

INSPECTION REPORT

CAVENDISH COMMUNITY PRIMARY SCHOOL

West Didsbury, Manchester

LEA area: Manchester

Unique reference number: 105403

Headteacher: Mr P O'Keefe

Reporting inspector: Mr G Yates
2465

Dates of inspection: 24 - 27 February 2003

Inspection number: 252933

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Cavendish Road
West Didsbury
Manchester

Postcode: M20 1JG

Telephone number: 0161 445 4891

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Appropriate authority: The governing body

Name of chair of governors: Ms S Reeves

Date of previous inspection: 3 November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
2465	Geoff Yates	Registered inspector	Physical education Science	What sort of school is it? How high are standards? a) The school's results and achievements What should the school do to improve further?
19743	Ann Taylor	Lay inspector	Educational inclusion	How high are standards? b) Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
23413	Robert Allen	Team inspector	Special educational needs Geography History Music	
7979	Anthony Calderbank	Team inspector	English as an additional language Art and design Design and technology Mathematics	How well is the school led and managed?
22274	Vera Rogers	Team inspector	English Information and communication technology	How good are the curricular and other opportunities offered to pupils?
11922	Judith Watkins	Team inspector	Foundation stage Religious education	How well are pupils taught?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Cavendish Community Primary School is situated about four miles to the south of the centre of Manchester. It is larger than most primary schools with 443 pupils aged 3 to 11 years, including 60 children in the Nursery. It serves an area consisting of privately owned and rented accommodation. The school has an above average number of pupils who enter and leave the school between Years 1 to 6. The percentage of pupils known to be eligible for free school meals is above the national average. When children enter the school, their attainment is below that typical for the age group. The school has 20 per cent of its pupils on its register of special educational needs; this is around the national average. Most of the pupils with special educational needs have emotional and behavioural problems or moderate learning difficulties. A number of visually impaired pupils have been successfully integrated from the adjacent special school. There is also partial integration of other visually impaired pupils and of pupils with learning difficulties. Six pupils have Statements of Special Educational Needs. Almost 20 per cent of pupils speak English as an additional language and 15 are at an early stage of English language acquisition. The school receives additional funding from the Excellence in Cities project.

HOW GOOD THE SCHOOL IS

This is a school where most pupils achieve well. Children start school with attainment that is below that typical. Standards in both Years 2 and 6 in English and mathematics in the 2002 national tests were above those found in similar schools. There is an above average number of pupils with special educational needs and of pupils who speak English as an additional language. Teaching is good overall. Teaching and non-teaching staff work hard and have established a secure learning environment. The well-respected long-serving headteacher values the contribution each child and his or her parents can make to the life of the school. He has ensured, that despite the limitations brought about by pupils being taught in four separate buildings, there is a real team spirit in the school. Pupils' behaviour is good and they relate very well to one another. The school provides good value for money.

What the school does well

- Standards in art and design, music and in dance are above average.
- Children in the Nursery and Reception classes make very good progress.
- The headteacher ensures that every child is made to feel that he or she can contribute something of value to the life of the school. As a result, pastoral care is a strong feature of school life.
- Teaching is good overall and classroom assistants provide very good support. As a result, pupils achieve well.
- Pupils have positive attitudes to school, behave well and want to learn.
- The school successfully welcomes and integrates pupils with physical and learning difficulties into school life.
- Special educational needs provision is good and the provision for pupils who speak English as an additional language is very good.
- Provision for pupils' moral, social and cultural development is of a high standard. As a result, relationships are very good.
- Links with parents are very good.

What could be improved

- The curriculum leadership provided by the school's senior management team.
- Opportunities for pupils to use and develop their writing skills in all subjects.
- The procedures for assessing pupils' progress in subjects other than English and mathematics.
- The quality and range of fiction and non-fiction books.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1997. Satisfactory progress has been made in addressing the issues raised. There is now a good system of effective communication throughout the school

management structure. The school improvement plan results from good consultation with staff and governors and contains clear achievable targets. All statutory requirements are met with regard to the governors' annual report to parents. There is now a higher percentage of teaching that is of a very good quality. Very good support is provided for pupils who are at an early stage of learning to speak English. Good use is made of the accommodation.

STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	E	D	E	B
Mathematics	E	D	C	A
Science	E	C	E	D

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

The standards pupils attained in 2002 when compared with similar schools have been adjusted in the table above. This has been done to take into account the higher than average number of pupils who are learning to speak English as an additional language and the above average number of pupils who enter and leave the school other than at the normal time of entry. Inspection evidence shows that current standards in Year 6 in English, mathematics and science are below average but reading standards are broadly average. While standards in writing are well below average the school has in place strategies to improve them. However, the use pupils make of their writing skills in other subjects is unsatisfactory. Too often writing is confined to answering questions on work sheets. In mathematics standards are not as high as in the previous year because fewer pupils are working at the higher level in the subject. Overall results when compared with all schools are adversely affected by the high number of pupils who speak English as an additional language. The targets set for English and mathematics were not met in 2002. Those set for 2003 are high enough and achievable.

The results of National Curriculum tests at the end of Year 2 in 2002 showed standards to be in line with those found in most schools in writing and above those found in similar schools. In reading and mathematics standards were below those found in most schools but above those found in similar schools. Inspection evidence shows that standards in reading and mathematics have improved and are similar to those found in most schools. Standards in writing remain average.

In Years 2 and 6 standards in art and design, music and the dance element in physical education are above average. In most other subjects standards are average. However, in geography pupils do not achieve as well as they should and standards are below average. There are no significant differences between standards of boys and girls. Pupils with special educational needs make good progress throughout the school. Those pupils whose mother tongue is not English receive very good support and make good progress.

Children in the Foundation Stage (Nursery and Reception units) make good progress. By the time they move to Year 1 classes most children are likely to attain all the expected Early Learning Goals.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
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Attitudes to the school	Good. Pupils enjoy coming to school and concentrate hard on their work.
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Behaviour, in and out of classrooms	Behaviour is good in lessons and around the school.
Personal development and relationships	Relationships are very good. Pupils enjoy taking responsibility when they are given the opportunity. Pupils with special educational needs and those who speak English as an additional language are included effectively in all the school's activities.
Attendance	Above average. Most pupils arrive at school on time.

TEACHING AND LEARNING

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

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

The quality of teaching and learning is good, enabling pupils to achieve well during their time in school. Most teachers have good subject knowledge, high quality relationships with their pupils and manage them in a positive way, which creates a good learning environment. Teaching is often imaginative and new learning is explained clearly and demonstrated effectively. Lessons are well prepared in most classes and as a result pupils' learning is moved on. Good use is made of specialist teaching in music, art and design and information and communication technology (ICT). Teaching assistants provide very good support throughout the school.

The National Literacy and Numeracy Strategies have been introduced well. The teaching of English and mathematics is satisfactory overall. Pupils with special educational needs receive good support and achieve well. The teacher for pupils who are learning English as an additional language organises provision very well and ensures that pupils make good progress. In the Nursery the appointment of a bilingual teaching assistant is proving to be very successful in helping children to develop their understanding and use of English.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum meets all statutory requirements and offers pupils good learning experiences in most subjects. However, more needs to be done to improve pupils' geographical knowledge. There is a good range of extra-curricular activities. Pupils are provided with a variety of opportunities to learn to play an orchestral instrument.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is good and promotes good progress. Pupils who are visually impaired are welcomed into the school and provided with the same opportunities as other pupils.
Provision for pupils with English as an additional language	The needs of individual pupils are assessed and catered for very well.
Provision for pupils' personal, including spiritual,	Good, overall. Provision for social, moral and cultural development is very good and leads to very good relationships and good behaviour. Spiritual

moral, social and cultural development	development is satisfactory.
How well the school cares for its pupils	Pastoral support is strong. The arrangements for assessing pupils' work are good in English and mathematics. The information is used well to set future targets. However, in science and all other subjects there is no whole-school approach to assessing pupils' work.

The school has very good links with parents. It provides good information to parents about what their children are learning at school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has a clear view of what the school should provide for every pupil. He encourages the two assistant headteachers to develop their areas of responsibility in order to put this vision into practice. However, the senior management team is not sufficiently effective in the leadership and management of the curriculum, which needs much closer monitoring. Curriculum co-ordinators work hard but do not have a clear overview of teaching and learning in their subjects.
How well the governors fulfil their responsibilities	The governors fulfil all their responsibilities. They have a good understanding of the school's strengths and of the areas for development.
The school's evaluation of its performance	Good overall. It has undertaken a thorough analysis of the previous year's test results in English and mathematics.
The strategic use of resources	Financial planning is good. Good use is made of additional funding from the Excellence in Cities grant to raise standards in music and art. Resources are used well. The principles of best value are applied soundly.

There are sufficient teachers and a good number of teaching assistants. The school's internal accommodation is satisfactory. A sensory garden area is available for use by pupils and is used well. There is a shortage of fiction and non-fiction books but all other resources are at least satisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children are well cared for and happy • Behaviour is good • The school works closely with parents • They would feel comfortable approaching the school with questions or a problem • Teaching is good and children make good progress • The school is well led and managed 	<ul style="list-style-type: none"> • Homework provision • The information they receive about how their children are getting on • The range of activities outside lessons

The inspection team supports the positive views of parents. Inspectors judge that teaching is good and pupils achieve well. Inspection evidence shows that parents receive good quality information and there is a good range of extra-curricular activities. Homework is satisfactory overall.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The above average standards in art and design, music and dance have been maintained since the time of the previous inspection. Overall standards in English, mathematics and science are not as good as they were. However, since the previous inspection there has been a significant increase in the number of pupils entering and leaving the school other than at the normal admission time and in the number of pupils with special educational needs. Both these factors influence overall standards adversely.
2. Children start school with skills that are below average when compared with those found in other schools. Most pupils achieve well by the time they leave. There is an above average number of pupils with special educational needs and an above average number of pupils who speak English as an additional language. However, in both Years 2 and 6 most attain standards above those found in similar schools in English and mathematics. Over the last five years overall standards have been broadly in line with the national trend. In science overall standards when compared to similar schools remain below those normally found. The main reason for this is that there is no whole-school approach to assessing pupils' progress so work can always be set at a challenging level. There is no significant difference between the performances of boys and girls. The school has not identified any pupils as being talented or gifted.
3. Standards in National Curriculum tests in Year 6 in 2002 were well below average in English and science when compared with those in most schools but in line with most schools in mathematics. The targets set in English and mathematics were not met. Two factors need to be taken out in analysing the well below average standards in English and science: there is a high level of pupil mobility and a higher than average number of pupils who speak English as an additional language. In mathematics, standards were higher because the school made good use of information about pupils' learning to plan work that allowed pupils at different levels of attainment to achieve very well. Inspection evidence demonstrates that overall standards in science are rising but are still below average. Overall standards in mathematics are not as high this year because there are fewer pupils capable of attaining the higher level in the subject. Standards in writing are well below average. Pupils are not given enough opportunities to develop and use their writing skills in other subjects of the curriculum.
4. In Year 6 standards in music, art and design and in the dance aspect of physical education are high. In all other subjects, except geography, standards are in line with those found in most schools. Pupils achieve well because teaching is of a good quality and classroom assistants support effectively pupils who need extra help. However, standards in geography are below average. The main reason is that the time allocated to the subject does not allow teachers to develop the subject in sufficient depth.
5. In 2002, the school's results in Year 2 national tests in writing were broadly average but in reading and mathematics, below average. When compared with similar schools results were above average in all three curriculum areas. Standards in science were assessed as being below average. Inspection evidence indicates that standards have improved and pupils are attaining at the expected levels for their ages in reading, writing, mathematics and science. In art and design, dance and music standards are above average. In geography pupils do not achieve well and standards are below those normally found. In other subjects inspected standards are in line with those found in most schools. No overall judgements could be made in physical education.
6. The Foundation Stage provides a very good basis for children's education. Progress during the Foundation Stage is good. In the Nursery and Reception classes, children's personal, social and emotional development is very good. Nursery children settle quickly into established routines of the school, responding well to the high expectations of the adults. Children concentrate well and

complete whatever tasks are set. They develop their reading and numeracy skills well. They listen attentively to stories. Children talk readily about the characters in their reading books and recognise some key words. More able children have begun to read simple stories and write sentences without adult help. In other areas of learning most children are expected to achieve the Early Learning Goals.

