

INSPECTION REPORT

Old Moat Community Primary School

Withington

LEA area: Manchester

Unique reference number: 131431

Headteacher: Miss A M McVeigh

Reporting inspector: Mr J Palk
23630

Dates of inspection: 1st – 4th July 2002

Inspection number: 250104

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

© Crown copyright 2002

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
School address:	Old Moat Lane Withington Manchester
Postcode:	M20 3FN
Telephone number:	0161 445 4208
Fax number:	0161 445 2647
Appropriate authority:	The Governing Body
Name of chair of governors:	Ms K Taker
Date of previous inspection:	6 th July 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23630	Mr J Palk	Registered inspector	Geography Music Religious Education The Foundation Stage English as an additional language	How high are standards? How well are pupils taught? What the school should do to improve further?
31758	Mr E Tipper	Lay inspector		Pupils' attitudes, values, behaviour and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
12112	Ms G Carter	Team inspector	English Special educational needs	How good are the curricular and other opportunities offered to pupils?
2759	Mr D Sleightholme	Team inspector	Science Information and communication technology Art and design Design and technology Equality of opportunity	How well is the school led and managed?
17709	Mr A Giles	Team inspector	Mathematics History Physical education	

The inspection contractor was:

Wessex Education
2 Riverside
Athelhampton
Dorchester
Dorset
DT2 7LG

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

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	15
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	16
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	17
HOW WELL IS THE SCHOOL LED AND MANAGED?	18
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	19
PART C: SCHOOL DATA AND INDICATORS	20
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	24

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Old Moat Community school is a large inner city primary school with 329 pupils on roll serving an area of diverse social needs. Sixty eight per cent of pupils are entitled to free school meals, which is well above average. The pupils are from mixed ethnic backgrounds with a high proportion of pupils (30 per cent) with English as an additional language. Ten languages are spoken. The home language for many pupils is Urdu, Bengali or Arabic. Twenty-three pupils have arrived this academic year speaking little or no English. A few of these pupils have no experience of school. Around 50 per cent of pupils enter and leave the school each year: this is a high level of mobility.

There are average numbers of pupils on the register of special educational needs; three have statements, which is below average. These include pupils with emotional, behavioural, specific and moderate learning difficulties. Twenty-five pupils are receiving support from agencies outside the school for their particular needs.

Most children attend one of the two full-time nursery classes before they start school. On entry their skills are well below average in communication, mathematics and social development. Most pupils are taught in year groups of mixed ability, whilst some are taught in mixed-age classes. Seven teachers have been appointed to the school in the last eighteen months.

HOW GOOD THE SCHOOL IS

This is an improving school that is successfully meeting the challenge of raising standards. From various starting points and with very different needs, the pupils achieve well. There is strong and concerted action being taken to bring more pupils up to the national expectations of attainment. Teaching is good across the school and teachers closely track pupils' progress in English and mathematics. Pupils have very positive attitudes to school and to their work. The head teacher is good at leading the action needed to raise standards. A committed deputy head teacher and a strong team of co-ordinators and governors help her manage the school effectively. The school is giving good value for money.

What the school does well

- The school is well led and managed; good procedures are in place for checking on effectiveness.
- Pupils are achieving well and there is a determination by all staff to do their best for the pupils.
- The teaching is good with some very good teaching of mathematics in Years 3 to 6.
- Pupils behave very well and benefit from the very good relationships with the adults.
- Pupils' academic and personal development is well supported; moral and social values develop very well.

What could be improved

- Standards in speaking and writing in English.
- Planning and checking on pupils' attainment in geography, history, music and physical education (PE).
- The punctuality of pupils and attendance.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement since its last inspection in July 1998 when it was judged to have a number of serious weaknesses. Overall standards have improved very much in line with national trends. The improvements have been good in mathematics and science, but more limited in English because of pupils' weaker spoken language. The teachers have much higher expectations of what pupils can achieve and there are good systems for checking on the quality of teaching and learning. The

appointment of new staff and governors has helped give the right steer to the school. The capacity for the school to continue to improve is very good.

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
	1999	2000	2001	2001
English	E	E*	E	C
mathematics	D	E*	E	C
science	D	E	E	C

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

The inspection found standards to be at a better level than the table indicates. The results for seven-year-olds in the 2001 National Curriculum tests were below average in reading and well below in writing and mathematics when compared to similar schools. In the last three years the results have been erratic. Results for eleven-year-olds have also been erratic particularly in English and science. Not all eleven-year-olds are completely fluent in English¹ and significant numbers have experienced disruption to their learning caused by moving between schools or the coming and going of their teachers. The school is much better at finding out what pupils know and understand and has set challenging targets for each pupil in English and mathematics. This year's results in National Curriculum tests suggest that these targets have been met and the proportions of pupils attaining higher levels are now close to average.

The standards seen during the inspection reflect this improving picture. By the end of the reception year children are meeting expectations in mathematical development but are below the standard expected in English and in their knowledge and understanding of the world. Standards attained in English are below average for both seven and eleven-year-olds. Pupils make reasonable progress but their spoken language and grammar are particular weaknesses. Pupils' handwriting skills are below average. Standards in mathematics are in line with those expected for seven and eleven-year-olds. In science they are below expectations at seven but in line by the time pupils leave school.

Overall, all pupils achieve well from their different starting points. This is due to better teaching of English and mathematics and greater levels of support for pupils of different attainment. The school has identified those pupils who should be doing better and has put into place effective strategies for accelerating their progress.

The inspection found no difference in the progress or levels of attainment of girls and boys. Pupils at an early stage of learning English and those recently arrived in the school are learning very well. Pupils with special educational needs receive good quality support, but there is not enough available in all lessons. Overall their progress is satisfactory.

Standards in art, design and technology (DT) and religious education (RE) are as expected. Pupils are achieving well in information and communication technology (ICT) and seven and eleven-year-olds are broadly reaching the expected standards. Seven-year-olds are meeting expectations in history, geography, music and PE. Eleven-year-olds do not have the skills necessary to reach the expected standards in these subjects. These subjects have not received as much emphasis as English and mathematics in the past few years.

¹ It takes five to seven years to become fully competent in a second language, although pupils will vary in the speed with which they acquire competence. Fluency in spoken English is usually achieved within two years, but the ability to read and write the academic English needed for success in examinations takes much longer.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils show very good attitudes in all that they do. They enjoy learning and are proud of their achievements.
Behaviour, in and out of classrooms	Very good. No problems with bullying or racial intolerance. There is a peaceful, hard working atmosphere at all times.
Personal development and relationships	Good. Courtesy and mutual respect is evident everywhere in the school. At lunchtimes and playtimes pupils of different race and creed mix together very well.
Attendance	Below average. Punctuality is poor.

Pupils learn well from each other. They show a good deal of kindness towards each other and are good at helping children recently arrived in the school to settle in. There are a number of pupils who are frequently late to school, which is disrupting their learning.

TEACHING AND LEARNING

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

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

The overall quality of teaching is good and there is no unsatisfactory teaching. There is a greater evenness to the quality of teaching than at the last inspection and teachers are much clearer about what pupils are to learn. Literacy is taught well. Teachers are clear about the targets for the class and those who need intensive support. Numeracy is taught very well between Years 3 and 6 and three lessons were of outstanding quality.

The teaching of the youngest children emphasises practical activities, which are focused on children's needs. However there is not enough attention given to developing children's talk. There is some variation across the school in the way teachers encourage pupils to think and express their ideas, which has an impact on the rate at which pupils extend their vocabulary. The teaching of English as an additional language is effective because of the good quality support and the involvement of all class teachers in planning for their needs in lessons. The small numbers of higher attaining bilingual learners are well challenged. The teaching of pupils with special educational needs is good as a result of shared planning and clear targets on individual education plans.

Lessons move at a good pace and pupils are encouraged to play a full part through the teachers' questions and the hard work of teaching assistants. The teachers have established clear routines and lessons are exceptionally well managed and thoroughly planned. This benefits those recently arrived from other schools or other countries. The very good relationships in lessons maintain a culture of hard work. Lessons are fun but demanding. Teachers have high expectations of what pupils should achieve in lessons and there are good structures in place to support and track pupils' progress.

Science and ICT teaching has benefited from improved resources and teachers' improved knowledge of how to teach these subjects successfully. Overall there is not enough expertise in the school to teach music skills adequately, although this is being addressed. Guidelines for teaching and tracking progress in geography, history and PE lag behind other subjects and this affects the rate at which pupils' make progress in these subjects.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Is satisfactory. English and mathematics have received priority. Personal, social and health education is good. The curriculum for the youngest children meets their needs.
Provision for pupils with special educational needs	The pupils with special educational need benefit from the support they receive and often make good progress, particularly in reading.
Provision for pupils with English as an additional language	Good provision. Higher attaining bi-lingual pupils are given effective additional support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	A strong feature of the school. Very good provision for moral and social development and good provision for spiritual and cultural.
How well the school cares for its pupils	This is good. There is good pastoral support for pupils and teachers get to know their pupils quickly.

