

# INSPECTION REPORT

## **CADISHEAD PRIMARY SCHOOL**

Cadishead

LEA area: Salford

Unique reference number: 131008

Headteacher: Mr M Gaskill

Reporting inspector: Mrs J Barnes  
32073

Dates of inspection: 10–14 March 2003

Inspection number: 253337

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Allotment Road  
Cadishead  
Manchester

Postcode: M44 5JD

Telephone number: 0161 7752217

Fax number: 0161 2819120

Appropriate authority: Governing body

Name of chair of governors: Mr D Ollerenshaw

Date of previous inspection: 27/04/98

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
32073	Mrs J Barnes	Registered inspector	Science Information and communication technology Design and technology	What sort of school is it? The school's results and pupils' achievements How well the school is led and managed
9884	Mrs M Roscoe	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
22644	Mrs B Hill	Team inspector	English Religious education	How well are pupils taught?
17877	Ms C M Ingham	Team inspector	Art and design Geography History Foundation Stage	
3108	Mr E Jackson	Team Inspector	Mathematics Physical education Music Special educational needs	Curriculum

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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>11</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>13</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>15</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>18</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS</b>	<b>20</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>21</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>22</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>24</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>29</b>

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Cadishead Primary School is larger than the average primary school with 372 boys and girls on roll, including 56 in the nursery, and the numbers are rising despite a fall in the birth rate locally. The school is situated close to the Manchester Ship Canal, in the suburb of Cadishead, about eight miles west of Salford city centre. It is housed in a refurbished two-storey building and the site includes a new detached nursery that was amalgamated with the school in 2001. Most pupils live close to the school where there is a stable local population. Pupils are mainly from white British backgrounds and those who are not speak English fluently. Most families have at least one adult in employment, although about one in four pupils is entitled to free school meals, which is well above the national average. When they start school in the nursery, the attainment of most children is about average for their age. The school has identified that one in six pupils has special educational needs, including three pupils who have Statements of Special Educational Need.

### **HOW GOOD THE SCHOOL IS**

Cadishead Primary is a good school, with potential for further improvement. It is held in high regard by parents and has a good standard of care for its pupils. It is particularly successful at building on the very good relationships within the school community. Pupils are happy, have positive attitudes to their learning and behave well. The quality of teaching is good with examples of very good and excellent teaching, and enthusiastic staff. The school is well led and managed by an experienced headteacher with a clear view of the school's future development, and effective support from the senior management team and staff. The school provides good value for money.

#### **What the school does well**

- The leadership of the headteacher is strong and effective in working with the school's senior and middle management to create a welcoming school and a positive environment for teaching and learning.
- The pupils make good progress in the early years, and many achieve above average standards for their age.
- The national tests for seven year olds in English and mathematics are very good compared with schools in similar circumstances. Standards are improving in the juniors.
- Pupils with special educational needs make good progress, and the school includes all pupils in its activities.
- Teaching is strong in most classes and is accelerating the pupils' learning, especially in mathematics.
- Relationships are a strength of the school and result in enthusiastic pupils with positive attitudes and good behaviour.
- Parents' confidence has been gained and they respond well to the school's requests to support their children's learning and school events.

#### **What could be improved**

- The sound standards attained in English, science and the foundation subjects could be higher for most pupils by Year 6.
- The range of opportunities for pupils to make independent decisions about their work and behaviour.
- The development of pupils' creative skills and talents.
- The structure of the school's middle management to deliver the next stage of the school improvement plan.
- The attendance of a minority of pupils.

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

## **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in April 1998. Since then, the school has amalgamated with a nursery school so direct comparisons are not appropriate. However, the amalgamation has been successfully completed and the nursery fully integrated into the Foundation Stage provision of the school. The standards attained by the end of the Foundation Stage are above expectations for the age group. Pupils' standards have improved in several areas, notably in mathematics, by the end of the infants and in their attitudes to work throughout the school. There is now excellent teaching in a small number of lessons. The transition between the previous and the current headteacher was subject to some delay, but the new leadership has set a brisk pace for improvement and the school is effective.

