around the school grounds when observing and learning about the differences between leaves. This teacher made an effective link to pupils' learning in numeracy when she demonstrated how a block graph could be used to demonstrate the different capacity in pupils' handspans. The

concentration of Year 6 pupils on their investigations reflected well on their teacher's trust in them to do their best. Teachers' planning is of good quality; it takes account of the means to present tasks in an interesting manner and generally offers work in accordance with pupils' assessed needs. A factor that caused concern during the previous inspection was the unsatisfactory behaviour some pupils. During the present inspection no unsatisfactory behaviour was seen in science lessons and this fact has an effect on improved learning. The number of worksheets that are used in both the juniors and the infants restricts pupils' learning.

132. Leadership and management are good. The co-ordinator has been given good opportunities to monitor the quality of teaching and learning in classrooms. The headteacher now intends to make arrangements whereby the co-ordinator will be able to work alongside her colleagues in order to offer her expertise to help with professional development. Resources held in school are of good quality and are sufficient to enable the teaching of the topics. There are good arrangements in hand that enable more specialist equipment to be borrowed from other agencies. In the same manner, specialist visitors come to the school to offer demonstrations that enrich pupils' experiences and understanding. The school grounds are used very well for the studies that they can support. When a different environment is required, for example for wetland studies, pupils are taken to local parkland. The school is intent on raising the profile of science; this was most evident in the Balloon Challenge, a promotion that involved pupils, and in some cases their parents, in propelling a model vehicle across the school hall.
133. The co-ordinator has very good subject knowledge and a very clear understanding of what is required to raise the attainment of pupils throughout the school. Her analysis of the results of statutory tests has resulted in whole school attention being focused upon scientific enquiry and investigation. This focus has already resulted in all members of staff working collaboratively together to produce a portfolio of pupils' written work that has been assessed and levelled against national criteria. There is additional good practice in annotating the work in order to explain to users how decisions were made. There are good arrangements to check how well pupils are learning and whether they are making good progress. The use of this database to predict and to track future progress is developing effectively and is well on course to overcome the weaknesses of "lack of assessment information" that was stated in the last report.
134. The school has made good progress in removing the weaknesses reported following the last report. The adoption of national science guidelines has improved most aspects that were mentioned. The quality of marking is improved and pupils receive information on how to improve the standard of their work. The school held a science week which enriched the curriculum well. However, some weak areas remain; pupils are still taken out of lessons, some for up to thirty minutes, to attend other activities. These practices disrupt learning and remove pupils' entitlement to equality of access to the curriculum. Insufficient numbers of pupils are attaining the higher levels at the end of both key stages.

ART AND DESIGN

135. At the ages of seven and eleven standards are at the national average. All boys and girls whatever their ethnicity or ability make satisfactory progress. This was also the case at the time of the previous inspection. There have been some satisfactory improvements since the time that the school was last inspected, but there remain some relatively weaker aspects, as outlined below.
136. The development of a wide range of media is seen in Year 1 where self-portraits produced with the Dazzle computer program are often of good quality. A lesson seen during the inspection based on the work of Picasso and Van Gogh showed pupils co-operating exceedingly well when feeling their partners' faces and noting the important features. Development has continued in Year 2 where the confident application of oil pastels, combined with collage materials, has resulted

in depictions of fruits. By the end of the infant years attainment is of sound average standards for all pupils.