Good use is made of information to track pupils' achievements in English and mathematics. This is not yet available in all subjects. There is a good range of clubs. The partnership with parents is satisfactory. Child protection procedures are well established and taken seriously.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. There is a very strong sense of purpose and the head teacher is very effective in sharing responsibilities so that all staff are making a contribution to improving children's education.
How well the governors fulfil their responsibilities	The governors are well organised and have a very good understanding of the strengths and weaknesses of the school.
The school's evaluation of its performance	Very good procedures have been established for checking on how well the school is doing and action planning is every effective.
The strategic use of resources	Good use is made of funds to train staff to improve the quality of pupils' learning.

There is not enough ICT equipment in classes for pupils to extend and use their skills in other subjects. There are insufficient resources for special educational needs and music. Other areas are satisfactory. The school building is used well to support learning but its poor condition is a continuing drain on finances.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Pupils like school • The children are well behaved • There are fewer teachers leaving • The teaching is good 	<ul style="list-style-type: none"> • More involvement in the work of the school • Information about their child's progress

The parents are justified in the confidence they have in the school. The inspection found that more opportunities could be made for parents and carers to work with the school and share in children's progress.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Overall standards in English, mathematics and science are rising throughout the school. Improvements in performances in National Curriculum tests have been in line with national trends in the last three years. The recent results in the 2002 test confirm that the upward trend is continuing, with a significant increase in the proportions of pupils attaining higher levels in reading, mathematics and science. Inspection found that good teaching and high expectations of pupils in all year groups are having a significant impact on the learning of pupils with different attainment and this is leading to higher standards.
2. Results in the 2001 National Curriculum tests for eleven-year-olds were well below the national average and in line with those of similar schools. Performances in the science tests have shown consistent good improvement over the last four years with little difference in the performances of girls and boys. Overall, girls do better in English and mathematics tests than boys, with erratic performances by both groups over the last four years. There has been a steady improvement in the proportions of lower attaining pupils reaching average standards in all three subjects because of better targeting of their needs and the use of additional lessons. Very few pupils have attained above average levels in the tests. In the main, this reflects the difficulties experienced by pupils in reading and understanding complex texts and writing coherently. Pupils with English as an additional language perform as well as others, with good progress made by this group because of the support that they receive. The demanding targets set for the 2002 test were exceeded in English and science and met in mathematics. The proportions of pupils attaining higher levels in this year's tests reflects the success of extra support for these pupils, many of whom are advanced bi-lingual learners.
3. Results for seven-year-olds in reading and writing have consistently been well below average or in the bottom five per cent of all schools. Mathematics test results are better than those in English but were still below average over the last three years. Year-on-year improvements have been slight in reading and erratic in writing and mathematics. The proportions of pupils with special educational needs and pupils learning English as an additional language is high and many have poor language skills which affects what they can achieve by seven. The 2002 National Curriculum test results show significant improvement on the last three years and performance is close to last year's national average in reading, writing and mathematics. All pupils, and those with English as an additional language make good progress from their levels on starting school, because teachers and support staff effectively target the individual's needs.
4. The standards seen during the inspection in mathematics are in line with those expected of seven and eleven-year-olds. This represents very good achievement. Standards in science are average by the age of eleven but fewer eleven-year-olds attain above average standards in science compared to mathematics. Standards are below average in speaking and writing for both seven and eleven-year-olds with only a very small number of higher attainers. However, pupils are making reasonable progress in English through the school and the standards seen are better than last year's test results would indicate.

5. The children make a good start to their education in the Foundation Stage² classes. A small number are on their way to achieving the expected standards by the time they begin Year 1 in most areas of learning. However the vast majority of children's attainment in communication, language and literacy is below expectations as is their knowledge and understanding of the world. Overall the children's progress is good. Their achievements by the age of seven are below expectations in reading, writing and science and are average in mathematics. The pupils continue to apply themselves and work hard but the rate at which they acquire new skills is slow because of shortcomings in their ability to explain their thinking and express ideas. Seven-year-olds read simple books and are learning how to tackle new words through using sounds and other clues. A significant number do not read longer books. Most are still below average in writing and punctuation, and grammar is weak. Very few speak confidently about their work and their vocabulary is limited. In mathematics most pupils are secure in their use of number facts; many calculate using numbers greater than 20 and recognise the operations to use when solving simple problems.
6. By the time they leave the school a small number of pupils speak with assurance and use the appropriate vocabulary. Most read fluently and have a growing sense of expression but have difficulty in picking up essential ideas. Most pupils write appropriately for a range of purposes but are weaker at organising their writing to explore and explain ideas or develop stories. In the main, pupils' grammar is inconsistent and handwriting is generally below average. Pupils write for a range of purposes; they are better at writing when following clear structures. More opportunities for different forms of writing have been provided and this is helping raise attainment. The use of targets for writing is now well established and pupils and teachers are clear about what they have to work at to get better.
7. By the time they leave school the majority of pupils has a sound base in mathematics. Pupils successfully use a range of strategies for calculating and confidently use large numbers in their mental arithmetic. They are confident when tackling problems and using what they know. In science, pupils are knowledgeable about those aspects of science they have studied but only a few reach higher levels due to limitations of language when explaining scientific ideas.
8. Overall pupils are achieving well because of the improved teaching and frequent tracking of their progress against attainment targets. There is no time wasted in checking on the attainment of pupils who join the school during the year and their progress is a matter of regular review. Newly arrived pupils are given additional support in lessons and the effectiveness of this is regularly reviewed. This contributes to equally high expectations of all pupils in the school. The teaching team has been strengthened through new appointments and well targeted training which is helping the school tackle the underachievement in pupils' literacy and numeracy skills. There are some pupils, representative of average or slightly below average pupils, who do not achieve as much as they should because they have weaknesses in their knowledge and use of vocabulary.
9. A number of pupils have special educational needs and experience degrees of learning difficulty in reading and writing. These pupils receive effective support and their progress is always satisfactory. Where pupils have a good level of support, as do some statemented pupils, their progress is good. The progress of pupils with

² Foundation Stage: there are three stages identified in the primary phase of education. The Foundation Stage begins when children reach the age of three and finishes at the end of the reception year; typically before the child's sixth birthday. It is a distinct stage in preparing children for later schooling and is based on six areas of learning.

behavioural difficulties is also often good because of the school's consistent management strategies and emphasis on the raising of self-esteem.

10. The additional support provided by bi-lingual support assistants is enhanced by the work of teaching assistants in many lessons and ensures that those pupils at an early stage of learning English often make very good progress. Those higher attaining pupils with English as an additional language have received extra lessons in mathematics and science that has boosted their achievements.
11. There has been considerable updating of ICT equipment. As a result of regular use of the ICT suite pupils are reaching the standards expected of seven and eleven-year-olds and a few exceed these.
12. Pupils' standards in history, geography and music are meeting expectations by the age of seven. Between the ages of eight and eleven there is insufficient systematic teaching of skills such as framing questions, gathering information and interpreting evidence in history and geography. As a result pupils' achievement is generally below and sometimes well below expectations. Standards in music are also below expectations and this is mainly due to gaps in the coverage of the curriculum and weaknesses in the teachers' ability to teach all aspects of the subject. In art and design and design and technology (DT) standards are much as expected. Pupils at both seven and eleven are meeting the expectations of the agreed syllabus for religious education (RE). There is consistent coverage of the agreed syllabus and pupils have a real enthusiasm for finding out about other religions. The evidence from a few lessons in gymnastics and dance indicates that pupils do not achieve as well as they should in these areas because lesson planning does not ensure the progressive development of skills.
13. Standards in English, mathematics, science, ICT and RE are higher than they were when the school was last inspected. The focus on the implementation of the national literacy and numeracy strategies, and the school's commitment to raising standards, have been successful in helping to move pupils towards national standards of achievement. Pupils are achieving well overall because the school is clear about what is needed to raise attainment and is much more robust in tracking pupils' progress through the school than at the last inspection.

Pupils' attitudes, values and personal development

14. The pupils' attitudes to school are good. Most are keen to come to school and approach their lessons with enthusiasm. However, there is a significant minority of pupils who are regularly absent. No one group of pupils is more affected than another. While the overall attendance is much improved since the last inspection, and there has been a considerable improvement during the current year, it is still below the national average. Punctuality is a particular problem with a high proportion of pupils arriving after the start of the school day.
15. Behaviour throughout the school is very good. Pupils behave themselves well in the dining hall and corridors and in assemblies where they are very attentive. In the outside playing areas they generally play very co-operatively and pupils from different ethnic backgrounds play happily together. In the classroom, the majority of pupils pay attention throughout lessons. There were no exclusions during the previous year.
16. The school experiences few behavioural problems and the harmonious atmosphere has resulted in an almost total lack of oppressive behaviour such as bullying, sexism and racism. The parents and pupils do not see these as a major problem. Pupils show

a very high respect for the feelings, values and beliefs of others and this reflects the strong emphasis the school places on teaching them the importance of tolerance and understanding towards others irrespective of their cultural background. This is particularly evident in the way new entrants to school are made welcome.