## **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	C	B	D	C
mathematics	C	C	E	E
science	B	C	B	A

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

Standards of attainment in the nursery and reception years are good overall with examples of very good work, particularly in the reception year. By the time the children enter Year 1, most are attaining above average standards for their age. Standards in the infants are good in mathematics, science, information and communication technology and physical education. In other subjects they are sound. For 11 year olds, standards in mathematics are good and are at least sound in all other subjects. In English, science and many of the foundation subjects, standards could be even higher. Throughout the school, most pupils make sound progress in their learning and some make good progress, especially in the early years. Pupils with special educational needs make at least steady progress and some make very good progress. The school's results in the 2002 national tests for seven year olds in English, science and mathematics compared well with other school's nationally, especially in mathematics, and were well above those of similar schools. The results for 11 year olds were above those of other schools nationally in science but below in English and mathematics and the school did not meet its targets in these subjects. However, the trend of the school's improvement is close to the national trend and standards for the present classes of 11 year olds are much improved. The school's assessments indicate that targets are likely to be met this year.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. This is a strength of the school, with pupils keen to learn and prepared to work hard in most lessons.
Behaviour, in and out of classrooms	Good. Pupils work well with each other, respect adults, are polite and co-operative. They obey rules and recognise when they have made mistakes. They prefer to be corrected privately. Occasionally they are over-enthusiastic when playing and some older pupils now need to take more responsibility for their own social behaviour.
Personal development and relationships	Good. Their relationships with staff are positive and help their learning. Most have good self-image and are confident in their actions and willing to improve. They respect the feelings of others.
Attendance	Unsatisfactory but improving and now close to the national figures.

## TEACHING AND LEARNING

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

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

Teaching is good overall with regular examples of very good and occasionally excellent teaching. In the Foundation Stage, the quality of planning is very good and linked to the needs of the children as well as the curriculum. Through the school, teachers know and manage their pupils well, and use interesting resources that motivate pupils to learn. They prepare lessons carefully and most lessons have a brisk pace. Teachers are particularly skilled at promoting pupils' skills in language and number work. In subjects other than English and mathematics, opportunities to use assessment information when planning pupils' work are sometimes missed, as is the wider use of good literature to extend pupils' present enjoyment of reading. Pupils with special educational needs are taught well, with due regard to their strengths and weaknesses. The more capable pupils are taught very well when working in groups of pupils with similar needs, but less so in class lessons.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum meets statutory requirements. The Foundation Stage curriculum is particularly well planned and delivered. Staff follow national guidance for English and mathematics, successfully adapting their lessons for higher and lower attaining pupils. These adaptations are less evident in other subjects.
Provision for pupils with special educational needs	Good. Pupils with special educational needs are fully included in the life of the school and the curriculum. Most make good progress and are successful.



Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Most pupils are confident individuals with sound skills. Their skills of leadership and independence are emerging but need further development. Provision for spiritual and cultural development is satisfactory, although the planning of opportunities needs improving. Provision for social and moral development is good and reflected in the pupils' positive attitudes and behaviour.
How well the school cares for its pupils	Good. Health and safety issues are given due consideration and the school staff work hard to promote pupils' welfare. The school has parents' confidence. Procedures for monitoring behaviour are good. Assessment information is improving rapidly with very good data for English and mathematics. Assessment information is used less effectively in science and most foundation subjects. Pupils with special educational needs are identified early and well supported.

From the time pupils enter the nursery, the school works well with parents. It has an open door policy that parents appreciate and keeps them well informed about their children's progress.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides very good leadership, is confident and involves other staff well in the commitment to improvement. Key staff provide good support and are active in their own areas of responsibility. Staff work hard and morale is good. The present management structure has served the school well in the first phase of the school improvement plan. A wider range of responsibilities is needed to support the next stage of the plan which involves improving standards in the foundation subjects.
How well the governors fulfil their responsibilities	Good. The governors are an effective body and fulfil their responsibilities and are keen to improve further. They know the school well, keep a strategic view of finance and standards, and provide a critical appraisal of decisions made by the headteacher.
The school's evaluation of its performance	Good. A broad system of consulting and seeking advice enables the school to have a clear view of its strengths and weaknesses. External evaluation is received well and action taken. There are sound plans for future development.
The strategic use of resources	Good. Links with the school's priorities and finance are maintained well. Checks on effectiveness are thorough, including staffing, the use of the building and other resources. The principles of best value are applied to expenditure.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• Feeling comfortable in approaching the school.</li><li>• The school's expectation that children will work hard.</li><li>• The quality of teaching.</li><li>• The leadership and management.</li></ul>	<ul style="list-style-type: none"><li>• Homework.</li><li>• The range of activities outside lessons.</li><li>• Being kept well informed.</li></ul>