7. About 20 per cent of pupils are learning English as an additional language. Pupils make good progress in becoming fluent in English and this has a positive impact on their attainment in all areas of the curriculum. By the time they leave almost all pupils who speak English as an additional language are achieving similar standards to those of other pupils.
8. Most pupils with special educational needs make good progress, in line with their peers. This is largely as a result of the way in which teachers and teaching assistants provide for them. This provision is well informed and well directed. The other positive influences upon these pupils' achievements are their own strong motivation and the way in which the whole life of the school confers confidence upon its members.

Pupils' attitudes, values and personal development

9. Pupils' attitudes to learning are good and they enjoy coming to school. Parents agree this is the case. Pupils' attendance is good and above national averages. It has remained stable around this level. The proportion of pupils absent without good reason is extremely low.
10. Behaviour is good and relationships in the school are very strong. These are important school strengths that are helping pupils learn. The positive picture in relation to pupils' attitudes, behaviour and attendance, seen during the previous inspection, still exists. Very good attitudes to learning because of some excellent teaching were clearly seen in a music lesson where pupils were singing and composing. Here, the teacher's high expectations of their performance, her excellent subject knowledge, good pitch and very detailed lesson planning ensured that pupils remained keen and enthusiastic. In fact, they were almost surprised at how far they had come with their skills and composition by the end of the lesson. They tried very hard to do exactly what the teacher wanted, with some excellent results.
11. In particular, the way pupils work co-operatively and productively with each other is a particular feature of the school. Many classes have 'buddies' who work together, or partners they are encouraged to discuss their work with. Older classes visit younger ones to pair up for joint reading sessions. This means there are often supportive friendships between pupils of different age groups.
12. The behaviour of pupils throughout the school is good; as a result, they make significant progress in lessons. Pupils have a good knowledge of school rules and are pleased to receive awards for following them, in assembly. They have a shared pride when their class has 'no cards' (for misbehaviour) and compete sportingly for this honour against other classes. Pupils are polite and friendly and enjoy conversations with visitors. Older pupils have an impressive sense of responsibility of their role in setting a good example for the younger ones, especially at play times.
13. There is racial harmony within school. There have been no exclusions over the past year and this is the usual pattern. The headteacher and staff work hard to keep pupils in school and take in pupils who have been excluded from elsewhere.
14. Relationships within the school are very good and pupils make significant progress in developing their social skills. When asked about the best things at Cavendish, many pupils said it was their teachers, with one describing teachers as being 'fair and kind'. Pupils are tolerant of each other's cultures and beliefs and work together naturally in mixed ethnic groups. In discussion with inspectors, older pupils said they particularly appreciated the different ethnic mixes of the school population, explaining that everyone is a friend, no one is left out.

15. Older pupils, especially those involved in the art project with a local special school, hold mature and thoughtful views about their feelings for others with disabilities. They think this involvement, and that with the next door school for visually impaired pupils, has made it easier for them to communicate with people who have disabilities, and they value the friendships they have made. They see this link as being important in helping to break down barriers.
16. Pupils readily accept responsibility for routine classroom jobs, which they carry out with care and pride. Junior pupils hold positions of responsibility on the School Council and are learning fast about democracy and the skills of negotiation.

HOW WELL ARE PUPILS TAUGHT?

17. The quality of teaching is good overall. In most subjects the quality of learning is good and progress is at least satisfactory. The previous report commented on the lack of challenge for higher-attaining pupils. This is not now the case and while these are low in number they achieve well. Most pupils are very enthusiastic about coming to school. During the inspection no significant variation between the achievements of boys and girls was observed. More than eight out of every ten lessons observed were good or better. More than a third were judged to be very good or excellent - representing an improvement on the previous inspection. Only one lesson was judged to be less than satisfactory. Frequent instances of high quality teaching demonstrate the effective use that is made of specialist knowledge of visiting teachers in music, science and art and design. This results in pupils having a rich variety of experiences and achieving well. Both the National Literacy and Numeracy Strategies are firmly established
18. Teachers throughout the school plan their lessons well. A strength in the planning is that it is carried out, across each year group. Lessons are well prepared and encompass a range of teaching and learning styles. For example, whole-class teaching at the start of lessons is followed up by teachers providing individual help where required. New learning is explained clearly and demonstrated well. There is a strong emphasis on co-operation, the inclusion of all pupils, whatever their circumstances, and the need to develop skills of good citizenship.
19. Teaching in the Foundation Stage is good overall and there are some very good features. Particular strengths include the careful planning of activities so that it is absolutely clear what is to be achieved and by whom. All available resources are used effectively. Parental contribution to children's learning is recognised and very well promoted. Assessment procedures are very good and information gathered is used successfully to plan further work. Early intervention and the use of very effective strategies for children whose first language is not English mean that they achieve well. Pupils with special educational needs receive good support. Literacy and mathematical skills are taught well. The high quality of display in the classrooms reflects the very high value placed on children's achievements.
20. In Years 1 and 2 the quality of teaching is good overall and there is a high proportion of very good teaching. Common features of successful lessons include teachers with very high expectations of what their pupils can achieve. These, together with the very good relationships that exist, and well managed classrooms, result in high standards of behaviour and good attitudes to learning. Classroom assistants are well briefed and make a substantial contribution to children's learning. The basic skills of literacy and numeracy are taught well. Work in English and mathematics is well matched to what pupils know, can do and understand because teachers use assessment information well. However, there are some weaknesses in the provision made for the teaching of geography. For example, there is hardly any evidence that pupils record their work.
21. In Years 3 to 6 the quality of teaching is good overall. Features of good teaching are similar to those found in Years 1 and 2. In addition, in the highly successful lessons across a range of subjects, teachers usually display an ability to make very good use of time. This is achieved through lessons conducted at a brisk pace and the linking together of subjects in a meaningful way. However, in geography some topics are not covered in sufficient depth.

22. Basic skills of numeracy are taught well in most year groups. They are taught satisfactorily in Year 5. A major characteristic of the successful teaching is that resources are used well to enhance pupils' understanding and good account is taken of the needs of all pupils so that work is well matched to their prior attainment. In consequence, they show interest in their work, listen attentively and behave well.

23. The teaching of English is satisfactory overall. Teaching is good in Years 1 and 2 and satisfactory overall in Years 3 to 6 with examples of good teaching. In most age groups there are common strengths. Pupils are managed well and planning clearly identifies what teachers want pupils to learn. There are examples of some good marking with comments that are evaluative and give clear suggestions for improvement.
24. The quality of teaching in science is good overall in Years 1 to 6. However, in some classes too much emphasis is placed on worksheets. This results in pupils having insufficient opportunities to present their own ideas and to extend their non-fictional writing skills.
25. The quality of teaching in ICT is good overall in Years 1 and 2 and pupils use their skills successfully in other subjects. No lessons were observed taken by the school's permanent staff in Years 3 to 6 during the inspection: therefore, no judgement can be made about the quality of teaching in these year groups. Teaching and learning in religious education is satisfactory overall in all age groups. A significant strength is the emphasis placed on developing an understanding of world religions. A weakness is that insufficient time is allocated for pupils to use their writing skills.
26. Most teachers provide satisfactory opportunities for pupils to use their ICT and numeracy skills in other subjects. However, a significant weakness is the lack of opportunities for pupils to use their writing skills in other subjects.
27. The teaching of design and technology is satisfactory overall in Years 3 to 6. It was not possible to make a judgement about the quality of teaching in Years 1 and 2. In both geography and history, the quality of teaching and learning is satisfactory overall. The high quality of some of the lessons observed was not always matched by enough work of similar quality in pupils' workbooks.
28. Pupils with special educational needs are fully included in all lessons. When they are withdrawn for additional help, this is only to ensure that their opportunities of access to what is provided in lessons are improved. The ample resource of teaching and learning support assistants is well deployed for much of the time in classes so that pupils can enjoy lessons and make progress as far as possible at the same rate as their peers. All staff have very good knowledge of pupils' needs and teaching is well directed to meet them. They are well informed through pupils' individual education and learning plans, which go into considerable detail. So that progress can be tracked, pupils' achievements are regularly and painstakingly reviewed in order that the amount and direction of the support provided can be adjusted. Class teachers' special educational needs files are full, detailed and effective instruments of information and record, which are well used in the planning and teaching. There is close and effective liaison with specialist schools – especially the school's immediate neighbour – and with the support services provided by local education and health authorities.
29. The quality of teaching for pupils who speak English as an additional language is good throughout the school. The specialist teacher offers very effective support, which is appropriately focused towards those individual pupils who have very specific learning needs. A classroom assistant, who is bilingual, provides very good support for children in the Nursery and Reception classes. Her bilingual skills are used well to help assess children's attainment levels when they first enter school. This enables staff to build effectively on what children already know and can do. She helps children settle quickly into school and enables them to access the Foundation Stage curriculum. Those who support pupils who speak English as an additional language have high expectations of them. They are set clear and appropriate targets and as a result most are successful in moving to independent learning. The staff provide a range of appropriate opportunities for pupils to develop effective listening, speaking, reading and writing skills. Emphasis is rightly placed on supporting development in literacy and numeracy.
30. Homework makes a satisfactory contribution overall to pupils' progress, although there are some variations between classes as to its usefulness. Most teachers make good use of the resources available. In all sections of the school visits and visitors are used imaginatively to provide first-

hand learning experiences. These improve the quality of learning by making it more relevant to pupils.

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

31. The curriculum meets statutory requirements to teach all subjects of the National Curriculum and religious education. It is particularly enriched by the good provision made for pupils to develop their skills in art and music. Since the last inspection there has been an improvement in teachers' short-term planning. However, there are some gaps in the quality of planned provision for geography, partly as a result of the limited time allocated for the subject. The curriculum planned for children in the Nursery and Reception classes is based on the Early Learning Goals, with full coverage of the areas of learning ensuring an easy move to the National Curriculum when pupils enter Year 1. The school is totally inclusive. The headteacher and his staff firmly believe in the education of the 'whole child' and work hard to try and ensure that all pupils are treated equally and that everyone receives the same kind of experiences and opportunities. The school successfully welcomes and integrates pupils with special educational needs, including some from other schools, into school life and considers this part of its work as being vitally important to all those involved.
32. Since the last inspection the school has reviewed its long-term planning to take into account the recommendations of national guidance. The National Strategies for Numeracy and Literacy have been implemented soundly, which ensures that pupils develop the necessary skills. The school's provision for ICT has improved to enable all elements of the subject to be taught. School policies have been reviewed and, overall, reflect the school's aims and objectives. They are in place for all subjects and the school has adopted the national guidance (QCA), in order to ensure the progressive development of pupils' knowledge, skills and understanding.
33. At all stages the curriculum is totally inclusive, allowing very good equality of access for all pupils, including those with special educational needs. The pupils from the adjacent school for visually impaired children and from a school for pupils with severe learning difficulties are integrated well into lessons. They regularly join in with lessons and there are a number of inter-school activities of a curricular nature, such as the links in art and design.
34. The provision for pupils' personal, social and health education is good. Sex education and the dangers of drugs' misuse are taught as part of this programme and within science lessons. Parents are well informed about the arrangements for sex education and have the right to withdraw pupils from these lessons. Visitors, such as the school nurse and the community police, are used in teaching pupils about aspects of health education.
35. A wide range of educational visits and visitors to school enriches the school's curriculum. The school offers its pupils very good opportunities for pupils to learn to play a musical instrument. These range from samba drums to violins. Pupils' learning is supported well by a range of visits to places of interest such as an outdoor pursuits centre, a costume museum and the Bridgewater Hall, and by a wide range of visitors to school, including theatre groups and musicians, which successfully extend pupils' knowledge of the wider world. Other visitors to the school include the local police, firemen, the school nurse, football players, visiting artists, a poet and representatives from the local churches and other faiths. There are satisfactory links with other members of the local community, including a local church, a mosque and synagogue. There are few links with local businesses or industry. The school has good links with the adjacent school for pupils with visual impairment and with another for pupils with specific learning difficulties. There are satisfactory links with the local high schools to which the pupils transfer, with opportunities for the pupils to take part in some shared activities and events.
36. The school makes good provision for pupils with special educational needs. A good variety of teaching strategies is applied, and this is well organised to suit individual needs as a result of the staff's very good knowledge of pupils. This ensures that all have the best possible access to all

curricular opportunities. The school is currently producing proposals regarding the improvement of physical access for those to whom this is likely to be a problem. Pupils who learn to speak English as an additional language are catered for very well.