17. Pupils take a pride in their school; it is kept clean and tidy and there is a noticeable absence of litter. Overall the personal development of pupils is good and makes a positive contribution to learning. Pupils make use of opportunities such as circle time³ to explore their views. The pupils work well together in class and on other activities such as productions for assemblies.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

18. The quality of teaching and learning is now better than at the last inspection when it was found to have serious weaknesses. A key issue for action was to improve teachers' expectations of pupils. The school has made good progress in this area and teachers have high expectations of what pupils will learn and what they will do. Most lessons are planned well around reliable assessments of pupils' needs and the expectations for the year group. Teachers and teaching assistants plan together to provide the best support for pupils at early stages of learning English and those with special educational needs.
19. The overall quality of the teaching is good, over half is good or very good with some that is excellent. Teaching was effective in all lessons seen during the inspection and there is an even quality across the school. The main qualities are the clear and consistent routines that ensure lessons run smoothly and the appropriateness of the lesson that ensures pupils are clear about what they are expected to learn. Behaviour is managed very well by regular praise and checking on how different groups are progressing towards their targets. Lessons are fun, practical and exciting. Instructions and expectations for the lessons are clearly stated and checked on throughout the lessons.
20. Teachers plan group activities carefully, paying attention to the language needs of the pupils in how they use teaching assistants. They also group pupils to maximise the skills of fluent English speakers and the more advanced bilingual learners. Resources to support learning are prepared well in advance so that teaching assistants are fully conversant with how to use them. This is a major contribution to successful learning in lessons. Not enough emphasis is given, particularly in the younger classes, to developing talk in the introductory part of the lesson or during activities and this limits pupils' oral development.
21. Adults and pupils get on well together and the harmonious relationships make a powerful contribution to pupils' learning. Pupils are well informed about their progress through personal and group targets that they need to work on. Marking is not as strong as it should be to reinforce these targets. In English it is used particularly well, informing the pupil of progress made and what needs to be done in order to improve further, but marking could be more informative in mathematics.
22. Overall, teaching in the Foundation Stage is satisfactory. Teachers plan effectively for the development of children's mathematical and literacy skills. The wide range of inviting activities are chosen well to stimulate and engage children's personal and social development but lack a sharp focus on developing children's spoken language development. The planning for other areas of learning in the nursery are detailed and

³ 'circle time': a structured time for pupils to talk over issues that face them as part of their everyday lives.

the small steps identified help children with different levels of understanding move rapidly towards the Early Learning Goals⁴. In the reception classes the planning for creative areas and to develop children's knowledge and understanding of the world are not specific enough to ensure children are consistently challenged.

23. Literacy and numeracy are taught well because teachers' subject knowledge is good and this moves learning along at a good pace and some very effective learning was seen. In a challenging Year 5 lesson on prime numbers, the very clear introductory activity revised the connection between multiplication and division and the use of the brackets when separating out operations. This prepared the pupils very well for the main part of the lesson and clarified what they already knew about factors. The teacher made good use of her assessments of pupils to accurately group them; setting exactly the right amount of challenge in the form of research into the factors of given numbers. The lower attaining pupils were well supported by a teaching assistant, who skilfully helped pupils see how they could also find factors through division. A systematic approach was encouraged with the use of the calculator, which helped her to point out patterns appearing in the results. The first class relationships between adults and pupils meant that all pupils were eager to take up their research, whilst the teachers' knowledge of numeracy helped inspire confidence in the pupils when they came together to evaluate their findings. In a Year 6 lesson on punctuating direct speech the pupils were asked to share each other's writing with a view to improving the quality of language and accuracy of conventions. The pupils were given just the right amount of time to pick out the main improvements needed. The teacher was careful to respect pupils' writing and this encouraged a positive response from pupils who collaborated very well together on the task. Both the bilingual support assistant and the teaching assistant were well briefed on the expectations for the pupils to improve the accuracy of their spelling as well as evaluate the story structure. By the end of the session these pupils had achieved both aims.
24. Individual education plans (IEPs) for pupils with statements contain clear targets and they are sufficiently practical for class teachers to implement when support staff are not present. However, limited use is made of ICT to support the learning of basic skills such as spelling or phonics. The teaching assistants give good support, are well prepared and keep accurate records and work samples of the progress of pupils receiving additional support. All teachers try hard to plan work that is appropriate for pupils with special educational needs and are skilful in varying their levels of questioning to suit individual learning difficulties. However, in some classes there is such a wide range of ages and abilities and only limited teaching assistant help and it is simply not possible to meet the precise needs of all pupils.
25. Teachers make very effective use of assessment information, where this is available. There are regular half-termly reviews of pupils' progress and additional support is targeted to those with greatest need. Good use is made of resources, for example whiteboards, but not enough opportunity is given for pupils to use the library for independent research.
26. Homework is not always consistently set or collected in, although the policy states that it is to be set on a weekly basis. The home-school reading programme is not well developed and is virtually non-existent in Years 3 to 6.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO

⁴ Early Learning Goals: these are the expectations for most children to reach by the end of the Foundation Stage. They refer to children's' achievements in the six areas of learning: communication, language and literacy; mathematical development; personal, social and emotional development; knowledge and understanding of the world; physical development and creative development.

PUPILS OR STUDENTS?

27. Curriculum provision is satisfactory overall, which is an improvement since the last inspection. However, the main areas of improvement have been in the core subjects of English, maths and science, and the other subjects still require further development of guidelines and resources to improve teaching and learning. Whilst the planning, assessment and monitoring of standards and provision in English, mathematics and science are well developed, a similar task is yet to be carried in other subjects. The Foundation Stage curriculum is broad and balanced and provides a good range of activities that develop children's' positive attitudes to learning. Overall provision for pupils' personal, social and health education (PSHE) is good.
28. All pupils have very good access to all aspects of the curriculum. The inclusion of pupils with special educational needs is a real strength of the school. They are fully involved in all lessons and activities and valued for the contribution they make to the life of the community. Their efforts and achievements are celebrated along with those of their peers. There is good provision for pupils with English as an additional language. Specific programmes are in place to improve their literacy and numeracy skills and bilingual support assistants are good at helping teachers with planning. They provide good support to pupils during many lessons, including play and creative activities. Useful flexibility is shown by teachers in allowing older siblings to join the lessons of younger siblings to help with translations. Booster⁵ lessons in English, mathematics and science have been used effectively to help pupils, including higher attainers to make good progress.
29. There is good range of extra-curricular activities that caters for a variety of interests. There are several sporting activities on offer, as well as some music, drama and computer activities. The 'homework club' offers pupils the chance to work on past test papers or on homework set by class teachers.
30. Overall, the local community makes a good contribution to pupils' learning. Links with partner institutions such as the high schools pupils will attend in Year 7 are well developed. There is good liaison between staff, not only about individual pupils but also about subject development. Other community links, such as those with the after school care centre, benefit pupils in terms of supporting their learning.
31. Provision for pupils' spiritual, moral, social and cultural development is very good overall and has improved since the last inspection. Provision for pupils' spiritual development is good. Good opportunities are provided in acts of worship where there are frequent opportunities for pupils to share a sense of being valued members of the community whatever their faith, ability or colour. This enables pupils to flourish and develop, as well as to recognise and appreciate the values and preoccupations of others. Creative achievements are valued, as when a group of girls from the neighbouring high school came to give the first public performance of their own compositions at assembly. Religious education endorses the valuing of other faiths and cultures, as do the signs and displays about the school. Two attractive gardens provide tranquillity in the centre of the school and give pupils opportunity to follow through environmental themes including conservation. Recently, pupils have helped to grow the plants that are now flowering in hanging baskets around the school. Teaching styles in the best lessons show respect and consideration for pupils' efforts and views: this approach enables pupils to develop confidence and trust.

⁵ Booster groups; groups of children of similar attainment who with extra support may make sufficient progress to reach a higher level of attainment. The extra lessons are usually provided after school in the term leading up to the National Curriculum tests for eleven-year-olds.

32. Provision for the moral development of pupils is very good. The school provides a clear, moral code that leaves pupils in no doubt about what is right or wrong and promotes equality and fairness well. The pupils help shape rules for the whole school and the behaviour policy, known to all pupils, is applied consistently throughout the school. The relationships between teachers and support staff model appropriate behaviour very well, and pupils talk enthusiastically about teachers being helpful and supportive when they have problems they can't easily deal with themselves. The emphasis on community and cohesion helps pupils to feel secure in the views they hold and encourages them to co-operate, behave well and justify the high opinion that staff has of them.
33. The same emphasis on the school as a valued and precious community promotes pupils' social development very well. This helps pupils newly arrived. Opportunities are given in lessons to encourage pupils to work collaboratively. There is a system of school counsellors that helps pupils when they have difficulties and pupils take an active part in carrying out small tasks that help in the running of school and classrooms. The frequent rewarding of pupils for good social behaviour by the use of praise, rewards or stickers helps them to understand what is expected and to rise to the occasion appropriately. Circle times and class discussion allow pupils to share and air concerns and learn to resolve difficulties peacefully. This provision adds to the security and confidence shown by those pupils newly arrived to the school.
34. Provision for cultural development is good, particularly in promoting and accepting the cultures and values of the different groups that make up the school's diverse community. RE lessons develop a respect for cultural diversity. As far as is possible on the school's limited budget, pupils are presented with a range of cultural opportunities such as visits from drama companies, trips to theatrical performances, art galleries and concerts. The link with a local high school provides good enrichment on the cultural side, with one of its teachers running the Old Moat Latin club, and pupils regularly being invited to drama and musical events. Links with the local community are also very well developed and used to promote multi-faith and multi-racial tolerance.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. The school has successfully improved assessment procedures since the last inspection in English and mathematics, and for those learning English as an additional language and pupils newly arrived in the school. Overall procedures for checking on pupils' progress are satisfactory. In these two subjects, that have been identified by the school as priorities for raising standards, a range of tests is used, teachers meet together to confirm and discuss work and curriculum co-ordinators scrutinise and check the quality of pieces of work. Data gathered as the outcome of this exercise enables precise targets to be set for individuals and groups and both teachers and pupils check progress against these. Curriculum planning is more precisely focused as a result of assessment and standards in English and mathematics have risen as a result. There is a robust system in place for teachers and co-ordinators to check on pupils' progress in science, art and design, ICT and DT and this results in appropriate and challenging expectations of pupils. A lack of systematic checking on progress in history, geography, music and physical education means that some skills are not developed methodically and achievements are not high enough.
36. This is a very caring school where the teachers get to know their pupils well and are all fully aware of the needs of individual pupils who require special attention; the overall provision for pupils with special educational needs is satisfactory. The school's well-