Almost 200 parents responded to the questionnaire with very strong support for the school. The areas for improvement were identified by a small minority. The inspection findings confirm the parents' positive views and agree that, although there is a broad range of extra-curricular activities, there is further scope for the school to consider extended provision. Governors began to discuss this before the inspection and intend to revisit the idea in the near future. Further developments in homework and the information for parents are being actively considered and should lead to further improvement.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. Standards of attainment have improved satisfactorily since the last inspection, with the trend generally keeping pace with the national improvement. Seven years olds attain higher standards in writing than reported then and the current Year 6 pupils are again reaching satisfactory standards despite a fall in the results in English and mathematics in the 2002 national tests.
2. Most children enter school in the nursery achieving the standards expected for their age in most areas of their development, with a small number both above and below these expectations. Good teaching in the Foundation Stage leads to good progress and most pupils are exceeding expected standards by the time they enter the infants in Year 1.
3. The national test results for seven year olds in 2002 were mainly good with reading results matching those of schools nationally, writing results being above and mathematics being well above the national figures. Results in science were about the same as the national average, and better for the more capable pupils. Compared with schools in similar circumstances, the results in reading and writing were very good with mathematics being in the top five per cent nationally. Results for 11 year olds fell from the previous year and English was below other schools nationally, although close to those in similar schools. In mathematics results were well below the national figures. However, science results exceeded the national average with the more competent pupils succeeding very well when compared with similar schools. The present Year 6 pupils are back on target to at least meet the national expectations for their age group in the 2003 national tests.
4. In English, standards are in line with expectations for their age groups in speaking and listening, reading and writing at ages seven and 11. A significant number of pupils are attaining standards above those expected. Progress is satisfactory through the infants and good through the juniors. National test results over the past four years are similar to the national trend, with girls achieving higher standards than boys. Standards in English have improved overall since the previous inspection in 1998, despite variable national test results for 11 year olds.
5. In mathematics, standards for seven and 11 year olds are good. Pupils are particularly competent in the use of oral and mental strategies to calculate numbers. They are less confident in using their initiative to develop investigations and solve problems. Pupils enjoy mathematics and are keen to improve further, which could be helped by greater use of practical activities to consolidate pupils' understanding.
6. Standards in science have improved in the infants and are good for most pupils. They make brisk progress and are particularly confident in their knowledge of the areas they have studied, such as the growth of plants, and how the human body works. They know about fair tests and understand the class investigations they have undertaken, but are less confident about how to approach an investigation of their own. Progress in the juniors is steady and pupils consolidate their knowledge well. They have good opportunities for practical work and by Year 6 most attain the standards expected for their age, with regular examples of good quality work. Many continue to be less confident when applying their knowledge and skills to new

situations, but are beginning to take a more active part in planning their own research and investigations.

7. Pupils with special educational needs make good progress and although they generally attain lower levels than those expected for their age, they reach suitable standards in relation to their ability. Their learning is well supported by teachers and support staff especially in English and mathematics where they are usually in smaller groups, so that they receive focused help towards the targets in their individual education plans. Some of these children make sufficient progress to be removed from the special needs' register. Those with statutory Statements of their need often make very good progress, and they are fully included in all activities.
8. In other subjects, attainment and progress are generally as expected at ages seven and 11. However, the younger pupils are making good gains where some of the older pupils are a little slower, as they are still carrying some weaknesses from experiences in previous years. In information and communication technology (ICT) and physical education, attainment and progress are good in the infants, and progress in geography is good although attainment remains about average. The school improvement plan identifies the need to improve standards in subjects other than English and mathematics and work on this is just beginning.

### **Pupils' attitudes, values and personal development**

9. Pupils' attitudes have improved from good to very good since last inspection, and the school has maintained the standards that were identified. This helps pupils to apply themselves well in lessons and get the most out of their time in school. The majority enjoy learning, and work hard to meet the teachers' high expectations of their personal behaviour and to achieve their best. The many returns from the parent questionnaire showed that children like school and are being helped to become mature and responsible.
10. Pupils listen to instructions and respond enthusiastically across a range of subjects. Good examples of this are seen in personal, social and health education lessons, where they have the opportunity to discuss matters that concern them directly. Pupils are keen to answer teachers' questions and express their delight when they know they have been particularly successful. During a numeracy activity in a reception class for example, the teacher's humour and a 'cheeky monkey' puppet captivated pupils' attention very well. Nursery children are similarly happy, relaxed and keen to learn. They are interested in all that each day brings. Children enjoy the company of adults and listen attentively to stories at the end of the day. Older pupils in the infants and juniors have a very good appetite for learning. This shows particularly in lessons that keep them so involved that some want to keep talking about what they have discovered.
11. Behaviour overall is good and ranges from satisfactory to excellent. No exclusions have occurred this year. Most pupils understand what is expected of them in most situations, especially when teaching is strong. Pupils work well in co-operation with others, put hands up to answer questions, and speak politely to adults and their peers. Most pupils obey the rules that are in place and think they are fair. However, they are rarely involved in the drawing up of class or school rules and this reduces in some instances their capacity to understand what is expected of them out of lessons, especially at the times they are not under their class teachers' direct supervision.
12. Playtimes are generally peaceful in the infants, where girls and boys play harmoniously in pairs and small groups. Some parents have a concern about

boisterous play at lunchtimes in the juniors. This can be true when the competitive spirit amongst boys playing football is heightened by weak refereeing skills. Play at these times is not intentionally aggressive but can lead to squabbles which pupils themselves try hard to solve amicably using good negotiation skills. A minority of pupils need constant reminders about their behaviour and are given 'cooling off' periods in a spare classroom or other places in the school. Parents are happy that name-calling and other types of bullying are dealt with well. Isolated incidents do occur, and pupils are confident that once reported to staff, action swiftly follows.