37. The provision for pupils' spiritual, moral, social and cultural development is good overall.
38. The social development which pupils show is witness to the school's very good provision. They care for each other very well in the "buddy" scheme, in a lunchtime club, and when older pupils are given the opportunity to help in the Nursery. A School Council has recently been formed, although it has yet to have an impact on school life. Pupils work well together, collaborating in groups and pairs. They tidy up after lessons well, sometimes without being asked. The many visits to places of educational interest that the school undertakes extend their social awareness and very good reports about pupils' behaviour on these occasions have been received. The strongest evidence for pupils' very good social development, however, is in the confidence that the school confers upon them, enabling them to get the most out of their lives and learning.
39. The provision for spiritual development is satisfactory. In their religious education lessons, pupils are provided with opportunities to explore the values and beliefs of others, including their own religious beliefs. They have good spiritual experiences in subjects like art and music, where they have contact with the joy of beautiful things made by others and by themselves. They are proud of their creativity when they sing or play an instrument well, or when they produce a picture or piece of pottery of quality. In assemblies, however, opportunities for spirituality are missed. There is rarely any singing and, although pupils enter and leave to music the assembly leader does not attempt to draw attention to the beauty of what they can hear.
40. The arrangements to promote pupils' moral development are very good. Clear distinctions between right and wrong are made and consistently observed. The school promotes honesty, fairness and justice, and truth is respected and valued by the vast majority of pupils. Equality of opportunity and personal entitlement are well developed. Keeping to the rules is a strong criterion for behaviour, which is positively rewarded in assemblies in the presentation of certificates. Breaches of agreed moral codes are sensitively handled, with the result that there is a minimum of misbehaviour. Teachers provide good role models in themselves, and in their relationships with pupils. They create a safe learning environment in which pupils feel free and confident in expressing their views, and can develop their own codes of morality along the lines of what is right.
41. The arrangements for developing pupils' cultural awareness are very good. Most pupils have a secure understanding of their cultural heritages and of the cultural diversity of British society. Music makes an outstanding contribution to their appreciation of cultures around the world. A particularly positive feature is the way in which pupils value the richness of these differences. Pupils from wide varieties of ethnic origin join the samba band, the samba dance group, the Indian dance group, and a Russian music group. They learn balalaika as well as guitar, and there is an early music group. They participate regularly in the Commonwealth Songfest at the Bridgewater Hall, and, last year, in a local festival of world music. A strength of the music is its inclusiveness: all pupils are involved to a greater or less extent. Art from a range of cultures is to be seen on display in the school: African, Asian and Australian aborigine. These two strong influences - music and art - carry much of the school's cultural and multicultural success. However, another potential source of cultural breadth and depth is not strong, because of the lack of overall quality in the school's range of books.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. Procedures for child protection, safety and pastoral care are firmly established at Cavendish. Helping to support the overall welfare needs of pupils is at the heart of all the school does. The positive picture seen during the previous inspection has been successfully maintained. The headteacher and one of the assistant headteachers provide a strong lead in this area of the

school's work with their very good local knowledge. They know many parents and their families very well and consider them as part of the school's extended family.

43. The school has a long tradition of supporting children in care and has a justifiably good reputation because of this. Teachers are aware of, and sensitive to, the personal and home circumstances of each pupil. The named person for child protection is experienced, but has not been able to update her skills because of a lack of suitable courses. The level of staff awareness of child protection issues and procedures is satisfactory. The school rightly recognises it needs to involve all staff, as well as the named person, in updating child protection awareness.
44. Health and safety procedures are satisfactory. A member of staff is designated as being responsible for health and safety. She has largely taught herself about the requirements of this role. The school is good at ensuring staff and pupils are aware of health and safety issues and they monitor and review safe working practices regularly. However, there is no 'named' first aider. Whilst appropriate care is taken on school trips, there is no policy which clearly documents what should happen with regard to health and safety procedures.
45. The school's procedures for monitoring and improving attendance are well established and efficiently carried out by the administrative officer. There are good links with the education welfare officer, who supports the school well. Pupils' good attendance is testimony to the effectiveness of these procedures.
46. The way the school encourages positive behaviour and monitors any unsatisfactory behaviour is good. It helps create a happy and supportive atmosphere that promotes good behaviour. Members of staff are skilled in encouraging good behaviour in the classroom and poor behaviour rarely interrupts pupils' learning. Teachers are encouraged to adopt their own class systems, such as corks in a jar every time behaviour is good, leading to treats (or supertreats!). A full jar qualifies for a treat, perhaps the chance for the class to have an extra play on the field. These systems work well and pupils like them.
47. Pupils with severe behaviour problems are well supported and tailored behaviour management systems are instigated if there is a need. Classes with 'no cards' (these are the yellow and red cards given for misbehaviour) are congratulated in Friday's rewards assembly, as part of the school's effective positive behaviour management. Any bullying or racist incidents are carefully logged and the school takes these seriously and deals with them well.
48. The way the school monitors and supports pupils' personal development is good. This is mostly because of the way staff attend to the needs of the whole child. All members of staff regard as important the need to know families well. Supportive relationships exist between staff and pupils.
49. The systems in place for the monitoring of pupils' academic performance are satisfactory overall. There are examples of very good practice in the Foundation Stage and in assessing the progress of pupils who speak English as an additional language. In mathematics, English and in the assessment of pupils with special educational needs systems are good. The arrangements include statutory and non-statutory tests, a range of published tests, such as those for spelling and reading, together with additional assessment carried out at the discretion of teachers, as necessary, to check progress.
50. In English and mathematics test results are analysed and the information used successfully to identify those pupils who need additional support. Co-ordinators track data and use it to set targets for improvement for groups of pupils of differing attainment in these two subjects. They also identify the strengths and weaknesses of a particular age group to guide future curriculum planning. In addition, the scrutiny of pupils' work and retention of samples of work are useful indicators of the standards being achieved. There is a clear policy for marking pupils' written work but there are variations in the effectiveness with which it is applied across all subjects.
51. In science and all other subjects there is no formally agreed assessment system in place. This is an area which the school needs to improve in order to match work to pupils' attainments more

closely and as a means of helping to raise standards. Medium-term planning sheets contain general assessment information to inform future planning in given topics.

52. Assessment procedures for pupils with special educational needs are strong and are effectively used, in line with the school's caring style and policy. After the assessment undergone by all pupils on entry into the school, a good battery of tests is available to ascertain the precise nature of any special needs, and progress is well tracked and informed through further tests and regular reviews.

53. The school maintains records of achievements and the retention of work samples enables teachers to demonstrate to parents the progress made by individual pupils. The identification of the gifted and talented is at an early stage. Most teachers know their pupils well and use their knowledge informally to help them make progress.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

54. The headteacher puts children and parents first. He prides himself on being available for them when they want to see him and is usually around at the beginning and end of the day to maintain friendly contact. The school is constantly looking for ways to further develop the very good relationships that exist with parents. It has made good progress since the previous inspection, when this area of the school's work was described as satisfactory. The relationship with parents is now a clear strength of the school. The issue relating to the Governors' Annual Report has been resolved. It contains everything required by law and is an interesting and well-produced read.
55. Parents have a positive view of the school. Several came to Cavendish as pupils and some travel from out of the immediate area, in order that their child may attend. The headteacher, who has been at the school for some years, is a well-respected figure in the local community and sees parents as part of the school's extended family. This includes ex-pupils, some of whom help when translators are needed at parents' evenings.
56. A good number of parents returned their Ofsted questionnaires, indicating the level of interest in, and support for, the school. Nearly all replies were positive, apart from those concerning homework, information about pupils' progress and extra-curricular activities. Good support was also shown at the Ofsted parents' meeting held before the inspection. Parents are especially pleased with the level of care the school provides. They feel behaviour is good, are comfortable in approaching the school and appreciate staff work closely with them. They agree teaching is good. Inspectors agree with these views. Inspection evidence does not, however, support the views of parents in the areas where a minority had concerns.
57. Homework is satisfactory and in line with that seen in most primary schools. The school is constantly looking to improve the arrangements for homework and urges parents to contact them directly, if they have a concern. Staff have worked hard to improve the quality of homework in recent years by consulting parents and acting on their views. A new system for Year 6 parents, where teachers write individual comments about the week's work and parents are encouraged to do the same, is helping to improve communication. There is a good range of extra curricular activities, including sporting, dance and musical groups.
58. The level of information about pupils' progress is good. Annual written reports about pupils' progress are of satisfactory quality. However, they tend to err on the positive side and do not often include areas pupils need to improve upon. The school is changing the format of reports this year so that written comments are more easily understood. Reports are complemented by three good opportunities for parents to meet with teachers. One is informal at the start of the school year and two are more structured, where numeracy and literacy targets for improvement are shared and discussed. The school has improved the quality of these evenings to make them much more focused upon how parents can help to improve their child's work.
59. The school has established many very effective links with parents. It works hard to generate a strong sense of loyalty, involvement and confidence in parents, to enable them to help their child at home. These links include taking part in the 'Share project', holding parent and child learning activities, special curriculum presentations and year group information meetings, changing meeting times to make them more 'parent friendly' and holding year group meetings.
60. Communication with parents whose main language is not English is good. Involvement in the 'Share project' is successfully establishing contact with ethnic minority parents. Translated letters were tried but were not favoured by parents. Staff make much informal contact in the halls

before and after school and the recent appointment of a bi-lingual support assistant is making a big difference. The school encourages parents to bring along older brothers or

sisters, usually past pupils, to help with translations at parents' evenings. Parents who do not attend information evenings are 'pursued doggedly' and offered other opportunities. In this way, there are very few parents with whom the school does not have any meaningful contact.

61. During the inspection, a second parent and child activity session was held, on the theme of literacy, following on from the hugely successful celebration workshop last term. The idea is that children encourage their parents to stay behind straight after school and work on different learning based activities, such as games with a learning theme, craft activities, etc. It was a complete success and the hall was packed to overflowing with parents and children. The school is encouraged by this and plans further events.
62. The school has a thriving Parents' Association and there is a good deal of parental involvement in school life. This group works hard by staging a regular programme of events that raise a considerable amount of money. They are now shifting their emphasis onto getting more parents involved in school life. Money raised is used to support and enrich the learning environment, for example, by purchasing resources for the 'Share project', and for supporting the School Council and the after school clubs as well as for the purchase of classroom resources. The sensory garden, an impressive feature shared with the neighbouring school for visually impaired pupils, came through the dedication and hard work of parents, working together with pupils, staff and other interested parties. Parents are also actively involved in school life as governors and members of the out of school management committee.
63. The 'Share project' involves a specially trained teacher and assistant meeting informally with a group of parents from a specific year group each week. They help them understand ways to help their child at home, involving ideas closely connected to work children are currently covering in class, for example, providing explanations and discussions about how children are taught to blend letters together to build words.