organised system of assessment, together with regular reviews, ensures that pupils' progress is regularly monitored and success against targets set is checked and evaluated. Those pupils newly arrived in the school, some learning English as an additional language or with no records of earlier attainment, are included in this programme. Where pupils do not make the progress expected, outside professionals are called in to give expert advice and help in the planning of programmes. The school takes such advice seriously and does its best to provide the recommended intervention to help pupils move forward in their learning.

37. There are good systems in place for ensuring the school is a safe environment. Child protection is taken seriously and issues are dealt with sensitively. The school has developed a good working relationship with the local social services.
38. The school has developed a good system for the monitoring and improvement of attendance. The regular analysis of the attendance figures helps identify those pupils with consistently poor attendance and their attainment is checked as part of the regular tracking of progress. The number of pupils who leave the school without notice and remain on the roll particularly affects the school's attendance figures.
39. The school makes attendance a high profile issue for parents and pupils and this has successfully reduced absenteeism in the last eighteen months. There is strict implementation of a system of following-up pupils with poor attendance through a good working relationship with the local education welfare officer. A system of individual and class awards for good attendance has made an impact on pupils' attitudes. The school is also attempting to address the problem of poor punctuality with the headteacher and administration staff interviewing latecomers and their parents and by providing incentives to arrive early such as the subsidised sale of orange juice. The most effective incentive has been to make the lessons more interesting.
40. Overall, the procedures for monitoring and promoting good behaviour and the elimination of oppressive behaviour are very good. The school has a straightforward behaviour policy that is clearly explained to parents and pupils when they join the school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. Overall the links with parents are satisfactory. The prospectus and annual report of the governors provide the relevant information whilst half-termly newsletters inform parents of future events and information on topics such as attendance. The notice boards in the main foyer and inside the entrances to the school are not easily accessible to many parents. Parents are welcomed into school for assemblies but on a daily basis teachers meet parents outside and parents feel this gives a message that they are not welcome. The decision to exclude parents from the inside of the school at the start and end of the day, except in the nursery, on wholly acceptable security grounds⁶ has understandably caused resentment amongst some parents.
42. Some parents' feel they are not kept sufficiently informed about their pupils' progress. There are sufficient formal meetings to share information on progress through the year. Reports are satisfactory. They are detailed in their assessment of pupils' progress in mathematics and English and the setting of target areas for development. In other subjects, however, there is just a brief description of what a pupil can do and no targets

⁶ Following incidents when parents and pupils were assaulted and staff threatened it was recommended that the access of adults into the building should be carefully supervised.

or areas identified for development. Parents of children at the Foundation Stage receive a general report on their children's progress at the end of each term followed by a parents' evening and there are good transition arrangements between the nursery and reception classes. This process is very thorough and well appreciated by parents, but there are no strategies for maintaining this level of regular contact with parents to keep them informed of progress after this.

43. The majority of parents sign the home-school contract. Parents are involved in the home-school reading scheme but there is no regular home-school contact book to monitor homework to and from school. The school organises adult education courses for parents on subjects such as computing, science and spoken English run by outside agencies. It also arranges for the translation of important documents, notices and letters into the home languages of many parents, which enhances the provision for those speaking English as an additional language.

HOW WELL IS THE SCHOOL LED AND MANAGED?

44. The school slogan "raising the standards" is prominently displayed at the school entrance. This key principle is promoted well by the headteacher, governors and staff. Working well together they demonstrate a very focused approach to raising attainment in all subjects with a priority for the skills of literacy and numeracy. The headteacher provides clear leadership and has inspired the staff to provide very good opportunities for pupils to gain in confidence, understanding and achieve well. The enthusiastic deputy headteacher is very knowledgeable and well briefed by the headteacher with whom an effective partnership has been formed.
45. Governors have a very good understanding of the school's strengths and weaknesses. They meet often and support the school well. Recently appointed governors have brought new skills and expertise to the governing body. The governors have made a strong commitment to training and are well placed to discuss thoroughly the issues facing the school and are well informed when taking decisions. Governors have taken the opportunity to provide training for staff and this has helped to improve teachers' confidence and skills. The governors' involvement in the strategic development of the school is very clear and very good progress has been made in this area since the last inspection.
46. School improvement planning is well established and focused towards raising attainment through good teaching and an inclusive approach to learning. The school is successfully reaching the targets set for raising attainment in English, mathematics, and science subjects. There has been a very clear approach to developing managerial expertise. Senior managers are skilfully deployed to support the key issues facing this school and work effectively with the headteacher to monitor standards and the quality of teaching. In addition the senior managers have worked closely with the local education authority (LEA) school improvement team to monitor the progress made in improving teaching and learning. This has led to improved consistency in teaching across the school and effective team work by all staff.
47. The principles of equality of opportunity, well established with pupils, are also implemented in relation to the teaching and non-teaching staff. All members of staff are able to access professional training to support their role and this promotes a sense of ownership with the school improvement programme. Performance management has been fully implemented and has led to effective sharing of responsibility for pupils' progress through developing teachers' expertise.

48. The financial deficit inherited five years ago has steadily been reduced and the school is now working with a balanced budget. Good use is made of financial resources; there is a clear correlation between the school's priorities for action and the pattern of resource allocation. This is evident in the strategic decision to employ more teaching assistants. However, the overall amount of support available in this school with a high level of special educational needs is relatively limited. The school does well to improve and maintain a large building, formally a secondary school, so that it is more accommodating for younger pupils. The maintenance of the building is an on-going financial drain on resources, but governors have a carefully drawn up plan to minimise the impact of these costs on other needs. There are good resources for science that have helped improve the quality of scientific investigation.
49. In this improving school appropriate consideration has been given to the principles of best value. Better evaluation of progress, based on more secure evidence and recognition of the key task of the school, that of raising standards, has helped ensure that it provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

50. In order to continue to raise standards and improve the quality of education the governing body, working closely with headteacher, should:
- (1) **Raise standards in speaking and writing in English.**
 - a) Devise a structured programme to raise speaking skills across the school.
 - b) Improve the teaching of library skills.
 - c) Provide opportunity for pupils to develop a cursive script at an earlier age.
 - d) Develop a resource bank of materials and the use of ICT to support the learning of those pupils requiring extra intervention in writing.
(Paragraphs 22, 24, 25, 56, 67, 72, 73 & 75)

 - (2) **Raise achievement in geography, history, music and physical education.**
 - e) Further develop guidelines for teachers to assist them in planning for history, geography and physical education.
 - f) Implement a programme of staff training in the teaching of music.
 - g) Improve assessment procedures.
(Paragraphs 12, 35, 102, 104-108, 118, 119 & 121)

 - (3) **Improve the punctuality of pupils** by taking action to gain the commitment of all parents and carers.
(Paragraphs 41 & 42)

Minor issues

- Improve the quality of the home-school reading partnership in order to increase the contribution parents make to their children's learning both at school and home. (26 & 77)
- Develop ICT to support work in subjects across the curriculum. (86 & 112)
- Further improve activity planning in the Foundation Stage to encourage enquiry and decision-making skills. (22, 54, 54, 61 & 66)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	59
Number of discussions with staff, governors, other adults and pupils	50

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	7	25	24	0	0	0
Percentage	5	12	42	41	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than 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)	50	276
Number of full-time pupils known to be eligible for free school meals	0	189

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	8	93

English as an additional language

	No of pupils
Number of pupils with English as an additional language	98

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	78
Pupils who left the school other than at the usual time of leaving	111

Attendance

Authorised absence

	%
School data	11.9
National comparative data	5.6

Unauthorised absence

	%
School data	0.4
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	15	17	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	8	10
	Girls	11	13	11
	Total	21	21	21
Percentage of pupils at NC level 2 or above	School	66 (60)	66 (55)	66 (86)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	8	12
	Girls	10	7	12
	Total	18	15	24
Percentage of pupils at NC level 2 or above	School	56 (62)	47 (86)	75 (74)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	25	21	46

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	9	22
	Girls	15	15	18
	Total	25	25	42
Percentage of pupils	School	51 (39)	51 (32)	86 (59)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	11	8
	Girls	15	15	17
	Total	19	26	25
Percentage of pupils at NC level 4 or above	School	40 (52)	54 (61)	52 (64)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	25
Black – African heritage	13
Black – other	0
Indian	8
Pakistani	44
Bangladeshi	11
Chinese	1
White	142
Any other minority ethnic group	32

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, 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)	13.8
Number of pupils per qualified teacher	25
Average class size	28

Education support staff: YR-Y6

Total number of education support staff	9
Total aggregate hours worked per week	210

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	25
Total number of education support staff	3
Total aggregate hours worked per week	66
Number of pupils per FTE adult	13

FTE means full-time equivalent.