13. Pupils' personal development is good and mirrors the good social and moral provision. Pupils enjoy the support of staff and the encouragement to succeed. Most pupils maintain a positive self-image. A few report that being corrected in view of others saps their confidence. Pupils are usually outgoing and respectful to adults. This was apparent as pupils from the Nursery to Year 6 exchanged friendly greetings in playgrounds and circulation areas. Pupils are tolerant and respect the feelings of others. For instance, some are careful to pick up litter, rather than leave it for others to deal with. The values and beliefs of those pupils who do not attend assemblies are respected by the majority.
14. Those children with special educational needs generally behave well, and have very good attitudes to their learning, and to the school. They work well with adults individually or in groups, and generally form very good relationships with them, and with other children. When given the opportunity, they take responsibility confidently.
15. Good opportunities are provided for some Year 6 pupils to take on posts of responsibility and to use their initiative in social situations. Other pupils are expected to be self-sufficient and this helps to secure the school routines, for example, ensuring coats are hung properly and dining hall procedures run smoothly, with pupils' active co-operation. 'Tidy up time' is well established. It is strongly evident in the Nursery and the practice continues throughout the school. Pupils enjoy helping. They are very sociable, and most respect differences such as gender and ethnic heritage. Pupils have only limited opportunities to be responsible for organising their work in lessons.
16. The school's efforts to improve attendance from a low base have so far been effective. Attendance levels have risen since September 2002, although they are still below the national figures. Parents have been asked by the headteacher to support the school in its drive towards improvement, and the early response to this has been encouraging. Registration practice conforms to the latest guidance and those pupils whose attendance is a cause for concern are monitored closely. Pupils' punctuality has improved because of new systems introduced by the school to regulate late arrivals.

## **HOW WELL ARE PUPILS TAUGHT?**

17. The overall quality of teaching is good in both the infants and juniors, and very good in the early years. During the inspection, teaching was at least satisfactory in all except one lesson, and good or better in over half, with a small number of lessons in the reception year and Year 5 being excellent. This represents a good improvement over the previous inspection when the quality of teaching was judged to be unsatisfactory in over one in ten lessons, with no excellent teaching. Within this positive picture there are some opportunities for further development, including better meeting the needs of the more able pupils in subjects other than English and mathematics.

18. Teaching is good through the school in English, mathematics, and ICT, and at least sound in all other subjects. In the infants, teaching is also good in science and geography, and very good in physical education. In the juniors the teaching of history is good. There was insufficient evidence to make judgements about the quality of teaching in the infants in art and design, and design and technology.
19. Pupils make steady or better progress, especially in the Foundation Stage and in mathematics through the school. Their progress is also good in science, geography, ICT, and physical education in the infants and English in the juniors. A systematic approach to teaching, using the national guidelines, combined with good teaching in lessons, the use of assessment information and the pupils' positive attitudes to learning are the main reasons for the best progress. It is in the areas of practical investigation and applying their knowledge and skills to new circumstances that pupils' progress is restricted by limited opportunities.
20. Teachers plan and prepare lessons conscientiously. They know and manage their pupils very well and often use this knowledge to adapt their teaching, choosing activities that interest the pupils and so motivate them to learn. For example, the pupils enjoyed writing a persuasive letter, inviting David Beckham to school. In another lesson, after a discussion on theme parks, they were stimulated to produce a leaflet advertising 'The Sea World'. In the Foundation Stage, the quality of planning is very good, being securely linked to the Foundation Stage curriculum. These plans clearly indicate what children are expected to learn, linking very well to activities for the development of basic skills and to structured play. In the infants and juniors, where the planning of lessons in subjects other than English and mathematics adheres too closely to the examples in the national guidance, pupils' progress is often slowed as the work is not well matched to their needs, especially for the more able pupils.
21. Teachers have high expectations of pupils' achievement in English and mathematics, using their subject knowledge to plan a range of stimulating activities that are well matched to learning intended for each lesson. They use appropriate methods to assess pupils' progress and use this information as a basis for future planning. This usually results in pupils having work which is suitably matched to their learning needs. This influential use of assessment is not sufficiently extended to other subjects. Teachers are particularly skilled in promoting language skills in English. By focusing on the language aspect of the work, opportunities are sometimes missed to extend learning in other subjects. For example, in geography lessons, there are few opportunities for pupils to broaden their own ideas for enquiry. In history lessons, pupils' own independent research is limited. Some work in art and design is too prescribed so that pupils do not demonstrate their artistic skills.
22. Teachers work closely with the support staff who are kept well informed and who make an effective contribution to pupils' learning. Time and resources are used effectively in most lessons. When teaching is good, lessons move at a brisk pace helped by the pupils' positive attitudes to learning. In these lessons, teachers use very good question techniques to check prior learning and to deepen pupils' understanding.
23. Class teachers are responsible for teaching all the subjects. However, the school is moving towards organising teaching to focus more accurately on the needs of groups and individual pupils. For example, teachers in Years 5 and 6 share the responsibility for teaching the booster classes in preparation for the National Tests. This works well, especially for the most capable pupils where a brisk pace of accelerated learning has been established. Almost all teachers have adequate expertise in all subjects,