HOW WELL IS THE SCHOOL LED AND MANAGED?

64. The quality of leadership and management is satisfactory overall. Improvements have been made to the management structure. The two assistant headteachers and senior teachers provide good support to the headteacher. Levels of teamwork and mutual support are high and the school shows good potential for further improvement. In contrast to this improvement, the headteacher and senior management team have been less successful in ensuring that the curriculum is well led and managed, for example, by not having systems in place to evaluate teaching and learning. In addition, there is no whole-school approach to assessing pupils' work in subjects other than English and mathematics. Individual curriculum co-ordinators work hard but most do not have a clear overview of teaching and learning in their subjects. In general they have not been given the necessary training or allocated additional time to carry out their responsibilities.
65. The well-respected and long-serving headteacher has very clear educational aims, values and principles. These lie at the heart of all the school's work and ensure a purposeful atmosphere and a good climate for learning, within which pupils feel secure and gain significantly in confidence. The atmosphere in the school reflects its aims, which include a clear commitment to *an inclusive ethos*. The headteacher sets high standards in the work he undertakes in support of staff, pupils and their families. He is dedicated to ensuring the education of the whole child. For example, pupils are encouraged to learn to play a musical instrument. Parents, unlike those at many schools, are not asked to pay for the tuition, thereby ensuring that all pupils have the same opportunity to learn to play.
66. The school, spread as it is over four buildings, one belonging to the adjacent school, poses potential problems in terms of day-to-day management. The hard working and efficient school

administrative officer supports the headteacher very well in ensuring that the school runs smoothly.

67. Satisfactory progress has been made since the previous inspection in addressing the issues raised and the school continues to provide a good quality of education. Good systems have been put in place to ensure effective communication throughout the school management structure. The school improvement plan results from good consultation with staff and governors and contains clear achievable targets. All statutory requirements are met with regard to the governors' annual report to parents.
68. School development planning has improved significantly since the last inspection when a number of weaknesses were identified. A newly appointed assistant headteacher has taken on the responsibility for ensuring that the school improvement plan is a good tool for moving the school forward. It is appropriately focused on raising standards and details very clearly what needs to be done and who is responsible for seeing it gets done. Time scales are also included alongside costings.
69. The school has recently adopted a policy for racial equality. The policy formalises the good practice found throughout the school of all pupils being involved in all activities no matter what their background or aptitude. Pupils from ethnic minorities are fully involved in lessons. Relationships throughout are harmonious. The school has been successful in recruiting staff representative of the ethnic community and this is proving especially beneficial in relation to communication with parents whose main language is not English.
70. Very good provision is made for pupils who speak English as an additional language. The co-ordinator provides very good leadership and has established good assessment systems. The effective deployment of this teacher and the bilingual classroom support assistant has made a significant impact on the good quality of pupils' learning. Assessment information is used very well to help identify pupils' needs and resources are carefully directed towards those pupils who need them.
71. The co-ordination of special educational needs is good. It is shared between two co-ordinators, one for the infants and one for the juniors. These teachers work so well and so closely together that any problems that could arise from this division are very effectively avoided. They have both been recently appointed, and have rapidly set about the task of ensuring that pupils receive well-informed and directed support. They are familiar with the national Code of Practice, though they both acknowledge that further training in the co-ordinator's role is a priority. They have good relationships with other institutions and outside agencies, and their liaison with teachers is highly effective in focusing support where it is needed, and in monitoring its effectiveness.
72. The governing body is well led by two of its members who share the position of chairperson. The governors fulfil all their legal requirements. Through the work of its committees and the regular involvement of some individuals in the life of the school, members of the governing body are overseeing most aspects of the school effectively. Committees are firmly established and are becoming more involved in holding the school to account and in setting targets that shape the direction of improvement initiatives. Governors bring a wide range of community and professional expertise to the governing body and use their experiences well to support the school. All share the headteacher's determination to develop further the inclusive nature of the school. For example, there are close links with the Birches, a school for pupils with profound and severe learning difficulties, and the adjoining school for the visually impaired.
73. The quality of financial planning and control are good overall. Financial procedures and regulations are clear. The issues highlighted in the most recent audit have been dealt with successfully and recommendations acted upon. The finance committee monitors spending appropriately. There are good systems in place for the ordering of goods and services and the governors are aware of the need to obtain value for money on all purchases, but they do not evaluate the effects of spending on standards and achievement. Effective use is made of ICT to help manage the budget. Money allocated to special educational needs and for pupils who speak

English as an additional language is used well. The school makes good use of the extra funding received from the Excellence in Cities initiative to pay for music tuition, the art sessions held with the Birches Special school, Samba tuition and the development of ICT.

74. The school has a good provision of experienced and appropriately qualified staff to ensure that the curriculum is well taught. The previous inspection found that there was no additional support for pupils who learn English as an additional language. This is not now the case and pupils receive very good support from a teacher and bilingual classroom assistant. There is good provision of teaching and learning assistants, who work in close partnership with the teachers and have all received appropriate training. Very good use is made of the skills of visiting specialist teachers. Student teachers are particularly well supported.
75. Accommodation is satisfactory overall. However, pupils are taught in four different buildings, including four classes in an adjacent school on the first and second floors. Clearly this arrangement is not ideal, since, for example, curriculum time has to be lost when pupils move to and from the school hall in the main building for lessons or assemblies. There is no disabled access to the first storey of the main school building. This building is old, but internally is well cared for, and the recent removal of overpainting to reveal some of the glazed tiles has been very successful. Very good improvements have been made by the provision of a link corridor between the school and the adjacent school.
76. Good use is made of the playground, with its recently installed sensory garden, and of a nearby playing field. Resources are satisfactory and improving, with more new computers available. The supply of wheeled toys in the Nursery and of musical instruments and art materials for whole-school use is good. However, there are not enough books for the promotion of literacy and a reading culture.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- (1) Improve the work of the senior management team in the leadership and management of the curriculum by :
- ensuring that all members of the senior management team focus on raising pupils' attainment and achievement;
 - ensuring that adequate time is allocated to all subjects;
 - providing, where necessary, training for subject co-ordinators to monitor and evaluate their subjects and time for them to carry out this work, including regular reports to senior managers on the outcomes of their evaluations;
 - insisting that agreed policies with regard to issues such as handwriting and marking are carried out conscientiously by all members of staff.
(See paragraph 64 in the main report.)
- (2) Provide more opportunities for pupils to use their writing skills in other subjects.
(See paragraphs 105,123,136 and 140 in the main report)]
- (3) Establish whole-school assessment procedures of what pupils know, understand and can do in subjects other than English and mathematics and use the information gathered to set targets for individuals and groups of pupils.
(See paragraphs 64,126,137,142,147 and 176 in the main report)]

The issues listed above have already been identified by the school as in need of improvement.

- (4) Improve the school's provision of fiction and non-fiction books.
(See paragraphs 76 and 107 in the main report)

In addition the school should also:

- raise pupils' achievements in geography;
- increase the number of staff qualified to administer first aid and review procedures for health and safety on school visits.

(See paragraphs 43,44, 139 and 140 in the main report)]

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	73
Number of discussions with staff, governors, other adults and pupils	25

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	5	21	36	10	0	1	0
Percentage	7	29	49	14	0	1	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	60	383
Number of full-time pupils known to be eligible for free school meals	-	102

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	1	91

English as an additional language

	No of pupils
Number of pupils with English as an additional language	61

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	13

Attendance

Authorised absence

	%
School data	4.7

Unauthorised absence

	%
School data	0.1

National comparative data	5.4
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	32	25	57

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	27	29	28
	Girls	19	19	20
	Total	46	48	48
Percentage of pupils at NC level 2 or above	School	81 (81)	84 (87)	84 (94)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	27	29	28
	Girls	19	21	21
	Total	46	50	49
Percentage of pupils at NC level 2 or above	School	81 (83)	88 (94)	86 (89)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	37	24	61

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	28	27
	Girls	16	17	16
	Total	38	45	43
Percentage of pupils at NC level 4 or above	School	62 (63)	74 (65)	70 (84)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	25	27
	Girls	16	16	17
	Total	39	41	44
Percentage of pupils at NC level 4 or above	School	64 (51)	67 (60)	72 (69)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

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

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
172	0	0
3	0	0
3	0	0
29	0	0
1	0	0
8	0	0
29	0	0
9	0	0
36	0	0
6	0	0
6	0	0
16	0	0
1	0	0
2	0	0
0	0	0
6	0	0
3	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	16
Number of pupils per qualified teacher	22.8
Average class size	27.36

Education support staff: YR – Y6

Total number of education support staff	14
Total aggregate hours worked per week	347

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	30
Total number of education support staff	4
Total aggregate hours worked per week	43

Financial information

Financial year	2001-02
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	£
Total income	1,037,813
Total expenditure	1,037,564
Expenditure per pupil	1,876
Balance brought forward from previous year	12,088
Balance carried forward to next year	12,337

Number of pupils per FTE adult	12
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FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	2

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	413
Number of questionnaires returned	202

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	32	3	1	1
My child is making good progress in school.	48	42	6	1	3
Behaviour in the school is good.	50	39	4	2	4
My child gets the right amount of work to do at home.	34	44	10	4	8
The teaching is good.	58	33	3	1	4
I am kept well informed about how my child is getting on.	39	38	16	3	3
I would feel comfortable about approaching the school with questions or a problem.	71	25	1	2	0
The school expects my child to work hard and achieve his or her best.	51	41	1	1	5
The school works closely with parents.	46	41	7	0	5
The school is well led and managed.	53	37	4	1	5
The school is helping my child become mature and responsible.	57	34	3	1	5
The school provides an interesting range of activities outside lessons.	35	32	13	4	15

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

77. The quality of provision in the Nursery and Reception is very high. Children are usually admitted to Nursery from the age of three, at two points in the school year. All attend on a full time basis as soon as is practicable for the individual child. Each may spend up to five terms in nursery education, which includes transfer, as they get older, to the pre-Reception class. Most children then proceed to the school's two Reception classes. The Nursery and Reception teachers work very closely with a team of nursery nurses and teaching assistants who include a bilingual teaching assistant and others who support individual children with special needs. One class is situated in a temporary building on the adjacent site. Plans are in place to address this unsatisfactory situation.
78. Children enter Nursery with skills that are below those typical. However, they have a very wide range of competencies from the articulate to the least confident. By the end of the Reception year most children are likely to achieve the expected learning goals for the age group. This represents very good progress overall. These judgements are supported by evidence taken from assessment carried out on all children at the beginning of Nursery and at the beginning and end of Reception. Significant factors which contribute to this good progress include the high quality of the teaching, full-time attendance for the children, early intervention and effective support for those who have additional language needs.
79. Since the previous inspection many changes have taken place. These include the introduction of the Foundation Stage Curriculum based on the Early Learning Goals in the six areas of learning. In addition, specific initiatives include, for example, the setting of targets in English and mathematics for groups of children of differing attainment. Clearer identification of how to provide for outdoor play and how to include information and communication technology within the curriculum has brought about improvements. Introduction of 'continuous provision' (activities to which children can keep coming back, in order to develop their skills and understanding in a range of learning areas and at their own rate,) is proving effective.