137. The use of additional media is continued throughout the junior years, although the development of standards attained in the infants, particularly observational drawing and painting techniques is not always sustained at the same pace. This weakness in provision was mentioned following the previous inspection. Art is sometimes used effectively to provide illustrations in pupils' workbooks and displays, notably in history and science. These show that pupils can use line effectively when copying drawings, but have not yet transferred this skill to their own work. However, observational drawings of still life objects by Year 6 pupils display clear indications of the standards that could be achieved if the development of early skills were sustained through the school. This potential is also seen in the work produced by pupils who attend the art club. This is often above average standards, for example, pastel pictures where confidently drawn images have been given an ethereal, dream-like quality with the use of colour merging techniques.
138. Some pupils are taken out of the lessons, in one case for thirty minutes, or miss the lesson introduction because they are required at activities that do not relate to art. These practices are a weakness in provision that do not contribute to pupils' equality of access to the full curriculum.
139. Pupils' attitudes, behaviour and relationships are good and this aids their learning. In the lessons seen the pupils' attitudes and behaviour were directly related to the quality of teaching. In one very good lesson in Year 6 the pupils applauded the teacher's creativity in her sketches and she was similarly admiring of the quality of their work. Where teachers' subject knowledge was less secure pupils carried out their work with less purpose or focus. In conversation, pupils state their liking for art, they point out examples of what they like from amongst the work on display. There has been a significant improvement in the attitudes and behaviour of pupils since the previous report when "a significant number of pupils" were displaying "poor behaviour".
140. With the notable exception of one lesson, where teaching was very good, the quality of teaching and learning seen during the inspection was satisfactory. The work on display, and in pupils' sketchbooks, confirm that teaching has been satisfactory over time. This represents an improvement since the previous inspection when some lessons were unsatisfactory. Reasons for improvement include the introduction of national guidelines; teachers sharing the purpose of the session with pupils at the beginning of lessons so that they know what they are to learn; improved levels of pupil behaviour and lessons that are now of sufficient length for work in hand to be completed.
141. Leadership and management are satisfactory. The co-ordinator is enthusiastic and has good practical knowledge of the subject. She has accumulated a suitably broad range of two-and three-dimensional media resources to fit the needs of the scheme of work. She has now turned her attention to the acquisition of art books and posters in order to upgrade studies of arts and artists. Studies to enhance pupils' cultural development have become more sharply focused since the recent Commonwealth Games. These studies have broadened the established range of mainly western European painters, by including examination of the art of Australian aboriginals, Canadian native peoples and Maori and Rangoli patterns. A book illustrator worked with both teachers and pupils last term; this contributed to their better understanding of art and its techniques. Whilst the co-ordinator has suitable opportunities to monitor medium-term planning each half term, she does not yet monitor standards of teaching and learning in classrooms by planning and working alongside her colleagues.

DESIGN AND TECHNOLOGY

142. Standards in design and technology are in line with the standards expected for seven and eleven year olds. All pupils, including those with special educational needs and pupils with English as an

additional language, make sound progress in designing, making and evaluating their work and that of others in a constructive way. There are some aspects in the quality of 'making' which are good and this reflects a slight improvement from the previous inspection, when results were judged to be in line. This supports learning well and provides good opportunities for their personal and social development, as well as promoting their speaking and listening skills. However, there is a lack of consistency in how the school teaches pupils to plan and evaluate their work.

143. Younger pupils are developing appropriate skills in designing and making models out of construction kits and junk materials. When making a house, pupils considered how they could make a simple hinge for the doors and after consideration determined that the most effective method was to use adhesive tape. In food technology they experimented with different fruits and yoghurt to make a fruit salad and discuss with others in their group, which tasted the best. In Year 2, pupils investigate different methods of joining materials together, such as gluing, stapling or stitching. After testing these and other methods they tested the strength of each one to determine which is the most effective. During their investigations pupils were observed discussing excitedly and confidently which method was most effective and this provided good opportunities to develop their speaking and listening skills.
144. The skills that pupils acquired in the infants are built upon appropriately in lower juniors. They plan and make moving monsters using different mechanisms, such as elastic bands or syringes to create movement. The models seen were of good quality and indicated the care the pupils had taken in both their designing and making. By the end of Year 6, pupils had visited 'a hat museum' before designing and making their own headgear. They had produced slippers, which displayed a high quality in their cutting and stitching skills. They also made a moving carousel operated by electric motors. Such activities suggest that pupils have made good use of their numeracy skills to compile their models.
145. The quality of teaching and learning is satisfactory overall. Lessons are well planned and managed and well supported with appropriate resources. Teachers question well and expect pupils to respond with full answers. They use the correct vocabulary and explain confidently how the 'cam principle' works. After initial class discussion, pupils use their own initiative to follow the task set. Pupils are encouraged to choose the materials and methods for the practical activity. This makes a good contribution to pupils' personal development. Pupils with special educational needs and English as an additional language are well supported by teachers and teaching assistants, so they develop similar levels of independence.
146. Pupils listen attentively to instructions and follow them carefully. For example, pupils were very much aware of the importance of testing the strength of the different methods of joining before concluding which was the most effective. Behaviour is good and pupils share equipment sensibly and listen carefully to advice and guidance from the class teacher. From the lesson observed and scrutiny of models in all classes, the degree of challenge is satisfactory and work well matched to ability.
147. Leadership and management are satisfactory. The co-ordinator is committed, effective and supportive. She is very aware of what needs to be done in order to improve standards further. She acknowledges the need to adopt a consistent approach to planning, designing and evaluating sheets as well as creating opportunities for older juniors to further develop their use of skills in sawing and drilling. Improved planning and evaluation sheets will assist in the assessment process, an issue, which the co-ordinator intends to address. She monitors planning and standards appropriately, but acknowledges the need to monitor learning and teaching more effectively. Resources are satisfactory overall.