but some are particularly skilful or have specialist expertise that has the potential to improve the teaching of others if timetables allowed this to be disseminated more widely through the school.

24. Teaching and learning for those pupils with special educational needs are good. Teachers and support staff know the targets in the pupils' individual education plans well, and generally focus on these effectively in lessons, especially in literacy and numeracy sessions. However, in some lessons, there is too much whole-class teaching so that pupils with particular needs are not well catered for. There were very good examples of support for children with statutory Statements in many lessons, and the adults working with these children ensure that they are fully involved in the opportunities available.

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

25. The school provides a good curriculum that is generally broad and balanced, and meets all statutory requirements. The opportunities offered are usually relevant to the children's needs, particularly for those with special educational needs. A whole-curriculum audit recently undertaken by the school shows that the time allocated to different subjects is broadly within national guidelines.
26. There has been a whole-school focus recently on making effective links between subjects to promote the skills of literacy, numeracy, and ICT. The headteacher monitors this development, which shows that teachers are aware of the possibilities to promote the development of these skills across the curriculum. There was a concentration on the promotion of literacy and numeracy skills at the time of the inspection, partly in preparation for national tests in Years 2 and 6. This has been effective in raising standards by age 11, particularly in mathematics. However, this has also led to staff teaching many of the other subjects as whole-class activities. This often involves long periods when the children sit on the carpet as a whole group, listening to the teacher. Whilst this is sometimes effective in promoting learning, it restricts children's opportunities to be independent and active learners.
27. The Foundation Stage curriculum for the children in the nursery and reception classes is rich and varied. The staff ensure that the children experience the full range of learning set out in national guidance for children of this age. They also make the children's learning interesting, and often exciting, by using the school's indoor and outdoor accommodation creatively. Alongside this, the activities and resources they arrange engage the children successfully in investigating words and numbers, and the many fascinating aspects of the world around them. For example, using a good link with a local garden centre, the staff have used the care of plants to extend the children's experiences of the outdoor environment, including the different habitats for small creatures. Much of this activity encourages independence and enquiry skills at a level appropriate for these young children.
28. In Year 1, the curriculum builds well on the richness of the Foundation Stage provision to help the children to develop their skills, knowledge and understanding effectively towards the targets set out in the National Curriculum. Good use is made of the large teaching area to promote links between literacy, numeracy and other subjects. The curriculum in Year 2 becomes more formal, and there is a greater concentration on whole-class activities, and revision of literacy and numeracy skills in preparation for national tests in English and mathematics later in the year. There are some

opportunities for the successful linking of skills in different subject areas in lessons in the juniors. For example, children in Year 5 made bread in the school kitchen, with help from parents and a grandparent. They learned the practical skills of kneading and shaping dough, developing design and evaluation skills as part of design and technology, and learning how interaction and heat affect certain materials, as part of their science work. In this lesson, the teacher skilfully included those with special educational needs so that they were successful in their work. In many lessons in the juniors, however, children do not have such opportunities for direct practical learning as often as they should. For many of them, learning is unrelated to their direct experience through handling equipment and materials, particularly when the teacher plans to talk to the whole class together for long periods.