Financial information

Financial year	01-02
	£
Total income	926,723
Total expenditure	846,080
Expenditure per pupil	2,636
Balance brought forward from previous year	00
Balance carried forward to next year	80,643 ⁷

Recruitment of teachers

Number of teachers who left the school during the last two years	10
Number of teachers appointed to the school during the last two years	7

⁷ This amount exceeds current recommendation. The planned carry forward was inflated by LEA adjustments to the school's income.

Total number of vacant teaching posts (FTE)	2
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
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	314
Number of questionnaires returned	80

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	33	6	3	0
My child is making good progress in school.	50	40	9	0	1
Behaviour in the school is good.	51	34	8	6	1
My child gets the right amount of work to do at home.	43	36	6	10	5
The teaching is good.	55	31	8	3	4
I am kept well informed about how my child is getting on.	49	31	9	8	4
I would feel comfortable about approaching the school with questions or a problem.	51	33	0	8	9
The school expects my child to work hard and achieve his or her best.	60	33	3	1	4
The school works closely with parents.	49	29	11	8	4
The school is well led and managed.	45	29	9	11	6
The school is helping my child become mature and responsible.	55	34	5	3	4
The school provides an interesting range of activities outside lessons.	36	39	8	5	13

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

51. The last inspection found that the youngest children in the school received a good start to their education and this is still the case. There have been further improvements made to the tracking of children's progress through collecting well-annotated samples of work that are dated and refer to the small stages of young children's learning. The planning of activities in the nursery makes very good use of this information when outlining what is to be achieved in each area of learning. The planning for language and mathematical development in the reception classes is as well detailed, but that for other areas of learning lacks specific detail. Learning in these situations is less sharply focused. There have been some useful improvements made to the outdoor areas since the last inspection, particularly in the provision of climbing equipment but there is still a lack of covered outdoor play spaces for children to use when the weather is bad.
52. Most children begin nursery with poorly developed skills in speaking and listening, mathematics and personal independence. Teaching is overall satisfactory with good features. There are good numbers of trained adults working alongside teachers including bilingual support assistants who make a good contribution to children's social development and the development of English as an additional language. By the time the children are ready to start in Year 1 the majority achieve well and attain the early learning goals in personal, social and emotional development, mathematical development, creative development and physical development. In communication language and literacy and knowledge and understanding of the world only a small number have reached the standards expected.

Personal, social and emotional development

53. Nearly all children enter with immature skills in personal and social development. They achieve well in this area because the teaching is good and adults encourage them to make decisions for themselves and show pride in their achievements.
54. Children play and work well together. They take charge of putting away resources and organising their own things such as small play equipment. In the reception class such independence is extended through a system for children to register themselves on the computer when they arrive in class. There is no system for them to monitor or record what tasks they have chosen and so extend their decision-making skills in the reception class. In this respect expectations are low.
55. The adults provide good role models for the children, which encourages the children to treat each other with respect and develop friendships. For example, in the outdoor play activity one adult played the part of the petrol pump attendant encouraging children to queue, whilst another encouraged the bus driver to find a place for other passengers.

Communication, language and literacy

56. Children make reasonable progress in this area. Development is limited by children's lack of confidence in sharing and discussing ideas either with each other or with adults. Very few children strike up or maintain conversations with each other even during play activities. Talk is rarely sustained. All adults use talk effectively to develop good listening skills and praise the contribution made by children when they take part in discussions. However there is not enough questioning of children that challenges them to think more

deeply or to extend their answers. There are opportunities to engage in talk in role-play areas such as the kitchen in the nursery class and the post office in the reception class, but the planning for these areas and the props to be used are not structured sufficiently to develop talk. There are some valuable opportunities missed in both nursery and reception classes for spontaneous conversations to be developed during fruit and drinks time.

57. Staff use appropriate strategies to develop writing, reading and knowledge of sounds. Good use is made of labelling in all classes and children's first efforts at writing on their own are given good prominence. The adults demonstrate writing successfully, as in the preparation of lists for party invitations, and always look for exciting ways to present written work. Most children have learnt to shape their letters correctly by the time they are ready to join Year 1 and happy to have 'a go' at writing for a range of purposes. A few are beginning to write recognisable 'sentences' with appropriate spacing between words.
58. Elements of the literacy strategy are used well by teachers to promote a good understanding of letter sounds and words, using familiar stories and rhymes. Children enjoy listening to stories and readily share books with each other and adults. A very small number have started to 'read' by the time they leave the reception classes and all children have developed good attitudes towards reading.

Mathematical development

59. Teaching in this area is good and most children attain the level expected of them by the time they leave the reception classes. All children in reception count to ten and many beyond, some to 100. Children use mathematical language confidently such as 'this is longer than that one' and 'this shape has more sides'. Children are interested in number and have confidence in ordering and matching, for example, the number of candles on birthday cakes of different sizes. They have good understanding of where numbers are found in the real world, such as on postage stamps to show the value or in the vegetable shop to show the prices. Higher attaining pupils are developing an understanding of such ideas as change and what number is missing in a sequence.
60. The provision is good in this area. Teachers are confident in their use of elements of the numeracy strategy and have a good idea of how number and mathematical ideas develop in young children through practical activities. This area of learning is well supported with practical equipment for counting and measures, which encourage mathematical development in children's play.

Knowledge and understanding of the world

61. Children's basic general knowledge on entry to the nursery is weak. Progress is reasonable but few have reached the expectations by the time they leave reception. Teaching is satisfactory with some good features such as the regular walks around the school grounds to plan and plot routes and further children's knowledge about the natural world. The well-provisioned greengrocer's shop in the nursery encourages children to recognise and name familiar fruits and vegetables. Children examine what the fruits look like inside which develops their understanding of how we learn through our senses. In one activity, children in the nursery prepared watercress sandwiches from the plants they had grown and this successfully encouraged enquiry into plant growth. Teachers in the reception classes encourage children's curiosity by growing beans but the systematic development of enquiry skills is not substantially different from children's experiences in the nursery.

62. Computer skills are taught well in the nursery and, by the time they leave reception, most operate the keyboard sufficiently to load and play a range of creative games that develop literacy and mathematics. There is good provision for sharing special events through photographs and children gain a sense of the past. They learn to appreciate each other's customs and recognise that children wear different clothes for religious celebrations or eat different foods. Adults are sensitive in developing children's awareness of cultural differences through sharing family events, such as visits to religious sites.
63. Teachers plan opportunities for children to gather information from visits and visitors. For example, the reception class children were entertained with a lively puppet show showing the perils of eating too many sweets. The children were reticent about sharing their feelings and unsure how to reflect on the new information about what makes a body healthy. These skills are poorly developed and so children did not gain as much as they could from the visit.

Physical development

64. The extensive outdoor play area and well-planned lessons are a major factor in helping children make good progress in the development of their physical skills. They have a good awareness of the needs of those around and develop personal confidence in climbing and jumping from apparatus, running and throwing balls. Teachers encourage the understanding of positional language, for example, 'along', 'across and under', and so make a contribution to children's language development.
65. Smaller physical skills are developed well in activities such as modelling and also printing and working with clay. In one activity younger children cut string 'tails' of varying lengths and made different sized mice in similar proportions to the tails. This demanding task improved children's fine motor skills modelling clay and challenged their mathematical ideas about size and shape.

Creative development

66. Children start with a fairly low level of skills, some with only very limited experiences of using paint or modelling. A good range of well-planned creative activities are provided in the nursery classes and children learn to express themselves through role-play, music, movement and art. Children make very good progress in the nursery because they quickly grow in personal confidence and the organisation allows for plenty of direct teaching that focuses on particular skills. The planning lacks a clear focus in the reception class to maintain a good rate of progress.
67. Children are not very skilled in role-play, largely due to weak language skills. When adults are assigned to these areas they succeed in promoting play between children, but it is very evident that when the adult retire or direct their efforts elsewhere the children largely revert to independent play. Role-play areas lack sufficient dressing up equipment to extend the imaginative ideas children have. In the main, the children are not taught how to sustain aspects of the characters for any length of time.
68. Children in the nursery and reception classes join in singing familiar action songs and rhymes from memory such as 'the grand old Duke of York' and they vary the pitch of their voices appropriately. With good support, the children create effective collage pictures, self-portraits and prints, exploring texture, colour and shape.