Personal, social and educational development

80. Great emphasis is placed on this area of learning. This is evident in the careful admissions arrangements and the subsequent efforts to provide for the individual needs of all children, including those with special needs, who are well supported. Teaching is of a good quality. In consequence, almost all children make very good progress in personal development. At the time of the inspection most children were well settled into the established routines of both Nursery and Reception. In Nursery the youngest children showed satisfactory skills of independence by managing their coats for outdoor play and in selecting equipment to play with. Most pre-Reception children were able to maintain concentration on their chosen activities and when writing with the teacher in more formal activities. In Reception most children are attentive, eager to learn and able to engage in a simple discussion with a partner such as when solving a mathematical problem. Most have sufficient confidence to contribute their answers to the rest of the class when asked. Almost all understand the need to share adult attention and can stay focused on tasks without direct supervision. In all the lessons observed, standards of behaviour were good and children responded well to the high expectations of the staff who work with them. Throughout the Foundation Stage children learn about respecting different cultures, for example by taking part in the Christmas nativity tableau, by celebrating Chinese New Year and simply in the every day activities of working and playing happily together with others in their class.

Communication, language and literacy

81. By the end of the Reception year most children are likely to reach the expected goals in this area of learning. This represents very good achievement for those whose first language is not English

and demonstrates the effectiveness of the strategies in place. Those with special needs attain appropriately, and most achieve well.

82. Very good opportunities are provided to develop children's imagination. In one very good lesson four of the younger children were encouraged to play the roles in 'Goldilocks and the Three Bears' with others acting as 'narrators'. Not only was this an effective use of literature to develop the idea of retelling a story in the correct sequence, but it also resulted in children recreating the story with the aid of 'props' in highly imaginative role play which required no direct adult supervision. There are good opportunities to share books, for example through a 'buddy system' of partnership with older children. They learn to recognise words in print, initially by registering themselves on arriving at Nursery and selecting their own name card. They are encouraged to make marks in writing, for example in lists and letters as part of their play.
83. These experiences are further developed in the Reception classes and by the age of five most children are attempting to write a simple sentence. A few high-attaining children can write several sentences with the correct punctuation. Throughout the Foundation Stage children are expected to contribute to conversations in small and large groups. They learn to associate the visual symbols of letters with their sounds and to form them correctly. By the end of the Reception year most can recognise a number of words in print and higher-attaining children are able to read the early books of the school's reading scheme. Information and communication technology is used regularly and extensively to consolidate and promote literacy.
84. The quality of teaching and learning is good. Opportunities to develop language are encouraged in almost all activities. Teachers and other adults speak clearly and explain tasks carefully.

Mathematical development

85. Attainment levels in mathematics by the end of Reception are likely to be those expected for the age group. Many opportunities are created for children to count, sort and match objects as part of their play. The development and use of correct mathematical language are emphasised. In one very good lesson in a Reception class, children were counting in twos, up to ten, by singing and playing a game. They then went on to use real objects to solve mathematical problems. For example, higher attainers found out how many slices of bread were needed to make four sandwiches. Others were able to explain how they divided the numbers of toy sheep between two fields. Another group discovered that by dividing dough cakes into half they had more cakes. The quality of teaching and learning is good overall and the direct teaching of small and large groups is often very good. Very good use is made of information and communication technology. Children of all attainment levels achieve very well.

Knowledge and understanding of the world

86. Throughout the Foundation Stage there are good opportunities for children to investigate objects and materials and teaching is of a good quality. Children make good progress and achieve well. For example, during the inspection younger children in Nursery were fascinated to see how their hands seemed to turn purple when immersed in coloured water. Older Nursery children successfully found out how to move a programmable toy forwards and backwards. Children in Reception, with help, constructed aeroplanes and other large models using boxes, card and adhesives. Workbooks indicate teaching and learning of a high quality through a wide range of topics. A few examples from many include work on clothes: old, new, from different parts of the world and suitable for different weather conditions. Children have done experiments to find the most waterproof material. They have planted seeds and bulbs and watched them grow. They have visited a local café to see how it operates and made and tasted their own vegetable soup.
87. The outside area is used appropriately. For example, children of all ages enjoyed playing in the snow, and more recently were encouraged to look for signs of spring in the hedgerows around the school field and in the sensory garden. The policy for using ICT is carried out well. In one good

lesson, Reception children demonstrated a range of competencies in 'logging on', loading a program and using shape tools to draw a vehicle and fill it with colour.

Physical development

88. Both Nursery classes have a well-equipped outdoor area for children to have regular access to activities such as climbing, jumping and balancing. There is an ample supply of large wheeled toys for pushing and pulling, and sufficient small apparatus such as balls, baskets and quoits. Good use is made of the available resources by the Reception classes, who benefit from additional physical education time in the school hall. Children enjoy moving to music, which for the Nursery children is through shared sessions with the special school next door. Throughout the Foundation Stage activities in classrooms develop children's manipulative skills in the safe use of a wide range of tools and equipment. There is good emphasis on the promotion of healthy living; for example, during the inspection older Nursery children talked about the healthy mid morning snacks, which they shared. The quality of teaching and learning is good. It results in most children achieving well, and reaching the expected goals for the age group.

Creative development

89. This area of learning is a significant strength and the quality of teaching and learning is very good. Children in all classes explore a comprehensive range of media and materials using colour, texture, shape, form and space. For example, during the inspection, younger Nursery children engaged well in discussions with a nursery nurse about shades of brown fabric they were going to use to make bear masks. The range of children's work on display and in work books in the Reception classes includes colour mixing to match vegetables, printing using a vegetable shape and collages made out of leaves, fabric or sand. The three dimensional work is imaginative and includes using pipe cleaners to make a figure, a clothes peg to make a sari doll, paper folding techniques to make a Chinese dragon and clay to make lamps for Divali. The very comprehensive range of experiences provided throughout the Foundation Stage, including extensive use of computer programs such as 'dazzle', means that children produce work which is visually more exciting than is found in many schools.
90. The quality of teaching is good overall and there are some very good features. These include careful planning, comprehensive assessment arrangements, which are used very effectively to carry children's learning forward, and very good use of the good resources available. The contribution of parents to their children's education is recognised and well promoted.
91. The co-ordinator's leadership of the Foundation Stage is very good and her action plan is excellent. Future challenges include the revision of assessment and recording procedures in the light of the required Foundation Stage Profile and to oversee the smooth transition into new buildings as planned. It is important to continue to seek ways of promoting unity within and oversight of the whole Foundation Stage despite the geographical spread of the buildings.
92. Accommodation is satisfactory overall, the spacious Nursery classrooms being counterbalanced by the cramped Reception rooms. All classrooms include very good displays of children's work, and reflect the high value which the adults place on children's achievements.

ENGLISH

93. In Year 2, pupils attain standards that are broadly average. Although pupils make steady progress through Years 3 to 6, the standards attained by the present Year 6 are below average. This is largely because there are few pupils who achieve at the higher level. Inspection findings are similar to the results achieved by the pupils in the national tests at the end of Year 2 in writing but better in reading; they are similar overall by the end of Year 6.
94. Although standards are below average at the end of Year 6, the pupils achieve well. There are two factors that contribute to the below average standards: first there is a well above average number of pupils who have English as an additional language. Although they make good progress overall, as a result of their early difficulties in acquiring English, many are unable to make the rapid rate of

progress that they require in order to achieve the national average.

Second there is a higher than average level of pupil mobility. For example, in one of the Year 6 classes seven pupils have joined the school in the last six months, most of whom have learning difficulties.

95. Since the last inspection there have been satisfactory improvements in English with a sustained focus on improving the quality of provision. The school has introduced the National Literacy Strategy to ensure continuity and progression as pupils move through the school. Pupils have gained significantly from the staff training and more systematic approaches used to teach basic skills. This is evident in the good teaching seen in many classes. In response to the below average performance of the pupils in English, the school has initiated a good programme of work designed to improve standards, especially in writing. However, the introduction of these strategies has not yet had sufficient time to improve overall standards, particularly of the older pupils. As at the time of the last inspection, the range and quality of fiction and non-fiction books on offer are limited and do not encourage the pupils to develop an interest in books or a breadth of reading experiences.
96. In Years 2 and 6 pupils attain standards in speaking and listening that are broadly average. Pupils are keen to talk about what they have learned, although some lack confidence when speaking to an audience. Teachers provide regular opportunities to promote speaking and listening within many areas of the curriculum. In most lessons, questioning and discussion sessions are used well to encourage all pupils to contribute and most do so with thoughtful answers. Pupils are listened to with interest and their contributions are often used well to move on learning of other pupils. This is most often seen when teachers model a piece of writing with the pupils. Within lessons, pupils are regularly encouraged to discuss their work with a partner and this gives confidence to lower and average attainers. In some classes, especially in Year 5, the closing part of the lessons is not used sufficiently well to involve pupils in talking about what they have learned and to provide further challenges in discussion. Teachers manage their pupils well. As a result, most pupils listen attentively in class both to their teachers and to the contributions made by others. The school has adopted the recommendations of national guidelines to promote pupils' speaking and listening across the school.
97. In reading, pupils attain standards that are broadly average in Years 2 and 6. The pupils have opportunities to practise their reading skills during the literacy lessons and during the extra planned sessions for group reading. Since the previous inspection the school has invested in improving reading resources for group reading. Each group of pupils has been set targets for improvement and careful records are kept of pupils' progress during these sessions. However, with the exception of the group readers, the range of fiction and non-fiction books on offer is limited, particularly for the older pupils. As a result, many lack a breadth of reading experiences. In some classes of younger pupils home/school contact books or diaries are used to encourage the participation of parents and carers in their children's reading. However, these are mainly used to record what the pupils have read and not used sufficiently to communicate pupils' progress or to form the basis of a dialogue between home and school. They are not used consistently across the school.
98. When reading aloud, the above-average-attaining pupils in Year 2 read confidently, are fluent and read with some expression, paying attention to punctuation. They have a secure grasp of letter sounds and use these well, along with the picture clues, to work out words that are new to them. They understand the plot of the story and respond to the humour in the text. They communicate their thoughts well when discussing the characters in the story; for example, when describing one of the characters a reader states that 'this person is a very private person who does not like people going into her things'. Whilst the average-attaining pupils read fluently and with understanding, they lack expression. Both the average and above average readers make predictions about what may happen in the story. When reading from a simple text the below average readers are reasonably confident and accurate and understand the content but their reading lacks fluency. They use the initial letters and sounds to help them work out new words.

Pupils understand how to use the contents page and index to help them find information. They express an interest and enjoyment in reading.