29. In general, children with special educational needs are well provided for, and fully included in the school's work. The staff write clear and achievable plans for their individual progress, checked regularly for progress by the staff who work with them, and monitored effectively by the special educational needs co-ordinator. Parents are fully included in decisions about the children's requirements, and good assessment arrangements ensure that those needing extra help are identified early in their school career. Many children achieve the targets set for them, and are removed from the special educational needs register. Those children with a statutory Statement of their needs are fully involved in all activities, and the work is adapted to enable them to gain success, with good staff support from the school and the local authority. Local authority monitoring confirms that these children often make good progress towards the targets set, and it is clear that they enjoy being in the school, and respond well to the staff and other children.
30. Each afternoon, support staff withdraw individual pupils from lessons for short periods for extra reading practice, to help them reach age-related targets. This results in children missing ten minutes of a lesson in subjects such as history, geography, or science. As these lessons are taught in sequence, it is difficult for returning children to revisit the part of the lesson they have missed. The staff believe that the intended reading improvement will compensate for the missed opportunities in these other subjects. As yet, however, they have not determined how they will assess whether this outcome is realised, nor have they explored sufficiently the possibility of adapting the actual subject lessons to further promote children's reading skills.
31. The school has introduced an effective programme for personal, health and social education (PHSE) and citizenship, based on local authority guidance. Sex education is appropriately provided for Year 6 pupils. ICT is also a current development focus, and further expansion of the facilities available is planned in order to increase the amount of teaching and learning that makes use of ICT. Currently, children have two lessons per week in the ICT suite. However, other than in the nursery and reception classes, only occasional use of classroom computers was seen during the inspection.
32. Many children take advantage of the good programme of extra-curricular activities, involving 50 junior children in athletics and football activities weekly. In autumn and summer, there are indoor games, rugby, ICT and art clubs for children from Year 1 to Year 6, whilst in the spring term there are homework clubs for Year 2 and Year 6, and making books, craft and French clubs for other junior pupils. This is good provision, and the staff give their time generously to support these activities. There are also good links with other local primary schools for sporting activities, and good link arrangements with receiving high schools for Year 6 pupils, particularly those with special educational needs. Older pupils take part in residential activity holidays, and effective use is made of local community links to further enrich pupils' learning



experiences.

33. The school overall provides well for pupils' spiritual, moral, social and cultural development. Arrangements for promoting pupils' moral and social development are good. Spiritual and cultural provision is at a satisfactory level. These match the findings of the previous inspection.
34. Provision for spiritual development is satisfactory. Daily assemblies provide an adequate opportunity for worship and acknowledging achievement. Staff consistently praise individual, group and class effort. Teachers provide pupils with appropriate knowledge of others' values and beliefs through subjects such as religious education and also in assemblies. Assemblies offer limited opportunities, however, for pupils to explore and reflect on their own experiences in a way that develops their self-knowledge and informs their perspective on life. Acts of worship usually include a brief moment of contemplation, and some meet the letter but not the spirit of the law.
35. The school fosters pupils' moral development well. The quality of relationships and the interaction between staff and pupils encourages many pupils to recognise their own individuality and worth. School and class rules are prominently displayed and the majority obey these without question. Assembly themes such as 'perseverance' or 'care for the animals in our world' promote pupils' awareness of moral issues. Much of the school's provision is embedded in its everyday life and teaching. Lessons in history, geography and English contribute well. Pupils in Year 6 had to decide 'just how wrong was Goldilocks then'. The head teacher and staff provide good role models. Most attempt to treat all pupils and each other with courtesy and respect. This is clearly copied and reflected in the positive attitudes of pupils. They are taught in PHSE lessons how to be good citizens of their town and their school community.
36. Provision for social development is good. Teachers expect children to work collaboratively in lessons, and some pupils have the opportunity to participate in residential school trips. Staff have developed pupils' ability to get on with each other well because they encourage them to appreciate the skills and talents of others. Pupils' social awareness is developed further by the organisation of joint assemblies and separate play and dinner times, where most of them clearly enjoy each other's company. Pupils have opportunities to sing together in lessons and also at the end of a school day to ensure that lessons finish on a positive note.
37. Older pupils are learning to contribute to the school as a community. They carry out monitorial roles effectively. There are good examples of pupils learning how others live by comparing lifestyles in different parts of the world. Teachers plan few opportunities, however, for pupils to address issues of citizenship in terms of developing in them more independence, or a sense of social justice and moral obligation.
38. Arrangements for promoting pupils' cultural development are satisfactory. A weakness lies in the provision for pupils to develop a wider awareness of the diversity of different groups and of life in a multi-cultural society. Pupils study aspects of their own culture. In English for example, Year 6 considered how children lived as evacuees in World War II and how English culture was influenced by the Roman invasion. There are some good examples of pupils studying the work of famous artists so they can replicate their techniques. Through history and religious education, pupils are coming to a satisfactory understanding of the beliefs of other faith communities and about people who lived in the past. Pupils are not learning enough however about non-European cultures because these are not strongly promoted across the curriculum.