ENGLISH

69. Standards have shown a significant improvement this year and attainment is moving close to national expectations for seven and eleven-year-olds. The school has made the raising of standards in the subject a high priority and careful analysis of data, focused target setting and structured teaching have been successful in achieving this. However, underachievement in speaking skills is a noticeable feature of many lessons. Many pupils find it difficult to use language to create atmosphere and effect in their writing, even when they have mastered the technical skills involved in writing, spelling and punctuating.
70. Pupils entering the school show a lack of confidence in speaking, and even by Year 1, few extend their sentences beyond one or two words. Listening skills, though, develop well, and pupils take turns and listen quietly to each other. By seven they begin to develop their expertise in giving more detailed answers and speaking out, but they still achieve standards that are well below expectations for their age. By the age of eleven, they begin to show awareness of the need to speak in different ways according to their audience, but they rarely experiment with vocabulary or sentence structure and still have to be reminded to speak up. Pupils with special educational needs and English as an additional language achieve as well as the others in this particular aspect of the English curriculum.
71. Most aspects of reading develop well. By the age of seven, some pupils read with confidence and expression, showing real enjoyment of their books and being enthusiastic about getting on with the books in the scheme. Nearly all pupils at this age have made a satisfactory start on reading, with the lower attainers knowing how to sound out simple words and they enjoy following a story, using pictures to help them along.
72. By the age of eleven pupils read with greater confidence, taking pleasure in the activity and showing a good grasp of the literal meaning of the text. However, they are generally not so good at reading 'between the lines' and have only a very limited knowledge of books and authors. Very few have developed preferences for particular authors and reading habits at home are not well established. Library skills are under developed. Whilst a good start has been made on familiarising pupils with how to use contents and index pages, higher attaining pupils seem unaware that fiction books are generally stored by alphabetical order of surnames, or that non-fiction books are classified into sections that make them easier to find. These deficits prevent pupils from accessing information easily and working independently on research in many areas of the curriculum.
73. Pupils' attainment in writing is overall below average; only a few higher attaining pupils use words to suit the kind of material they are writing or to create atmosphere and tension. Pupils of average attainment in Year 2 generally write accurately, spelling simply words accurately and using basic punctuation correctly, but very few actually join their letters. Lower attaining seven-year-olds are still only producing a small amount of independent writing by the end of the year, but have made good progress from only writing two or three letter words at the beginning of the year. Eleven-year-olds write at increasing length, often having good imaginative ideas about what they want to say but only the higher attainers show accuracy in the use of spelling and punctuation and produce interesting vocabulary and sentence structure. Handwriting throughout the school remains a weak feature, with consistent joining of letters appearing only in Year 5. However, presentation has shown improvement throughout this year as the school has made it a special focus.

74. A real improvement since the last inspection has been achieving a consistent quality of English teaching throughout the school. Focused target setting and regular reviews of written work have had a great impact on teaching. Teachers can identify exactly where children are in their learning and what the next step needs to be. Monitoring of teaching by the co-ordinator and headteacher have further contributed to the improvement and the outcome has been that all teaching is now at least satisfactory and nearly half is good or very good. A good feature is the respect and value accorded to the pupils, as in a Year 5/6 lesson where a teacher, working with a potentially difficult group, promoted pupils' self-esteem so well that they all longed to do their best and contribute to the lesson. In a Year 1/2 class, a teacher also established a very good relationship with pupils and skilfully used a puppet to practise letter sounds so that pupils enjoyed correcting the frog rather than exposing their own mistakes. This device also promoted self-esteem and confidence well and made pupils keen to learn. The support given by teaching assistants, when available, is of great value in helping pupils to remain on task or complete their work. Pupils learning English as an additional language generally make good progress and benefit from the designated support on offer.
75. The teaching of speaking skills is not structured enough. Although all staff recognise that it is a priority area for many pupils and give it time and attention in lessons, their efforts are not sufficiently focused in order to help pupils make the desired improvement. Currently, many staff give speaking opportunities without providing a clear example of exactly what it is they want children to say or offering activities with a precise focus.
76. Booster groups for pupils in Year 6 have been successful and had the desired outcome of raising achievement for higher attaining pupils.
77. Management of the subject is good. The co-ordinator has worked hard to raise standards and implement all the recommendations of the national literacy strategy. However, promoting standards in oracy, extending research and retrieval skills in the use of the library and organising an effective home reading programme to further improve reading standards are areas which remain to be developed.

MATHEMATICS

78. The inspection findings confirm that standards are in line with the national average for seven and eleven-year-olds. This represents very good improvement when compared to both the previous inspection and the 2001 National Curriculum test results. The school has successfully addressed some important issues in teaching mathematics. In particular giving practical opportunities for pupils to improve understanding and teaching the use of common procedures for written calculations. Good quality information about pupils' attainment is used to closely match lessons to the individual stages of development. Lower attaining pupils have been carefully monitored and supported to ensure a quicker acquisition of numeracy skills.
79. The overall quality of teaching is very good. All teachers have a good working knowledge of the national numeracy strategy. Teachers have a clear, shared purpose and effective organisational strategies. Varied teaching strategies enable pupils to persevere and enjoy the range of exciting practical tasks given to them. The prominent use of mental calculations and discussing methods of working means that many pupils are making good progress in orally communicating their findings.
80. Teachers' planning is thorough and lessons are well focused. For example, in a lesson

in the Year 3/4 class, pupils were working on money problems. The revision of strategies to help to find the main steps made for an efficient and helpful start. In a Year 6 lesson the teacher gave pertinent examples of the outcomes for the lesson and discussed these with all pupils to gauge individual levels of understanding before starting. Teachers are effectively evaluating their lessons based on whether the learning outcomes have been achieved.

81. Overall achievement is very good. In a Year 2 lesson, higher attaining pupils worked confidently with four-digit numbers, demonstrating good knowledge of number values. Other pupils in the lesson made very good progress finding patterns for multiples of five and recognising the inverse relationship between doubling and halving. Younger pupils in Year 1 make good progress using coins to solve addition and subtraction problems. In a Year 5 lesson, pupils of all levels of attainment made very good progress in naming different forms of angles. They accurately measured these with protractors, mentally calculating measures of turn and the intervals between the unit differences on a scale. Similarly, Year 4 pupils made very good progress in a lesson when they described various strategies for mentally calculating addition, subtraction and multiplication problems using pounds and pence.
82. The present standards achieved by Year 6 reflect good progress over the academic year. The higher attaining pupils complete a range of problems using numbers to three decimal points. They use brackets to identify the relationship between multiplication and division and plot regular and irregular shapes on grids using positive and negative values. The school has identified the special needs of the higher attaining pupils and has organised booster class provision. These pupils have considerably improved their mental skills and the presentation of their work and have made very good progress on computational operations using written strategies when problem solving. Lower attaining pupils and those with special needs have good support in lessons which has helped most reach expected standards.
83. Pupils are enthusiastic about mathematics and value the individual targets they have been given as measures of their own improvement. They are confidently transferring their skills into other subjects, for example compiling tally charts for vowel use in sentences in English and measuring temperatures of ice melting and plotting rainfall patterns in science. However, the use of ICT to improve skills of recording and analysing data is still in its early stages and not helped by the lack of regular access to computers during numeracy lessons.
84. The school has made very good improvement since the last inspection. Mathematics has been a focus of stringent review and development. The senior management team has set out a clear action plan and the deputy headteacher shares her expertise in teaching numeracy with the new co-ordinator to develop additional teaching guidelines for the staff.

SCIENCE

85. Pupils' attainment by age seven is below average. This is because many pupils have difficulty in recalling knowledge they have acquired. Attainment is average by eleven; which represents an improvement on the last year's test results and good improvement since the last inspection. This is the result of good teaching with an improvement in the pupils' abilities to conduct science investigations. However only small numbers of higher attaining pupils speak confidently about their scientific findings and write down clearly the interpretations of their results.

86. Most seven-year-olds carry out simple investigations such as making a simple electric circuit powered by a battery and using clips, wire and a bulb holder. They know what a terminal is and how it can be connected to a battery cable. Pupils learn to identify healthy foods and plan a healthy meal. Pupils study a range of materials and carry out experiments, for example, in squashing, bending and twisting clay, but many pupils cannot yet describe clearly similarities and differences between materials.
87. Eleven-year-olds acquire knowledge at a good rate through a range of good quality practical investigations. In one such experiment, pupils placed plants in controlled conditions for twelve weeks. In order to recover pupils discovered the plants needed balanced amounts of air, water and light. In another experiment where salt and sugar were dissolved, pupils used sieves and filters before discovering that to reverse the process required evaporation. In these experiments pupils learn to read scales and measure findings accurately. Pupils' improved confidence in carrying out investigations is shown by the way they conduct experiments; understanding the need for a systematic approach.
88. The quality of teaching is almost always good and in junior classes this is an improvement on the findings of the last inspection. Good attention is given to promoting scientific skills. Pupils with special educational needs are taught well through activities that directly address the targets in their IEPs. Many pupils learning English as an additional language are making good progress in this subject because they receive help in the lessons with new ideas.
89. Teachers focus well on scientific vocabulary; this is improving pupils' literacy skills. Teachers also promote literacy and numeracy well through the recording of data secured through experiments and pupils are improving, albeit often slowly, in this respect. Good preparation of resources helps pupils to understand scientific ideas. For example a chart for plotting sunrise and sunset times helped Year 5 pupils to compare the length of the day at different times of the year. Pupils are challenged appropriately in their scientific thinking. For example, at the end of a Year 2 lesson the teacher asked the pupils to think what would happen when an extra bulb was wired into a simple circuit. In another lesson, the teacher posed a question on whether pupils could feel sound and then engaged them in experiments to prove whether this was true. Clear diagrams on charts and the class board helps set the standard that the pupils are expected to achieve when writing up their experiments.
90. Leadership is good. The co-ordinator has monitored teaching and pupils' work throughout the school and evaluates test results each year to identify areas requiring further development. This year's use of booster lessons has significantly improved the numbers of pupils working at higher levels and challenged higher attaining bilingual pupils. Pupils' enthusiasm for science has been harnessed by providing more resources, so all pupils have access to what they need, for setting up their own investigations.