99. By Year 6, pupils show an interest in reading, although they find the books on offer at school are not very interesting. The higher-attaining readers discuss a number of favourite books and authors and read aloud confidently, fluently and with expression. They pay attention to the content and discuss the causes of events and characters in the story. Although the average and below-average-attaining pupils read accurately and reasonably fluently, they generally lack expression. They understand the plot of the story and are able to make predictions. They know how to use the contents' page and index to locate a specific topic in a reference book. As there is no school library or central collection of non-fiction books, pupils lack knowledge of the methods of classifying such books.
100. In Year 2, pupils' attainment in writing is average. Pupils of all attainment levels communicate meaning in their writing. The most able and average seven-year-olds write their ideas independently in a logical sequence. They generally use capital letters and full stops correctly to denote sentences. The below average pupils attempt to write independently and put their ideas in order. They use a limited vocabulary and are not yet secure in using full stops and capital letters correctly when writing simple sentences. Although the spelling of simple words by the higher-attaining pupils is generally secure, it is less so by the pupils of average and below average ability. The pupils are beginning to use a joined script more frequently within their daily work. The presentation of pupils' work is satisfactory overall.
101. Pupils in Years 3 to 6 write for an increasingly broad range of purposes, but writing standards are well below average in Year 6. However, the writing of higher and average-attaining pupils is technically competent with correct use of capital letters and full stops; some are beginning to use speech marks appropriately. The higher-attaining pupils are beginning to use an increasingly imaginative range of vocabulary and conventions such as exclamation marks to make their writing more interesting. They are beginning to understand how to plan and organise their ideas when writing a story. Average and below-average-attaining pupils have fewer opportunities for writing and when they do write their limited range of vocabulary and lack of technical skills have a detrimental affect on the overall quality of their work. Pupils write their ideas in order but do not always use full stops and capital letters when writing sentences. Their spelling is insecure and they make many mistakes. Handwriting of most of the eleven-year-olds is variable and presentation of work, especially in Year 5, is often untidy.
102. Pupils on the register of special educational needs make good progress towards the targets set for them. Their needs are identified appropriately. They receive good support from learning assistants both within classes and also within some small withdrawal groups, so that they are given every opportunity to develop speaking and early reading and writing skills. Those pupils who speak English as an additional language are very well supported and achieve well.
103. The quality of teaching seen ranged from very good to satisfactory. In Years 1 and 2 teaching and learning are good; in Years 3 to 6 they are satisfactory overall, with some lessons of good quality. In the most effective lessons, the teachers used a wide range of teaching strategies and activities that engaged the interest of the pupils and ensured good learning. The lessons were lively and conducted at a good pace, with high expectations of the standard of work that the pupils were to achieve. The levels of questioning and discussion ensured that the pupils understood what they were learning and were clear about what they had to do. Good use was made of learning support assistants and resources. In the less successful lessons, the level of questioning and discussion that took place did not fully develop pupils' understanding or provide sufficient challenges to develop and extend learning. The lessons were conducted at a slower pace and did not fully engage the interest of the pupils.
104. In most age groups there are common strengths in the quality of teaching; pupils are managed well and very good relationships are formed between pupils and teachers. Teachers' planning clearly identifies the overall objectives that they want the pupils to learn and tasks are usually well

matched to the pupils' abilities. There are examples of some good marking with comments that are evaluative and give clear suggestions for improvement.

105. Opportunities for pupils to use their writing skills in other subjects such as science and history are underdeveloped as in many classes there is too much use of commercial worksheets. The school has recognised this as an area for development in the coming year. Pupils have satisfactory opportunities to use their ICT skills and are increasingly using the Internet for research.

106. The school has developed good procedures to assess the achievements of its pupils, based on regular evaluations by class teachers and standardised tests. This information, alongside that gained from the assessment of pupils' attainment soon after they start school, is used to plot the attainment of pupils as they move through the school. The school also uses this information to set individual targets in writing and group targets in reading.
107. The management of the subject is satisfactory. The school has two co-ordinators for the subject. One teacher is responsible for pupils in Years 1 and 2 and the other has responsibility for Years 3 to 6. Both work well together. They have started to evaluate the pupils' achievements and to use this information to identify common weaknesses, such as the achievements in writing and spelling. One co-ordinator has had the opportunity to monitor teaching and learning within classes and they have both monitored pupils' work. Resources to support work in literacy are unsatisfactory. The range and quality of fiction and non-fiction books available are unsatisfactory and there is no library or central area with collections of books that pupils can use and develop independent learning.

MATHEMATICS

108. Since the last inspection, the school has successfully introduced the National Numeracy Strategy. It has also put in place good systems to find out what pupils know, understand and can do and uses the information well to ensure that all pupils make the progress they should. As a result, pupils of all attainment levels achieve well. This is an improvement since the previous inspection when it was found that higher attainers were not being suitably challenged. Pupils are provided with work which matches their prior attainment.
109. In the 2002 National Curriculum tests, pupils at the end of Year 6 achieved standards that were in line with the national average but well above those found in similar schools. Inspection evidence shows that standards are unlikely to be as high this year because there are more pupils with special needs in the current Year 6 class and not as many higher attainers. In one class, for example, seven pupils have recently joined the school, most of them with special educational needs. As a result, standards are below average. However, most teachers' expectations remain high and most pupils, including those with special educational needs and those who speak English as an additional language, are making good progress, and developing sound reasoning and calculation skills.
110. Lower-attaining pupils in Year 6 have a sound grasp of multiplication facts and recognise the value of digits in numbers such as 25 and 390. They know that there are 180 degrees in a triangle and can find the perimeter of simple shapes. In most classes, pupils are given work that requires a lot of thought and are encouraged to work out their own way of solving a problem. Higher-attaining pupils can solve these in their head and check the reasonableness of their answer. All pupils have learnt that there are different strategies that can be used to carry out mathematical calculations. They enjoy this aspect of their work and it is a strength of the provision throughout the school. The first part of lessons usually gives pupils good opportunities to develop speed and accuracy in this aspect using *white boards*. The more able pupils understand the relationship between percentages, decimals and fractions. For example, when asked to work out what you would pay for a dishwasher priced at £590 but reduced by 15% in a sale, higher attainers knew what to do. Discussions held with pupils indicate that most have a wide repertoire of mathematical vocabulary that they can use appropriately.
111. The results of the National Curriculum tests taken at the end of Year 2 in 2002 showed that standards were below the national average but above those found in similar schools. Inspection evidence indicates that pupils' attainment in the current Year 2 classes is broadly in line with that found in most schools and their achievement is good.
112. In both the Year 2 classes, most pupils have a good knowledge of numbers up to at least 100 and a sound understanding of place value. Lower attainers had no difficulty reading numbers such as 114 whilst the more able worked with much bigger numbers, for example, 640. Pupils with

average ability know different ways of adding three sets of numbers quickly and can explain how they did it. For example, one pupil suggested that the best way of adding $7+13+16$ was to

add the 7 and 13 first because they make 20. It was noticeable in both Years 1 and 2 that pupils were good at seeing the relationships between numbers. Most pupils recognise and name common shapes such as square, triangle and pentagon.

113. Throughout the school, there is no significant difference between the results of boys and girls.
114. Satisfactory opportunities are provided for pupils to use their skills in other subjects. Time lines are used appropriately in history and ICT is used soundly to enable pupils to record data and to produce charts or graphs. For example, pupils in Year 2 did a study about supermarkets in geography and undertook a survey to find out how people got there. They used the computer to produce a pictogram to show the information.
115. The quality of teaching is good overall in Years 1 and 2 and Years 3, 4 and 6. Most teachers have a good understanding of mathematics and high expectations. They plan very effectively together in their year groups and lessons are well prepared and organised. Good account is taken of the needs of all pupils and work is well matched to their prior attainment. As a result, in these classes the pupils enjoy mathematics and have good attitudes to their work. Most behave well, listen attentively and show interest in their work.
116. A strength of the teaching in most classes is the very good use made of high quality resources to deepen pupils' understanding and improve the quality of learning. Throughout the school white boards and number fans are used well to ensure all pupils are involved in the work and can contribute an answer. In a Year 2 class the pupils were given a chain each which was made up of a number of different coloured links. The red links represented hundreds, the blue tens and the yellow units. This not only made the learning enjoyable but also resulted in pupils getting a better understanding of place value. Some teachers are very good at giving pupils good ways of remembering important facts. One Year 6 teacher described the decimal point as "the Homer Simpson of mathematics. It never moves".
117. The co-ordinators have a good understanding of the strengths and weaknesses in the subject. They have monitored and evaluated pupils' work and have had the opportunity to observe the quality of teaching and learning in some classes. However, as at the time of the previous inspection there is a lack of sufficient direction from the senior management team to enable the co-ordinators to address known weaknesses in teaching. Assessment procedures are now good and provide a consistent record of individual pupils' progress. The school is using this information very well to track the progress of groups and individual pupils and to plan future work. There are good resources for the subject. Equipment is of good quality, is well organised and efficiently used.

SCIENCE

118. Since the previous inspection standards have fallen in science. Standards in science in Year 6 are below average, but show some improvement on the previous year when they were well below average and below those found in most schools. Evidence from lessons, a scrutiny of previous work and talking to pupils shows that the proportion of pupils in Year 6 working at the higher level is below what one would find in most schools. Throughout the school there is no noticeable difference between the performance of boys and girls. Greater attention is now being given to revising topics that have been covered and this is helping to raise standards. These lessons are much needed. Inspection evidence from discussions held with pupils demonstrates that many find it hard to remember technical terms. For example, some Year 6 pupils had great difficulty in explaining the meaning of 'opaque' without considerable prompting. Pupils who speak English as an additional language and those with special educational needs make similar progress to that of other pupils.

119. There are three main reasons why standards have remained below or well below average by the end of Year 6 in three out of the last four years. Firstly, there is a large number of pupils with special educational needs in each age group who have come from other schools. Secondly, there is no whole-school approach to the assessment of pupils' work. As a result, clear targets have not been set to enable pupils to improve. Thirdly, the quality of learning and teaching has not been evaluated. For example, the senior management team has not picked up the fact that in some classes too much attention is placed on the use of worksheets that do not offer sufficient challenge.
120. In Year 2 standards are in line with those found in most schools. Good teaching that is clearly focused on raising standards has brought about an improvement on the previous year when Teacher Assessments found standards to be below average. Year 1 pupils have a good understanding of plant growth and what plants need for healthy growth. They are familiar with the main parts of the body and can describe healthy diets. Satisfactory opportunities are provided for pupils to use their writing skills.
121. Very good teaching in Year 1 ensures that pupils know where plants can be found and what they need to maintain healthy growth. A clear explanation and good questioning ensured by the end of the lesson that pupils of all attainment levels had a good understanding of the topic. When undertaking an experiment to test which materials would stretch the most, Year 2 pupils showed a keen interest. They were able to explain the importance of making the test fair. Analysis of previous work shows that pupils in Year 1 can name the properties of materials. Pupils in Year 2 can name the parts of a flower and know how electrical circuits light up a bulb.
122. Throughout Years 3 to 6 many pupils do not have a satisfactory range of the scientific knowledge and understanding required by the National Curriculum. Previous work shows that teachers provide a range of activities that help to develop pupils' scientific knowledge but not enough attention has been given to ensuring that work is completed to a satisfactory level. For example, pupils write about what substances dissolve in water but there are no reasons given why this happens. Most pupils know how to carry out a fair test. They have a sound understanding of physical processes. For example, older pupils know that objects are pulled towards the earth because of gravitational attraction and that this causes objects to have weight. Pupils can use a forcemeter correctly and record their findings accurately in Newtons. Year 5 pupils have a good knowledge of how sound travels. Previous work shows that occasionally the work is too directed by worksheets and there is little opportunity for pupils to formulate and write their own questions.
123. When given the opportunity, pupils make satisfactory use of mathematics in science. They display their findings in graphical form. Satisfactory use is made of ICT. However, opportunities are missed throughout the school for pupils to use their writing skills. Older higher-attaining pupils especially are not always given the opportunity to say why they think something happens or write their own ideas on how an experiment might be improved. There are, however, isolated examples of very good writing. For example, a Year 6 pupil as part of a topic on plant adaptation wrote, 'The cactus is a fascinating plant, with all the features to help it to survive.' Another pupil writing about how animals adapt to their environment wrote, 'If there was no producer all living things would be extinct, even humans.' In some classes very good links are made with other subjects such as design and technology. For example, in Year 2 pupils investigate any changes in their clay pots after they dry out. There are very good links with art and design in collage work that introduces scientific vocabulary to describe different materials.
124. Pupils respond well in most science lessons. They show curiosity, work co-operatively particularly in pairs and follow their teachers' instructions conscientiously. They are sensible in how they approach the work, how they share and use equipment and how they discuss their findings with one another. Some of the topics they study, for example healthy living, make a good contribution to their moral development.
125. Teaching is good overall. Teachers plan and prepare science lessons with care, making sure that pupils have access to the resources they need. Very good teaching was evident in two classes

in Years 1 and 2 during the inspection. In these classes, teachers used questions well to move pupils on to new levels of understanding. They used relevant scientific terminology and explained tasks clearly at the beginning of lessons. This ensured that pupils understood what was expected from them and, as a result, the quality of learning was of a high standard. During the week of the inspection very good use was made of a visiting teacher to introduce pupils to sensor equipment.