39. The school generally has good procedures to ensure that all children have access to their curricular entitlement. Boys and girls equally share in all the school's opportunities, and those children from ethnic minorities also take a full part in lessons and other activities. At lunchtime, some children's play opportunities are restricted by the dominance of football in the junior playground.

#### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

40. Overall, the steps taken to ensure the pupils' welfare, health and safety are good. All members of the school staff help to maintain a supportive environment. They work hard to promote the welfare of pupils and also value them for their individuality. Parents are confident that their children are well looked after during the day, and that they are safe. First aid cover is good, and supports pastoral care well. This picture is similar to that of the last inspection.
41. Members of staff are familiar with child protection procedures and training is planned for later this term. Routine checks of fire equipment and alarms have taken place. Regular surveys of the premises occur, and formal assessments have been carried out on the premises. There is more to be done to recognise the risks in relation to how the school is used at different times during the day. For example, the arrangements for quiet and boisterous activities to take place in close proximity are not fully successful in avoiding minor accidents.
42. The procedures for monitoring and promoting behaviour are good. Most teachers are helping to lay the foundations for orderly learning behaviour by maintaining high expectations of pupil behaviour and by clearly explaining tasks so pupils know what to do next in lessons. Rewards are plentiful and are publicly acknowledged in whole-school assemblies. Most staff use the school's discipline procedures effectively to manage pupils' behaviour both in and out of lessons. A sanction of 'time out' in the penalty room is used to support the rules and expectations for good behaviour. This procedure is monitored closely and parents are notified when this sanction is applied. An additional sanction of being 'stood out' during assemblies or in the dining hall is also applied often. This system is not monitored effectively to ensure it supports pupils' best interests and needs.
43. Procedures for monitoring and eliminating oppressive behaviour are satisfactory. Pupils are encouraged to relate well to adults and peers and to 'tell an adult' if they are hurt or feeling anxious. They have not been consulted about discipline procedures and some are unaware of the reasons for the school rules. The school has a strong anti-bullying code, which is known to pupils and their parents who are convinced of its effectiveness. A series of rewards and incentives is provided for pupils who show a weekly increase in their attendance and also for the most improved class. The services of the education welfare officer are used as necessary to visit pupils' homes. These actions are proving to be effective because levels of attendance are improving steadily. The school is aware that there is room for further improvement.
44. The procedures for monitoring and supporting pupils' personal development are very good. All adults know pupils well, and share any concerns they may have about individuals. A team of capable midday assistants deals with issues involving pupils as they arise. Teachers summarise information about pupils with special educational needs on individual education plans that are shared with parents. Classroom and other learning support assistants work well with pupils to guide them, build self-esteem and support learning in lessons. For all pupils, annual reports on progress

record strong and weaker elements so parents have the fullest picture possible of their children's personal development.

45. The procedures for assessing pupils' attainment and progress are good. The use of assessment information to guide curricular planning is satisfactory overall in all subjects, and in English and mathematics it is good. The staff have continued to develop the school's systems for assessment since the last inspection. There is an increased range of tests to measure pupils' progress, for example, NFER English and mathematics tests are completed in Year 1, and this information is passed on between year group teachers during 'hand-over' meetings.
46. Assessment in the Foundation Stage is very thorough. On entry to the nursery and reception classes the local education authority (LEA) Baseline assessment materials are used. Arrangements to track the pupils' progress over time are very good. Through regular monitoring, the staff identify the children's achievements and difficulties and make good use of this information to guide future planning. Targets are set for individual children in language and literacy and mathematics and these are effective. The staff use the results of assessments and tests to track the progress of all pupils as they move through the school and this is a reliable means of judging progress and achievement over time. The staff maintain informative records of the children's progress and examples of work to exemplify achievement and progress.
47. In Years 1 to 6 procedures for assessing English and mathematics attainment and progress are good. A range of effective strategies is in place to make an analysis of the data. Very detailed information is generated on the performance of individual pupils in the statutory and optional National Curriculum tests. Targets are set at the start of each academic year, with specific provision for pupils who need additional support.
48. The rigorous and effective procedures for using assessment information to inform future planning in English and mathematics are not as effective in science and the foundation subjects. In these subjects, although assessment is undertaken at the start of units, through discussion and question and answer sessions, there is no formal record maintained and these methods are only partially successful. For example, in a Year 4 fabric technology lesson, the teacher found most pupils could not thread a needle or sew two pieces of fabric together. Assessments at the end of units are more systematic and do review pupils' knowledge and skills. However, as some topics may not be visited for another year or more, particularly in science, the systems are not sufficiently rigorous to ensure the pupils make further progress in their skills.
49. Assessment information is used well to identify those children with special educational needs. This begins effectively in the nursery and reception classes, when information from home and observations of the children in a range of activities are used to decide which children need extra support. Throughout the school, the special educational needs co-ordinator works closely with other staff to use their knowledge of the children and the results of regular tests and assessments to evaluate progress, and prepare new plans and targets. The requirements of statutory Statements are fulfilled well, and the individual education plans for all those with special educational needs, based on test and assessment information, are used effectively by staff to promote these children's learning.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