GEOGRAPHY

148. Standards are in line with national expectations at the ages of seven and eleven. This judgement is similar to the previous inspection and improvement in the subject has been satisfactory. The achievement of the majority of pupils is satisfactory in both infant and junior classes. Pupils with special educational needs and pupils with English as an additional language make sound progress, because they receive appropriate support in lessons, through the effective deployment of teaching assistants.
149. In both infant and junior classes, pupils demonstrate satisfactory knowledge of the places selected for comparative studies. However, their knowledge of names and locations both in Great Britain and around the world are limited. Mapping skills are appropriately taught and pupils make sound progress. When studying the local environment pupils develop their skills of enquiry well. The knowledge they bring back to the classroom is discussed carefully and this helps to promote their literacy and numeracy skills.
150. Appropriate fieldwork opportunities are provided in the locality. Younger pupils explore the school grounds and Year 2 pupils confidently describe the difference between physical and human features around them. Pupils, in groups, accurately place features under physical and human headings and a small group use the computer to tabulate their findings. By the end of the infant stage pupils are able to draw a map of an island and place a variety of different features in appropriate places.
151. As pupils progress through lower juniors they continue to develop their skills of enquiry satisfactorily. They discuss litter as a form of pollution and direct their attention to a local area where there is an identified problem. Solutions are discussed and agreed and pupils continue to develop their literacy skills by writing letters to express their concern. Their investigative work is carried on into upper juniors where they focus on the traffic problem at Sale Circle. They use their skills of enquiry to undertake a survey and bring their findings back to the classroom. These findings are transferred to graphs, which are used as a focal point to debate and agree a solution. Year 5 pupils, in their comparative study, spend the day at Llandudno and research and document such aspects as location, surrounding features, buildings and houses, work and leisure. Mapping skills are developing satisfactorily as well as pupils' knowledge of environmental issues. Above all, pupils recognise the importance of debating real issues through their geography and this further enhances the development of their personal and social skills.
152. The quality of teaching and learning overall is satisfactory. Lessons were observed at both key stages and scrutiny of planning documents and pupils' work along with discussions with teachers and pupils support this judgement. The lessons observed in the infants demonstrated a promising beginning in the development of mapping skills because of good lesson preparation and well-prepared resources. A similar picture emerges in the junior department when considering the environment teachers provide interesting and stimulating experiences. Lessons are well managed and pupils' attitudes and behaviour and relationships with their fellow pupils are good and this helps them to learn. Research skills are beginning to be developed in Year 6, but insufficient opportunities are provided to promote independent research skills by setting pupils geographical tasks, which demand searching for answers in the library or on the computer. This would further encourage increased use of the library.
153. Subject leadership is sound. The co-ordinator has an appropriate background and is aware of the areas of development required to move the subject forward. He has adopted the government guidelines for this subject to ensure progressive coverage of the programmes of study. Monitoring of planning is in place, but the monitoring of teaching, learning and standards as well as arrangements to check how well pupils are doing and whether they are doing well enough are areas to be developed. Resources are satisfactory overall to support pupils' learning.