126. Leadership and management are satisfactory overall. The co-ordinator for Years 1 and 2 was absent during the inspection. The co-ordinator for Years 3 to 6 has a good subject knowledge but has not had time or been given the opportunity to monitor standards in the subject. She is very aware that the school needs to establish procedures for the collection of assessment information about what pupils know, understand and can do in order to raise standards. Some teachers make satisfactory use of end of topic assessments. However, insufficient use is made of assessment to find out how to raise standards or to track pupils' achievements. Resources are of a good quality and stored well.

ART AND DESIGN

127. Most pupils, including those with special needs and those who speak English as an additional language, make good progress during Years 1 to 6 and achieve standards above those found in most schools. These judgements are better than those made at the time of the last inspection when it was found that standards were broadly average. Only two lessons were observed during the inspection. These were in Years 5 and 6. Judgements about standards are based on a scrutiny of pupils' work, an examination of displays and discussion with the co-ordinator. It is not possible to make any overall judgement about the quality of teaching.
128. Pupils in Year 2 have produced some effective watercolour pictures of *winter trees*. They carefully used black paint to sketch the outline of their trees against a blue wash background. Good links are made with other subjects. For example, pupils fashioned pots out of clay and used their scientific knowledge to explain how and why the clay changed as it dried. They also produced their own pictures in the style of Mondrian using *Dazzle*, a computer program. Pupils in Year 1 used their knowledge of the works of Monet and Renoir as an inspiration when painting their own pictures of poppies. They have also produced some imaginative sunset pictures using red, yellow and white paint.
129. In Years 3 to 6 a significant number of pupils produce work of a particularly high standard because of some very good teaching and the opportunity to work with high quality resources such as *batik* and *marbling*. The good range of techniques pupils are able to experience by the time they leave the school can be seen in a display on *sunflowers*. Included in the display are other artists' impressions of sunflowers and pupils' work from different age groups. The results are quite stunning and some of the work shows flair and a keen eye for detail. For example, pupils in Year 5 used pen and ink to draw their flowers whilst Year 4 created mono-prints.
130. A key feature of some of the work seen was the good emphasis given to direct observation. Pupils in Year 6 used the school buildings and the sensory garden well as a stimulus when sketching. Though they saw these everyday of the week, the teacher challenged the pupils to focus in on significant detail such as the contrast between the old and new windowpanes. He picked up well on pupils' comments and observations as the lesson went along and used them effectively at the end to increase everybody's awareness of shape and texture.
131. Teachers make good use of materials from other countries to stimulate pupils' interest and also to give them an insight into art from other cultures. For example, pupils in Year 5 have looked at aboriginal paintings from 50,000 years ago and noted how the artist had painted the picture as if looking down from above. They have produced their own vivid images of fishes and snakes using only black, white and brown paint.
132. Although very little direct teaching was observed, it is clear from pupils' work that knowledge, skills and understanding are being well developed over time. The school makes good use of the expertise of one of its support assistants, who is a very good artist in her own right. She works with groups of pupils from Cavendish and from the Birches, a school for pupils with severe and profound learning difficulties. This project is very successful for two reasons. Firstly, the inclusive nature of the project is helping the pupils from Cavendish to appreciate that, though there are children in our world with physical and learning difficulties, nevertheless they have a lot to offer us.

Secondly, the quality of teaching and the variety of experiences are of such a high standard that pupils make very good progress in these sessions.

133. As at the time of the last inspection, the subject is very well led and managed. The co-ordinator has very good subject knowledge and provides effective advice and support to others. The most recent national guidelines are being adapted to the school's needs and a portfolio of work is now being collated. The co-ordinator does not monitor the quality of teaching and learning. Resources are very good.

DESIGN AND TECHNOLOGY

134. No lessons were observed in Years 1 and 2 and only three in Years 3 to 6. However, evidence gained from an analysis of pupils' work and discussion with the co-ordinator enables judgements to be made. Pupils, including those with special educational needs and those who speak English as an additional language make satisfactory progress in the development of their design and technology skills. Standards of achievement in Years 2 and 6 are similar to those found in most schools.
135. The work done in Years 1 and 2 to produce, for example, bags and 3D glasses shows pupils' sound ability to design and to plan using their knowledge of materials and tools. Pupils in Year 6 have designed and made a pair of slippers for someone else. They first dismantled commercially produced slippers to find out how they were made. This is good practice because it gives pupils a good insight into appropriate materials to use when it comes to making their own. Work is often linked to other subjects. Recent work being undertaken by pupils includes the designing and making of sandwiches in Year 3, pop-up books in Year 4 and making models of Anderson shelters in Year 6 in connection with their study of World War II. Evidence available during the inspection indicates that pupils have positive attitudes to design and technology and enjoy making things. Pupils in Year 3 discussed with enthusiasm where different foods came from. One higher attainer demonstrated good scientific knowledge when he offered 'vacuum packing' as an alternative way of keeping food fresh.
136. Teaching is satisfactory overall in Years 3 to 6. It is not possible to make any judgements about the quality of teaching in Years 1 and 2. Pupils' work shows that they are learning to evaluate the finished product through suggesting ways to improve it. This also indicates good links with the development of pupils' speaking and listening skills as well as the use and application of literacy and numeracy skills. However, though pupils write up their own accounts of how they have gone about designing and making something, the standard of their written work is unsatisfactory. Satisfactory use is made of ICT.
137. Design and technology has not been one of the school's priority areas for development. The co-ordinator provides good support on a day-to-day basis for teachers and ensures that the activities they have planned are resourced appropriately, but she has not been given time to check the quality of teaching and learning. She has recently updated the policy and adapted the most recent national guidelines to meet the school's needs. However, there are no consistently applied procedures for assessing and recording the development of pupils' skills as they move through the school.

GEOGRAPHY

138. The last inspection found that attainment and progress in geography were in line with national expectations in both key stages. This is no longer the case, and attainment and the rates at which pupils achieve are both below what is expected for their ages. This is because, although the National Curriculum is followed, pupils do not have sufficient opportunity to study topics in breadth or depth. Some lessons are very short.
139. Both Year 1 classes made good progress in the course of the lessons observed, and were reaching average standards. The same applies to pupils with special educational needs and those for whom English is an additional language. This was a result of very good teaching in

specific lessons. However, judging from the work sampled from Years 1 and 2, attainment is below expectations. In Years 2, the work was at such a low level (sorting between Didsbury and the seaside and colouring in) that the opportunity to reach a higher level was not provided. In Year 1, pupils examined the differences between quiet and busy roads. They showed good awareness of what caused the differences, but were not clear in illustrating whether to draw pictures, or to use a "bird's eye" map approach. A few understood the use of symbols.

140. A similar picture obtains in Years 3 to 6. In the lessons seen, where the teaching was good (both in Year 4), attainment was in line with that found in most schools in terms of pupils' knowledge of world geography and of the handling of maps. Nevertheless, when pupils' books from each year group were examined, attainment was again found to be below expectations. There is little free writing or recording by pupils; most work is on undemanding worksheets subsequently stuck into exercise books. In some cases, topics had been started and not carried through: for example, in one Year 3 class, a study of climate had started but had got little further than lists of holiday destinations. In Year 6, the work seen was not demanding enough: broad studies on contrasting environments, including lists of capitals, countries and continents - none of which demonstrated appropriate knowledge or understanding of geographical cause and effect.
141. It is not possible to make an overall judgement of teaching because few lessons were seen. In the lessons observed teaching was at least good, and one very good and one outstanding lesson were observed. Teachers' planning, subject knowledge, pace and delivery were all good, and pupils made good progress in the acquisition of geographical knowledge as a result. Another strong contributory factor was pupils' commitment: they were interested and engaged, working hard and staying on task. On the other hand, the same commitment did not show in the work scrutinised, which was not well presented and even featured colouring in that was messy. Marking was very limited, often to no more than ticks. There is no evidence of ICT being used effectively.
142. Much of the inconsistency described may be attributed to the fact that there is currently no co-ordinator for geography, and therefore there is no monitoring of subject content and depth, and no leadership to ensure that the subject is given an appropriate share of the curriculum. There is no scheme for the formal assessment of progress in geography. The scheme of work is based upon the National Curriculum, but the overview that is needed to adapt it to the school's needs is missing. Resources for geography currently are adequate, but it is likely that a more intensive approach to the subject will stimulate increased needs.

HISTORY

143. In the last inspection, standards were described as above national averages, and pupils' progress was judged as better than expected for their ages. The conclusion from the present inspection is that pupils' standards and achievement have not been maintained at those levels, which are now in line with national expectations.
144. In Year 2, pupils were observed examining costume from the past. They demonstrated a good awareness of what makes something old, but were not clear about placing things from the past in a sequence. Some showed that they could work from secondary sources - from well-chosen books. Overall, attainment in this lesson was in line with national expectations, but judging from the sample of written work seen in Years 1 and 2, so little ground had been covered that attainment over time can only be judged broadly satisfactory. However, discussions held with pupils shows that they have a satisfactory knowledge for their age.
145. There is better coverage in Years 3 to 6. In the samples of work, in Year 3, the topics were the Romans and Ancient Egypt, and pupils showed a satisfactory knowledge of the ways people lived in these civilisations. These satisfactory levels are maintained through to Year 6, where the work on World War II and the post war era is careful and thorough, showing sensitive understanding of the way in which people lived.

146. No overall judgement can be made about the quality of teaching because few lessons were seen. In the lessons seen teaching ranged from very good to poor. Most pupils respond well: they enjoy learning about the past, and they learn quickly. They can use information sources and interpret them when they are given the right framework. In the samples of written work, some show considerable care and understanding, particularly on Ancient Greece, Egypt and Rome. Nevertheless, in some lessons teaching lacks challenge. For example, in the Year 3 study of Egypt, pupils undertake a gap filling exercise: "Egypt is a ---- ----- country" (long, thin). The poor lesson in Year 5 was characterised by weak subject knowledge. In the scrutiny of work seen, although the content was judged as satisfactory, marking was thin, with few developmental comments. Little use is made of ICT.
147. The recently appointed co-ordinator for history acknowledges the need for a much closer monitoring of what it taught, how, and for how long. Procedures for the formal assessment of progress in history are unsatisfactory. He has not yet had the opportunity to exercise effective control and oversight of the subject.
148. Resources for history are satisfactory, with appropriate course and source books, and a small collection of artefacts.