ART AND DESIGN

91. At the time of the last inspection the attainment of seven and eleven-year-olds was typical of that found in most schools. These standards have been maintained.
92. Teaching is satisfactory. Lessons were observed in Years 1 and 2 and additional evidence gained from discussions with pupils about their work in the school. The lessons are well managed, with materials well prepared and objectives made clear. Teaching art skills is given priority. Pupils in Year 2 lesson illustrated a story sequence

with coloured pencil and pastel. The teacher provided basic instruction on how to proceed and checked to ensure that all pupils understood the skills to use. Most seven-year-olds illustrated their stories with pencil and crayons whilst higher attaining pupils showed good attention to detail and used pastels to shade with good effect. In another lesson, the teacher had gathered a good collection of natural materials that helped pupils achieve form and shape in their sculptures. Pupils work confidently with clay, for example, making prisms for their work in mathematics; most were usually produced with clean edges and sharp corners. While working with an artist pupils in Year 2 produced some vivid seascapes that captured a sense of movement in both the sea and the creatures living there.

93. Eleven-year-olds satisfactorily develop their artistic skills and use a wider range of materials. Displays in corridors and classrooms show that a number of good art experiences are provided through history and geography studies. For example, pupils in Years 3 and 4 produced striking portraits of King Henry VIII using fluorescent paint in the style of Andy Warhol. In a very different approach to art, pupils in Years 5 and 6 used pens to produce images of household objects drawn to unusual scale in the style of the artist Craig Martin. These line drawings showed the pupils had fully appreciated the work of the artist. Pupils also followed up their understanding of different artists by researching the Internet to find out about the style and work of an artist based in the East Midlands. They wrote to the artist, often asking practical questions relating to the time taken to complete a piece. One pupil simply asked "Do you get paint all over your jumper?" The pupils' interest in this direct approach resulted in personal replies and printed samples of the artist's work.
94. Currently three teachers work together to share leadership of art which works well and is helping develop their managerial skills. They have jointly reviewed the work pupils produce by scrutinising displays throughout the school and used their budget to provide art software to develop use of ICT in the curriculum.

DESIGN AND TECHNOLOGY (DT)

95. Pupils' attainment is meeting expectations at seven and eleven and standards have been maintained since the last inspection.
96. Lessons were only observed in junior classes. The quality of teaching is at least satisfactory and at times very good. In a very good lesson for pupils in Year 5 the teacher introduced the principle of cam technology by demonstrating a model of a moving bird, with a cut out section to show the simple technology that made it work. The pupils were eager to incorporate these ideas to show movement in their models. The teacher went on to introduce enlarged coloured components of the cam, cam handle, cam axle and camshaft that helped pupils' language needs and developed their technical knowledge. Pupils very successfully used this knowledge in the planning of a moving toy of their own.
97. Seven-year-olds have designed and made a finger puppet from coloured felts. Most pupils cut out pieces of felt carefully and stick these on to a template accurately. Higher attaining pupils select appropriate materials, such as bristles from a brush, to make cat's whiskers. Pupils have been taught how to use levers to introduce movement into their models. They have skilfully drawn and cut a card spider, made a simple winding mechanism and attached it to a card rod to represent the spider's movement in the story "Incey Wincey Spider". Pupils have linked their work in design with art and ICT and religious education, for example, by using art software to plan their colour patterns for weaving Joseph's coat of many colours.

98. Eleven-year-old pupils' work on designing tee shirts shows appropriate use of colour and imagination and the end results are visually appealing. Pupils thought carefully about designing a purse that met a range of challenging specifications, setting out some interesting design options before making a final selection. On completion, pupils evaluated their work and suggest ways by which the purse might be further improved.
99. The co-ordination of this subject is shared between teachers representing the early years to junior age ranges. This works well and is an effective use of the teachers' skills and talents. Together they have satisfactorily monitored the pupils' work and have used this information to help judge progress in knowledge and skills. The co-ordinators have also evaluated the impact of using national planning guidance and the contribution of teaching and resources to the finished work. This information has helped identify further training needs, such as school based training on the skills of book making. Resources for learning, including tools, are satisfactory.

GEOGRAPHY

100. Standards attained by seven-year-olds meet expectations but they are below expectations for eleven-year-olds. This is a similar finding to the last inspection and reflects the uneven development of the subject in recent years.
101. The teaching is good in Years 1 and 2. In Year 2 the work is a good mixture of picture and list making. For example, seven-year-olds compare and contrast photographic evidence identifying a good list of features. Higher attaining pupils list the features that act as clues to their thinking. They know how to use maps of the Isle of Struay to find out how the land is used and link this to the jobs various island inhabitants have. The teacher made use of pupils' experiences of life in Manchester to compare how local people are employed, drawing effectively on contrasts with island life shown by the transport most suited to the two environments. Most pupils made maps and illustrated these with appropriate keys. Higher attaining and average attaining pupils wrote one or two sentences giving reasons for such differences. This teaching is effective because it is directly related to pupils' experiences as well as making the appropriate demands on their numeracy and literacy skills. In other work, seven-year-olds used simple maps to locate where a photograph might have been taken and this challenges them to look more closely at the objects in the environment.
102. Teaching for pupils in Year 3 to 6 is satisfactory but learning is limited by gaps in their experience and weak research skills. Pupils in a Year 3 lesson understood how to locate countries on a world map and gave a series of connected reasons for why hot places make a good destination for holidays. The lesson made a satisfactory contribution to developing reading skills, as pupils read through brochures to identify what else could be done on the holiday. In this lesson lower attaining pupils and those learning English as an additional language were assisted by higher attaining pupils and this worked well. In a Year 5 lesson, the teacher ensured that pupils made a good connection between primary and secondary evidence. Pupils began to speculate on land use and economic activity in the Lake District and recognised that the number of guesthouses related to the tourism of the area. Few developed their thinking about the implications of narrow streets or reasons for why there is only one cinema because they are unused to evaluating information.
103. By the age of eleven, pupils talk about the stages of a river but have very little idea of how to apply this knowledge. They have limited knowledge about other countries of the world or how they might compare and contrast one with another. Most pupils' ability to

use reference material to obtain information, for example in a lesson on Japan, is limited by weak skills in skimming for, and bringing together, information they have obtained to reach a conclusion.

104. There are some satisfactory opportunities for pupils to learn about how other people live. However there have been few checks on the quality of teaching and learning and expectations are not high enough of pupils' research and investigation skills. Teachers do not assess work as regularly as they should and this results in gaps in pupils' knowledge that has a detrimental affect on achievement. The planning has been improved to ensure that pupils develop geographical knowledge through topics. However there has not been enough attention paid to developing guidelines to show how skills, for example in mapping, are to develop systematically after Year 2.

HISTORY

105. At the age of seven pupils achieve expectations. The school makes a sound start in laying foundations for the younger pupils to understand the passing of time. They develop a good sense of chronology and begin to understand historical perspectives, especially through timelines and stories of famous people. At the age of eleven pupils are achieving below expectations. Although they cover the appropriate areas of study some work is superficial and lacks the required depth of investigation and analysis.
106. Overall teaching is satisfactory. In a Year 2 lesson the teacher planned a creative role-play that encouraged pupils to relate aspects of the Fire of London. They made good progress in assessing historical accuracy and the importance of eyewitness accounts when questioning a witness of a recent fire in their school. Year 1 pupils compared fashion, customs and past-times when looking at seaside holiday one hundred years ago and arrived at a reasonable list of differences. In Year 2 lessons some pupils begin to understand that interpretations of history vary during a study of both Florence Nightingale and Mary Seacole. This was demanding work for all but the higher attainers and the lack of a clear strategy to help pupils to record information reduces the relevance of the work.
107. By eleven pupils' study skills are below what is usually expected. The Year 6 Greek study does not sufficiently challenge pupils to plan investigations and to research appropriate information. Pupils' findings lack hypothesis and analysis. In one Year 6 lesson the pupils were challenged by imaginative teaching to reflect on world issues in the 1970's. Although presented with evidence of John Lennon's actions and words they were unable to analyse it in the context of the period. However, teachers are successful in interesting pupils in their history studies through the use of art or the study of characters drawn from pupils' religious experiences.
108. Improvement since the last inspection has been hampered by a lack of suitable resources to stimulate understanding. The co-ordinator has continued to extend her role in monitoring work and planning but has yet to develop an action plan to rectify weaknesses. There are no regular assessment procedures and this has created inconsistency in learning because teachers are not aware of pupils' existing level of skills. The planning guidance deals adequately with providing a range of experiences that furthers pupils' knowledge but there are insufficient guidelines to show how teachers could develop study skills in their lessons or make best use of the local area.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

109. Standards are close to those expected of pupils aged seven and eleven. Pupils have

achieved a great deal since the opening of the ICT suite and are making good progress through the school because of improved teacher expertise and resources. There is still a shortage of computers to support learning in classrooms and the ratio of computers to pupils is below that recommended. This is limiting pupils' experiences in using ICT equipment for handling data in mathematics and science and further developing research skills in history and geography.