HISTORY

154. By age seven standards are broadly in line with what might be expected nationally for pupils of a similar age and girls and boys of all abilities and ethnicities make slow but satisfactory progress. However, by age eleven standards are not as good as pupils of similar age and progress is slow. This is not as good as at the time of the previous inspection, but history has not been a priority for a long time, and systems for checking what pupils know and understand are not yet in place.
155. Pupils in Year 2 make simple observations about the differences between nurses' outfits in 2002 and those at the time of Florence Nightingale. For instance, her dress is 'long' or 'short'. Those pupils who have been in hospital recently know that nurses' aprons are now often made of plastic. However, their weak vocabulary means that some pupils confuse 'lace' with shoelaces. Effective use of adult help at home ensures that some pupils have found out and shared with the class that Florence Nightingale helped people who were dying in the war. When questioned later in the week, pupils were excitedly keeping the secret of their latest homework assignment –to find out what Florence Nightingale carried. Although the group questioned knew that Florence Nightingale was older than their parents or grandparents and a few pupils in the lesson knew that she was dead, the majority were sure it was going to be the real Florence Nightingale in the following week's video.
156. Most pupils in one year 6 class find it difficult to say why people would explore far away countries in Tudor times. Their observations of the portrait of Sir Francis Drake are simplistic, for instance 'he looks weird'. In a discussion with a small number of pupils from the parallel class, boys and girls knew that Henry 8th was a Tudor king. However, even working together they could not recall all six of his wives or how they died. Those who had visited Tudor houses or the Tower of London had a deeper knowledge of life at the time. Although they knew that they had studied the Aztecs and the Victorians they remembered very little. However, this group of pupils was clear on where they would go to find out information and pupils are encouraged to use the Internet at home to complete their homework.
157. The quality of teaching and learning has been unsatisfactory over time because older pupils have not developed sufficient skills and knowledge. Teaching seen during the inspection was satisfactory. In a very good lesson seen, the teacher used challenging questions to extend pupils' knowledge and understanding of Ancient Egypt so that they tried very hard to work out what Egyptians objects were used for. Pupils' attitudes and behaviour are good overall, but in this lesson very good relationships, clear explanations and a brisk pace helped pupils to learn very well. There is some evidence of good marking which acknowledges what pupils can do and how well they have used their research skills. However, there are clear weaknesses, which do not aid pupils' learning well enough. The school has almost no timelines in classrooms or pupils' books to enable pupils to make sense of the periods that they are studying. Too much time is wasted colouring in worksheets with very little evidence of independent working in the infants. Although there are clear cross-curricular links to subjects such as art, there is less evidence of the teaching of key skills in any depth, for instance, comparing and contrasting lifestyles, explaining why changes happened and their consequences, and evaluating different sources of information.
158. Leadership and management are broadly satisfactory but with weaknesses. There is now a scheme of work and a policy, which is an improvement since the previous inspection. There has been some checking up of how well teachers teach in lessons and how well pupils record what they know in their books. This is an improvement since the previous inspection. The school's use of time is not good enough to support pupils' learning. There is very little evidence of work for the previous year in Years 1 and 3 and some sessions are too short. The school is aware of the need to develop the cultural diversity of historical figures that are studied, for instance Mary Seacole as well as Florence Nightingale. There are some limited educational visits and visitors and this is an area for future development. Resources are slowly improving but need to be better organised.