INFORMATION AND COMMUNICATION TECHNOLOGY

149. Pupils' attainments in Years 2 and 6 are in line with national expectations. There have been considerable improvements in provision for the subject both in resources and teachers' expertise since the previous inspection. Grant funding, for example through the National Grid for Learning, has been used well to upgrade resources and to improve teaching skills. There is now a computer suite that can accommodate half a class, working two to a computer. The school has also increased the number of computers in classrooms. Teachers and support staff have received, or are in the course of, training so that they are competent to teach the required curriculum. This is ongoing with good support from a consultant teacher who works with teachers and builds up their confidence in teaching the subject. Satisfactory use is made of ICT in most other subjects of the curriculum.
150. Pupils make satisfactory progress in developing and using their computer skills as they move through the school. Pupils in Year 1 access the program on the computer and are confident in controlling the mouse when using a word bank to label the parts of a flower. The higher-attaining pupils develop their word processing skills by writing their own labels. Pupils in Year 2 develop their word processing skills well using the file menu and a range of fonts to illustrate descriptive words. They use an art program effectively when designing a logo to put on a T-shirt, manipulating the tools carefully. Most pupils are able to save their designs and log off when work is completed.
151. In Years 3 to 6 the teaching builds well on pupils' prior experiences and develops their ICT skills further. Pupils are beginning to explore the Internet regularly as a source of information. For example, pupils in Year 4 used their skills well to find information for their work in history about the Vikings. They then used their word processing skills competently to present this information. Pupils in Year 5 are learning how to use databases to access information from a survey and data that they have collected about their families and themselves. One of the classes uses a data logging device well to monitor sound as part of their work in science. Earlier work shows that they are able to use graphics when making 'Spot the Difference' pictures. In Year 6 pupils make satisfactory progress in developing skills in preparing and entering data using 'Excel'. They have accessed the Internet to find information about the weather conditions in two localities and entered this information onto the spreadsheets. Earlier work indicates that they have satisfactory word processing skills. They can use a range of fonts and the scanner to present information about themselves. Pupils have also used the Internet to carry out research in connection with their work about mountain environments in geography.

152. Teaching is good overall in Years 1 and 2. Teachers provide suitable tasks related to the work that the pupils do in other subjects, to teach the relevant skills. This gives lessons a clear sense of purpose. Lessons are well planned and managed. Teachers are confident and provide good support and good use is made of support assistants and students. During the inspection a visiting consultant teacher, who used her expertise very well both in explaining the challenging tasks and in providing positive support, led the teaching seen in Years 5 and 6. Lessons were well organised and the activities extended pupils' learning appropriately. However, as no lessons were led by the school's permanent staff no judgement can be made about the quality of teaching in Years 3 to 6.
153. Lower-attaining pupils and pupils with special educational needs are given good support from the learning assistants and teachers and are often assisted by other pupils to enable them to do similar work to other pupils and make satisfactory progress in their learning.
154. The subject is managed well. One experienced co-ordinator has made very good use of the opportunities she has been given to develop the subject and the expertise available to her from the training agency. The school has recently reviewed its policy. The school is developing its procedures for assessing and recording pupils' progress. A very impressive portfolio of pupils' work, which is helpful in providing guidance for teachers when assessing work, has already been produced.

MUSIC

155. Music is a strength of the school, and a very positive influence upon its life. The high quality of provision has a very positive effect on pupils' spiritual, moral, social and cultural development. Pupils' social and moral development is very well promoted through the sharing and mutual support required in ensemble work. Their spiritual development is enhanced by the beauty of their own performances and others' compositions, and their cultural development is heightened through their contacts with a rich variety of music from their own and different cultures.
156. The previous inspection concluded that levels of attainment and progress were above national expectations. Teaching varied from very good to unsatisfactory. There has been an improvement since then. Attainment and progress remain above expectations, but teaching is always at least good. Half of the lessons seen during the inspection (some led by visiting specialists) were outstanding.
157. Throughout the school, pupils sing with enjoyment, confidence and a good sense of timing and rhythm. Volume, direction and breathing are well controlled, and pitch is almost always more accurate than usual for pupils of this age. They understand what tuneful singing means, and when asked to sing sweetly they respond well and are a joy to hear. They follow a conductor well and improve rapidly in rehearsal. As a result, music in performance is very successful, whether it is in singing or in instrumental work.
158. Pupils in Year 1 have a good reserve of remembered songs, which they sing confidently and clearly. By the time they reach Year 3, they are building their technical knowledge, and can sound out rhythmic patterns from simple formal notation. Using tuned and untuned instruments, they can improvise readily or copy patterns from each other. In Year 4, they are beginning to read a very basic tune on sight. In Year 6, their ensemble skills are well developed, and they perform together with very good control. Few opportunities are provided for them formally to appraise their own and each other's work and to suggest improvements. Pupils use ICT where it is appropriate.
159. Pupils' learning is good, as they respond to each challenging performance situation. Their very good motivation is promoted by the very good and sometimes excellent teaching which is provided. Enjoyment is shared, and progress is swift. Pupils with special educational needs and those for whom English is an additional language make the same progress as their peers, and the fact that they are not distinguishable from the others is good evidence that they gain the same advantages from music. There is enthusiastic participation in music outside lessons, and the curriculum is strongly enriched by the provision of clubs and musical groups at lunchtimes and

after school. The availability (without any charge to parents) of a great variety of instrumental tuition: violin, guitar, balalaika, flute, recorder, to mention only a few, is excellent. A large number of pupils are learning to play an instrument. There is further enrichment of experience through participation in musical and dramatic presentations in school, and by competition in local music festivals.

160. The management and leadership of music are very good. The co-ordinator is a very effective and experienced teacher, who, while she does not describe herself as a specialist is an excellent practitioner who leads by both precept and example. The guidance she gives to colleagues is very well complemented by the scheme of work provided by the local education authority's music service. The support provided is of high quality and, at the time of the inspection, included demonstration lessons for non-specialist teachers. Resources, in terms of instruments, are good, well cared for, easily accessible and in good condition. Accommodation is also good, in a separate, well and flexibly furnished room, with welcoming and informative displays.

PHYSICAL EDUCATION

161. Standards of attainment in the dance aspect of the subject are above those normally found. During the inspection, no gymnastic lessons in the subject were observed in Years 2 and 6 so it is not possible to make any overall judgements about standards. Most lessons observed focused on the development of dance and games skills. There was no difference between the attainment of boys or girls.
162. The school offers a broad and balanced programme of physical education that meets the requirements of the National Curriculum. Information provided by the co-ordinator indicates that by the end of Year 6 most of the pupils can swim 25 metres. The previous inspection found some teaching to be unsatisfactory. This is not now the case and teaching is good overall. An important factor in all the lessons seen was the care taken to involve and challenge pupils of all attainment levels. As a result, pupils made good progress.
163. Pupils in Year 2 achieve standards above those found in most schools in dance. They move confidently and display satisfactory control and co-ordination. Pupils make good use of space as they move around the hall. They used their imagination very well in moving round the hall wearing imaginary wellington boots or stiletto heels. In response to aboriginal music they were very creative and were for a time totally engaged in their own free expression. The most able pupils have good awareness of the effect of exercise on their bodies and can explain that exercise causes the heart to beat faster.
164. By the end of Year 6, standards in dance are above average. Pupils have learnt how to work in a group to link together a series of synchronised movements. Pupils in a class in Year 3 displayed sound skills in gymnastics as they travelled around the hall linking together jumps and turns. The pupils then moved on to use apparatus and produced movements of good quality.
165. Teaching is good overall. Teachers provide suitable opportunities for pupils to practise and refine their skills. They have established very good routines, of which pupils are fully aware. These include spatial awareness and the need to listen carefully and follow instructions. Pupils can work alone, in pairs and in small groups. A strength of teaching is the opportunities teachers provide for pupils to evaluate their own performance or that of others in order to suggest improvements. This improves the quality of learning and the standards being achieved.
166. During the inspection a Year 6 dance lesson was of an excellent quality. In this lesson the teacher brought together successfully literacy and music. A poem was matched to appropriate music and the pupils responded magnificently by producing dance movement of very high quality. The lesson overran its time and a class of younger pupils stood waiting at the hall door for their lesson. The pupils were invited in and asked to comment on what they saw. This allowed them develop their evaluative skills appropriately as well as providing the performing class with a ready-made audience!

167. Teachers maintain a brisk pace in lessons to keep pupils actively involved. Lessons are well organised and the management of pupils and equipment is effective and efficient. The quality of learning is good in most lessons because teachers use their own or selected pupils' skills to demonstrate new points, so that a clear standard is set. Physical education makes a good contribution to spiritual, moral, social and cultural development through the promotion of teamwork and sportsmanship.
168. The co-ordinator has satisfactory subject knowledge but has not been given the opportunity to evaluate the quality of teaching and learning in other classes. She gives of her time freely to organise after school netball. Teachers are provided with good written guidance by the Manchester scheme. Resources are adequate. There is no consistent approach to the assessment and recording of pupils' achievements. As a result, the school is unable to ensure that pupils' skills are developed consistently. There is a good and very varied range of extra-curricular activities that include opportunities for all pupils to join an Asian dance group and a samba dance group.

RELIGIOUS EDUCATION

169. Attainment in religious education is in line with the expectations of the locally agreed syllabus. A particular strength is pupils' understanding of life in multicultural Britain today. In the words of one Year 6 pupil "This school is good because it lets all religions come in. And we have children from different backgrounds with different difficulties, which is a good thing!" Overall, pupils make satisfactory progress. There is no significant difference in the achievement of boys and girls. Pupils who speak English as an additional language are supported well and make good contributions when world religions are discussed. Special needs pupils make progress that is similar to that made by other pupils.
170. Since the previous inspection there has been greater emphasis on the study of religions other than Christianity. However, the time allocated to the subject does not always allow for the possibility, if required, for children to record what they know, can do and understand.
171. Pupils in Year 1 know that different religious groups have celebrations for different reasons; for example, they understand that Christmas is a celebration of Jesus' birth, that Divali is the Hindu festival of light and that Eid is a celebration of the ending of Ramadan. They discuss the reasons for fasting. They know that churches, temples and mosques are special places where worship takes place. In Year 2 their knowledge of Christianity is extended. They know that the bible is a sacred book. They learn that Jesus told parables to convey special messages and that these are to be found in the New Testament. Religious topics are sometimes included effectively in literacy lessons.
172. In Years 3 to 6 pupils extend their knowledge of world religions. These include Judaism, Buddhism, Hinduism and Sikhism. For example, in Year 3 in learning about the daily life of a Buddhist Monk they consider what the term 'community' means and how lifestyles of different communities can differ from one another. In Year 5, they learn more about the life of Buddha and the idea that everything changes and nothing lasts forever. Pupils in Year 4 are introduced to the idea of religious symbols as part of their studies about Hinduism and show a sound understanding. Those in Year 6 extend their knowledge well about key features of the faith and the relationship between Brahman and other deities.
173. Throughout the school there is a good emphasis on pupils learning about human values which are shared by all faiths, and an encouragement for them to put these into practice. For example, in Years 1 and 2, after hearing the story of the Good Samaritan pupils discussed how they could show care for others. In one good lesson the teachers also, rightly, took the opportunity to address the safety aspect of helping strangers in need. In Years 3 to 6 pupils' ideas are further developed. They are encouraged to think about difficult abstract issues such as 'Are possessions important?', 'What can we do to improve our own lives and those of others?', 'Who do we admire

and why?', 'What is happiness?' and 'Where is God?' This approach results in pupils having a good attitude to the subject and they behave well in lessons.

174. The quality of teaching is satisfactory overall when evidence in pupils' workbooks is taken into account. However, there are too few opportunities for pupils, especially higher-attaining pupils to develop their writing skills. In the lessons observed the quality of teaching and learning was good. Teachers encouraged participation and discussions, often drawing on the experiences of pupils' own religious faith, and required groups to work co-operatively. Pictures were used well in Year 6 to analyse evidence, raise questions and deepen understanding about religious issues.
175. A significant strength is the use made of visits to places of interest, such as a local church and the Jewish museum. A weakness is that lessons are often short so that there is insufficient time to develop ideas fully and older pupils do not have sufficient opportunities to use their writing skills; consequently, the contribution of religious education to literacy is less than it could be. ICT is not widely used to contribute to pupils' learning in the subject.
176. There is no co-ordinator for the subject and no agreed system of assessment and recording pupils' progress. The subject makes a very good contribution to pupils' moral, social and cultural education. The range of resources is satisfactory.