110. By the age of seven most pupils use simple word processing skills to write short sentences. They use the print and save commands and some are becoming confident in changing the size of the text. Pupils use an art software package to make colourful designs. Pupils programme an electronic turtle to make it respond and change direction and are confident using controls on tape recorders. Eleven-year-olds work competently with a range of software including word processing packages, spreadsheets and desktop publishers. Most select a picture from a photographic library, import it into a frame and add text. They search the image files using keywords and know how to use short cuts to replace previous commands. Some pupils, previously identified with behavioural needs have made significant progress in relation to the targets they have been set through the enjoyment they have in ICT sessions.
111. Teaching is good. Teachers have a secure understanding of teaching basic ICT skills and in lessons they give priority to these aspects of the subject. Good routines are established; in many lessons the pupils were reminded how to log on and commence the program start sequence. The teachers are confident in using terms such as "right click", "icon" and "enter" and this helps to build up the ICT vocabulary that pupils are beginning to use. During the main part of the lesson, teachers' careful assessment leads to effective intervention and support for individual pupils in order that they might make the best use of time. In a Year 3 session in the ICT suite, the pupils worked collaboratively to select images from a picture bank before adding text to make greetings cards. They shared the control keys and happily showed each other how to extend their skills with support from the teacher.
112. Most of the teaching of ICT now takes place in the suite opened four terms ago. This is a good facility for learning ICT skills as it provides opportunities for individual and paired work, but access to other workstations is not available in all classrooms. There is little use of ICT to support work in other subjects because pupils' involvement in ICT is not regularly planned into class lessons.
113. The ICT programme has improved since the last inspection. The co-ordinator is well placed to continue to monitor the development of ICT, and particularly pupils' progress, and is working diligently to raise standards in this subject. Governors have approved a revised ICT policy that includes safe use of the Internet and electronic mail and have directed funding to provide technical support that saves teachers valuable time. The co-ordinator has helped to establish a school website with parents' permission sought before pupils' work is incorporated.

MUSIC

114. There was insufficient evidence to reach a judgement about standards by the age of seven. Although older pupils sing tunefully and confidently, the standards achieved by eleven-year-olds are below expectations and more could be demanded of them. There is some additional tuition provided by visiting specialists which enhances provision, but most pupils have not had enough experience of listening to, performing and making music. This subject has been neglected in recent years and standards have not improved since the last inspection when they were also judged to be below

expectations.

115. In a Year 2 lesson pupils sang and clapped in time to familiar songs played on the guitar and showed good control of pitch. They read a simple score and followed a beat competently. The pupils went on to perform a simple score to illustrate the story of Goldilocks which they composed themselves with some ease.
116. No lessons were seen in the junior-age classes, and no judgement can be made on the quality of teaching. Discussions were held with pupils in Year 3 and Year 6. These pupils enjoy singing and this is strength of the teaching in these years. Some teachers are confident in teaching singing and this is reflected in pupils' successful performances but it is evident from discussions with the pupils that teachers are less certain how to teach composition skills or to encourage them to evaluate their work. Pupils have a satisfactory knowledge of musical terms and use these in their discussion. However, the older pupils have little knowledge of music from cultures other than their own and could not explain why they like their music or how it compared to other music they had heard. These pupils have had very few experiences in composing and performing music with either tuned or untuned instruments and there is little progression of skills as pupils get older. The pupils in Year 3 showed greater familiarity with the names of instruments and talked at length about the reason why they might choose certain instruments to compose a piece of music titled, 'The Storm'.
117. Not enough improvement has taken place since the last inspection. The co-ordinator is now focusing on improving the teaching and learning in Years 3 and 4 through a well organised training programme. This has improved teachers' confidence to teach music; evident from the discussions held with pupils in Year 3. There are now guidelines to help all teachers with their planning but not enough time in the week to cover the work suggested. There is still no system for assessing pupils' progress in order to ensure that lessons do not repeat work unnecessarily.

PHYSICAL EDUCATION (PE)

118. There is insufficient evidence to make a judgement on all aspects of PE at the age of eleven. Pupils at the age of seven are not achieving standards they are capable of in dance and gymnastics. They respond enthusiastically to music in lessons and the higher attainers are beginning to develop gesture in their movement. In a lesson they recognised the difference between copy and contrast in partner work. The majority of pupils twisted, jumped and turned in their travelling but lacked the necessary control and knowledge of sequences. The planning for the lesson did not help the teacher and pupils identify what specific skills were to be developed and this reduced opportunities for language development, rhythmic interpretation and a feeling for movement. By Year 5, pupils have not made the expected progress in gymnastics. In a gymnastics lesson they co-operated well in group tasks but their individual performances in this work lacked the necessary quality and variety of movement. They have very limited vocabulary to describe what is happening as they attempt to evaluate their work. They also lack the experiences of changing shape and speed and linking gymnastic sequences.
119. Standards of teaching seen in lessons are satisfactory. In all lessons there is a good emphasis on health and safety. Introductions are well planned and the pupils motivated by interesting aerobic challenges and questioned on the effects of this on their bodies. Very good organisation and management of lessons also promotes high levels of interest. In a Year 6 lesson, the teacher did very well in a crowded hall to get pupils to plan and evaluate games tasks that improved passing and moving. Teachers use

national guidelines to ensure a satisfactory balance of curriculum activities but overall lessons lack planning to challenge pupils of different attainment and are not focusing on relevant learning outcomes. This was a weakness in the last inspection.

120. There is adequate provision for all aspects of PE except swimming. The provision for pupils is enriched by the residential trip to Gilhead that provides excellent opportunities for the older pupils to become involved in a range of outdoor and adventurous activities. Further opportunities to participate in activities are given in extra-curricular clubs and by using community coaches.
121. The school has made unsatisfactory progress in developing PE since the last inspection. It recognises the low profile for development of the subject in a context of raising standards elsewhere in the curriculum. The adoption of the LEA guidelines for the subject is not working and the teachers are finding it difficult to find the range of tasks needed to challenge the range of abilities. The headteacher is now co-ordinating the subject and has successfully completed an audit of needs. She has a clear focus for the future development of the subject throughout the school.

RELIGIOUS EDUCATION

122. Standards are meeting the expectations of the locally agreed syllabus and are higher than at the last inspection. The subject is making a good contribution to pupils' spiritual, moral, social and cultural development. Regular training for teachers has strengthened subject expertise and the quality of teaching is now at least satisfactory with much that is good. Teachers now have the confidence to teach the subject regularly with appropriate sensitivity in this multi-faith setting. There are a variety of approaches taken for pupils to record their work, which ensures that lower attaining pupils and those with poor communication skills have opportunity to show their understanding.
123. Six and seven-year-olds develop an awareness of stories from Christianity and other religions represented in the school. They learn about Christian festivals and are familiar with the major events in Christ's life. In a good lesson in Year 2, pupils learnt in more detail the final stages of the Easter story. The teacher skilfully combined a mix of pupils' own feelings and emotions and accounts of the events leading up to the resurrection. In their drawings the pupils showed a good understanding of how symbolism is used to express emotions and feelings. Seven-year-olds begin to understand the customs and celebrations of world religions and appreciate the importance of ritual in religious communities.
124. By eleven, the pupils are knowledgeable about the world's leading faiths. The teachers use a variety of approaches, including inviting pupils to talk about their own personal experiences of worship. Drama is used well by some teachers. For example, in an exciting Year 4 lesson the teacher and pupils took part in short sketches to illustrate how Buddhist principles could be followed in everyday life. Some hard decisions about how to respond to peer pressure were effectively worked through and, by the end of the lesson, pupils were expressing a mature understanding of what it means to follow one's principles. A story board portrayal of the life of Siddhartha, which captures vividly the holy nature of his life, is a good example of how pupils with lower attainment in writing are able to show their understanding.
125. Teachers make effective links with literacy, through stories, pictures and using poetry. The displays around the school show a balanced programme of knowledge and set the tone of celebration. The very well managed circle time allows pupils to discuss values and beliefs with increasing confidence.

126. The co-ordinator has done a good job in ensuring that religious study and themes are covered through the school in accordance with the agreed syllabus. Improved funding has meant that the resources to support teachers' lessons and compliment the use of local resources are finally becoming available.