INFORMATION AND COMMUNICATION TECHNOLOGY

159. Standards for most pupils aged seven and eleven are below average for pupils of this age. The rate of progress for pupils of all ages, abilities and ethnicities is satisfactory and is steadily improving. Teachers have just finished their training programme, which has improved their confidence, knowledge and understanding in teaching the subject. A large number of computers are due to arrive in school shortly to improve pupils' access to information technology.
160. The small group of more able pupils who belong to the 'gifted and talented' group or who have attended the Year 2 ICT club are given good opportunities to demonstrate what they know, to assist other pupils and to work at their own pace. These pupils are generally working at the expected level for their age.
161. Discussion with a small group of Year 2 pupils shows that they are aware of the names of such important features such as the screen, mouse, and keyboard. A few pupils are confident in saying how you change lower case letters into capitals or how you delete unwanted words and letters. They recall that they used a graphics program to draw flowers and things that move and that they have made graphs of sports and favourite foods. They know that computers can also be used to send messages and to play games. Examination of last year's Year 2 work shows that all pupils created a dictionary from words and pictures.
162. Year 6 pupils are clear how to log on and access a program after initial reminders from the teacher. Half the class then do so quickly and independently. Pupils use a spreadsheet to enter the length and width of rectangles into cells and manipulate a formula to obtain the correct answer. About a third of pupils crack on with the task, confidently entering data into cells but although they obtain the correct answer they sometimes use their mathematical skills rather than typing in the formula. Discussion with a small group of pupils shows that gifted and talented pupils get a richer curriculum, which allows them to create hyperlinks between pages. Most pupils have used the Internet for research but they have not yet sent e-mails.
163. However, at both key stages there is little evidence of a volume of work which suggest that pupils have explored these skills in any depth. In lessons seen during the inspection too few pupils carry out tasks independently and with confidence. The lack of facilities in the past means that pupils have not steadily built up their skills over time, so they are now in a position to independently apply their skills in day-to-day lessons. Word processing skills in particular are not routinely used to support learning. This suggests that teaching and learning in the past have not been good enough.
164. The quality of teaching and learning is satisfactory overall at present. Teaching seen in the suite was generally good and this is a reflection of the recent training programme which teachers have undertaken. Lessons are well-planned and clearly explained. Teachers use the suite well to promote pupils' learning. The class is split into two – one half doing an associated pen and paper task - and the other half of the pupils having a computer to themselves. Sometimes teachers pair pupils together to support either pupils at an early stage of learning English or those with special educational needs and this promotes their learning effectively. Pupils' attitudes to using the computer are positive. They behave well, concentrate, and persevere when the going gets tough.
165. As yet computers are not routinely used to support pupils' learning in all lessons. This is partially because computers are not networked to those in the computer suite, so that pupils can practice their skills on programs which they are familiar with. However, good use is made of a skills program to support Year 5/6 pupils' learning in English and mathematics. In a few lessons seen during the inspection, computers were used effectively, for instance in a Year 2 mathematics lesson where more able pupils worked on tens and unit sums. However, more often opportunities were missed to improve learning, for instance in a Year 5 lesson where play scripts could have appropriately been word processed.

166. Leadership and management are good. Both co-ordinators are enthusiastic and have sufficient technical expertise to help colleagues. There is now a commercial scheme of work to support pupils' development of skills. In the last twelve months tracking sheets have been introduced to track what pupils can do, but they do not note whether pupils can perform the skills independently. Personnel from the EAZ have led training and provide technical support for the school. Good use was made of the nearby feeder high school to enable pupils to use multi-media presentations. Resources are not as good as many other schools nationally. The suite does not possess an interactive white board or digital linked overhead projector, which would enable all pupils to see clearly what is being demonstrated. There is no scanner. Although there is a digital camera it is insufficiently used to support pupils' learning on a daily basis, for example to record what pupils are doing in art from week-to-week.
167. Although information technology is extensively used around the school by staff for planning, and labelling pupils' work, there is little evidence of pupils' own work around the school.

MUSIC

168. Standards in music by the time pupils are seven and eleven years old meet the standards expected nationally. This maintains the position found in the last inspection. Overall, pupils of all abilities make satisfactory gains in their learning. However, the pace of learning is variable, dependent on the levels of confidence and expertise of individual teachers.
169. Pupils learn to sing tunefully, supported by the separate weekly hymn practices for infants and juniors. This enables staff to develop pupils' singing skills and to build on their previous experiences effectively. Pupils sing a range of traditional and more modern songs appropriately. Younger pupils play simple percussion instruments to accompany their singing. Pupils gain experience of playing a broad range of tuned and untuned percussion instruments in lessons. Older pupils work confidently on developing rhythms in groups and performing them to the class. They learn about 'ostinato' accompaniments, and most groups of pupils manage a simple 'ostinato' successfully. Suitable chances are provided for pupils to perform in groups in lessons. Some pupils also perform to a larger audience by singing publicly at events in Manchester, such as the recent 'Singfest,' for Year 6 pupils. This is a valuable experience for those who participate.
170. Pupils are generally interested in their lessons. Behaviour is satisfactory overall. Most pupils behave well, but a small minority of older boys behaves in an immature way, showing lack of respect for the teacher and others. The teacher deals with this behaviour appropriately, focusing on the pupils who do want to learn. However, this behaviour is distracting and limits progress for everyone in the lesson.
171. Teaching is satisfactory overall. In the inspection it varies from good to unsatisfactory. Music is generally taught by class teachers to their own class. Although the music co-ordinator does not have a full-time class responsibility she teaches for most of the week. During the other time she has supported newly qualified teachers and class teachers in response to the school's audit of strengths and weaknesses. However, class teachers sometimes struggle with the levels of expertise required for teaching music and this limits pupils' progress in some lessons.
172. Most teachers have good class management skills. They organise the lessons effectively using the school's scheme of work to guide them. Resources are readily available and this means little time is lost in the short weekly lessons. Where teachers are enthusiastic and lessons have a good pace pupils listen and enjoy the activities. However, in some lessons teachers lack confidence and this leads to a slower pace in lessons which means pupils learn less and can become bored more easily. Some staff, even in lessons where teaching is satisfactory overall, find some aspects of specialist teaching difficult, for example, keeping a clear steady beat for pupils to follow. Where teaching is unsatisfactory, teachers mix up rhythm and beat, confusing the class.

173. Leadership and management are satisfactory overall. The co-ordinator supports staff in their planning and with the provision of resources for lessons and has seen the implementation of the new scheme of work in almost all classes. However, few chances are available to evaluate standards and the quality of teaching and learning in lessons, which is important in this practical subject in order to improve standards.
174. A broad range of extra-curricular activities enhances the music curriculum for those who participate. Pupils learn to play a range of instruments, such as the violin, and the steel pans. The new music room provides good facilities for lessons. It is bright and cheerful with some charts and information displayed for older pupils. There is as yet, little to attract the younger pupils to extend their learning in information and displays around the room. Good use is made of the opportunities available locally to participate in music festivals and celebrations. For example, pupils took part in the Commonwealth Games 'Singfest' this year. Year 6 pupils sang at the Bridgewater Hall. Music plays a part in assemblies and special occasions.

PHYSICAL EDUCATION

175. Standards in physical education at both ages seven and eleven are in line with those expected of pupils of this age nationally. The position is unchanged since the school was previously inspected. Satisfactory teaching, related to a balanced curriculum that includes good swimming provision, ensures that all boys and girls make satisfactory progress in their learning.
176. Year 2 pupils develop their passing and catching skills to a satisfactory level. They show good body control when travelling, forward, backwards and sideways at a walk. In dance, they stretch and curl well when moving around the hall, linking and changing movements in a flowing manner. When given the opportunity to do so, they discuss and evaluate their own and others movements.
177. Year 6 pupils show great care and control in sequencing a wide range of travelling, rolling, jumping and landing activities. They evaluate their own work and positively criticise that of their peers. In a dance lesson pupils work in boy/girl pairs without fuss and produce movements and poses in the style of Spanish dancers. During the inspection, 15 pupils were well coached in the skills of 'tag rugby' when running and passing in threes. A number of pupils are transported to the local secondary site for netball coaching.
178. Arrangements for swimming are good with Year 3 pupils having weekly lessons. Records of progress, maintained by local authority swimming staff, indicate that a very large majority of boys and girls meet expectations of the National Curriculum from a 'non-swimmer' starting point.
179. Pupils have sound knowledge and understanding of the effect of exercise on their bodies. They can explain the importance of 'warming up' and 'cooling down'. They enjoy gymnastic, dance and games activities and many older pupils perform at above average levels of achievement.
180. The quality of teaching and learning is satisfactory overall. There were some good lessons seen in the juniors with one Year 6 lesson judged to be very good. In this lesson, excellent use of praise and encouragement produces a most stimulating and productive environment. Very good class management results in all pupils making very good progress in developing skills learned at floor level, on a motivating apparatus layout. Most teachers dress appropriately to allow free demonstration and to motivate pupils to dress correctly themselves. Boys and girls are given the opportunity to use a good range of apparatus to practise and develop their skills of travelling, balancing and landing. In good or better lessons, pupils are used to demonstrate good quality movements to the rest of the class. Most pupils improve their control of movement related to rhythm and speed. In most lessons, teaching is supported by relaxed, friendly but purposeful relationships. In some lessons teachers lack sufficient knowledge and understanding, particularly

when teaching the skills of 'forward rolls' and using mats safely or when pupils ignore the 'raised sticks' rule during a skills lesson.

181. Pupils demonstrate very positive attitudes in lessons. The standard of behaviour in lessons reflects directly the quality of teaching. They co-operate happily in paired activities and also in small team game situations.
182. Leadership and management of physical education are good. The co-ordinator is very keen to promote her subject and has established attractive display boards in busy parts of the school. Clubs are advertised and pupils are encouraged to make suggestions for further development. She is personally involved in aspects of the subject and is proud of her success in bringing together the work of infant and junior teachers. With standards already in line with what is expected nationally, there is good capacity to improve. This could be supported by marking-out the extensive hard surface areas for formal games play, which would allow further development of skills learned in lessons during games-club situations. Resources to teach all elements of physical education are good. However, improvement could be made in the maintenance of the extensive grassed areas. The grass is cut, but is not collected. Consequently, marking out for games is an impossible task.
183. A nationally recommended, commercial scheme of work has been introduced and all required strands of physical education are included in teachers' planning. The school improvement plan identifies dance as an area for further development early in the current year. Outdoor and adventurous activities are satisfactorily introduced into the programme when older pupils and staff are given the opportunity to go on a residential visit to Ghyll Head. The school is in the early stage of working towards the national 'Active Mark' award.
184. The physical education programme is supported strongly by the main feeder secondary college and by coaches from local professional sports organisations. The recent Commonwealth Games has been well promoted and well celebrated by staging a week of related sports and athletic events.

RELIGIOUS EDUCATION

185. Standards are in line with what would be expected nationally at age seven but are below average at age eleven. At the time of the previous inspection standards at the end of Years 2 and 6 were judged to be in line with the expectations of the locally agreed syllabus.
186. Younger pupils have satisfactory knowledge and understanding of different faiths through their topics. When discussing special places, for instance, they learned of the importance of the Mosque, the Church and the Temple. As festivals occur, both religious and secular, so pupils enjoy stories such as that of Rama and Sita and Divali; the animal race giving the names to the years in the Chinese New Year Festival and the use of the poppy as a symbol of national remembrance each November.
187. Older pupils have some knowledge and understanding of Christianity - the key festivals such as Christmas and Easter; the Bible including the differences between the old and new testaments; Jesus and his life and work and the disciples who followed him. The curriculum for older pupils moves to learning more about individual faiths – the special places, leaders, places of worship and beliefs of Islam, Buddhism, Hinduism and Judaism. Written work shows pupils are less sure of how a faith impacts upon the life of a believer as a lot of worksheets are used with little evidence of knowledge being developed further.
188. Overall, teaching and learning over time has been unsatisfactory. The school now ensures that religious education meets the full allocation of time from the local syllabus of 45 minutes for

younger pupils and an hour for older after an audit of time across the school. Until recently older pupils' lessons lasted for 30 minutes and thus had a negative effect upon pupils' achievements over time. In lessons seen during the inspection teaching and learning were satisfactory and so pupils are making satisfactory progress. Teachers make sure that what they are teaching is accurate and planned to develop pupils' knowledge and understanding about different faiths. It is not clear from planning or the work in pupils' books, how teachers ensure that pupils learn about how a faith impacts upon the lives of believers. Teachers have high expectations of pupils' behaviour, applying the school behaviour policy carefully to support pupils' learning. However, pupils' attitudes and behaviour are only satisfactory. This does not generally support their learning as well as in other subjects. Sometimes this is because pupils lose interest in their work or produce low level disruptive behaviour. Teachers select resources carefully to support and enrich the curriculum and use displays of artefacts from the faiths to support learning.

189. Leadership and management are broadly satisfactory. The school has a thoughtful and skilled co-ordinator who monitors development through an examination of teachers' planning, displays and discussions. Religious education has been a low priority in the school. At present she has no time for in class monitoring of the quality of teaching and learning, nor has there been any opportunity for whole school training recently to increase teachers' skills, knowledge, understanding.
190. The scheme of work is drawn from the Manchester locally agreed syllabus. Teachers are careful to use a range of strategies that support both – direct telling of faith stories, establishing common links between the faiths such as celebrations and festivals and for older pupils the opportunity to work at greater depth in researching areas or through debates and discussions. Improvement since the last inspection is just satisfactory.