50. The school continues to enjoy the good partnership with parents seen at the time of the previous inspection. This is forged as their children begin nursery. These good beginnings are built upon by an active open door policy that encourages parents to discuss their concerns. This good practice is sustained by the friendly office staff whom several parents describe as 'brilliant' because they play a major role in easing communication between home and school.
51. Close to 200 parents responded to the consultation process held just before the inspection began. Comments were strongly supportive of the school and the care it provides for their children. The majority feel that teaching is good, and that behaviour has improved recently. The quality of information provided for parents is good, and includes a range of general information in the form of frequent newsletters. There is good informal access to teachers for parents at the start and end of the day. Parents of pupils with special educational needs are well involved in reviews of progress. They know the precise steps for improvement that are expressed in clear language.
52. Most parents feel well informed about their children's progress as regular opportunities are provided when parents can meet staff and discuss issues relating to their children. Written reports are of good quality. They meet all requirements and provide comprehensive information about pupils' progress and, if improvements are necessary, how they can be involved. Parents of pupils with special educational needs are fully involved in the process of deciding how to meet the needs of their children. They are informed immediately if the school has concerns, and invited to all review meetings to discuss progress. Homework diaries are used to set short-term targets, and the special needs co-ordinator holds a parents' drop-in advice afternoon regularly for any parents who wish to discuss issues regarding their children.
53. Published documents such as the prospectus and annual report of governors to parents meet requirements. Insufficient information is presented to parents about the areas of learning in the nursery or parents' role in child protection matters when other agencies become involved.
54. Good links are maintained between parents and school. Most parents adhere to a home-school agreement and try to keep the promises within it. They support homework well and make an effective contribution to their children's learning in other ways. Some attend class assemblies, showing support for the school values. They appreciate the school's work in recognising and rewarding their children's strides in personal achievement, behaviour and attitudes.
55. Recent consultation with parents resulted in the provision of classroom updates giving details of news, dates and events. Parents' consultative meetings have varied timings in support of working parents, and these are usually well attended. The school is seeking more ways to involve parents in its work. Plans are in hand to hold discussions about this because the school is aware that absence levels are adversely inflated where parents take unauthorised term-time holidays. Too few parents recognise that this practice is far from ideal.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

56. The school is well led by a very effective headteacher who was appointed less than a year ago. Changes have been successfully managed and the headteacher's leadership has clearly set the context for the positive commitment to improvement that is shared by those associated with the school. Senior managers and other people with responsibilities have fulfilled their roles with skill and enthusiasm, and have supported the headteacher very well. Their joint efforts have made a major contribution to the calm way the school operates, with sound routines, good care for pupils and support for adults. This has created a positive environment for teaching and learning, which has enabled the staff team to contribute effectively to the improvements in standards of attainment and pupils' behaviour.
57. The school's improvement plan has provided a sound basis for development up to now, and the school is just beginning the planned stage of improving standards in subjects other than English and mathematics. This is an appropriate time to do this, but the current management structure is not constructed to encompass the full range of leadership needed to do this efficiently. Although the subject leaders and Key Stage co-ordinators work well with the current priorities, some have responsibility for a large group of pupils, without a clear management structure within their teams to support the leadership of new initiatives. For example, the Foundation Stage and Key Stage 1 co-ordinator has responsibility for eight classes, which is the size of many primary schools. As the drive to improve, monitor and evaluate all the subjects of the curriculum gathers momentum, the present system of management responsibilities is beginning to rely too heavily on informal arrangements, for example, in the links between subject leaders and other teaching staff to ensure initiatives are in place and working well, especially in areas which cross subjects, such as ICT.
58. The school has already moved successfully to delegating responsibility and budgets to several staff. For example, the special needs co-ordinator makes a good contribution to the school's overall leadership and management. She has held the post for five years, and has been freed from class duties this school year to promote children's learning more widely. As well as administering the area well, she also manages the time and training of the growing number of teaching assistants, and acts as mentor for newly qualified teaching staff. She monitors the provision for those children with special educational needs well, and provides advice for staff on identification and delivery of teaching and learning packages. She liaises well with parents and outside agencies, such as the local authority and educational psychologists.
59. The school's systems for monitoring and evaluating its own performance are effective. The governors are actively involved, parents are consulted, and the test and assessment results are analysed and interrogated to check pupils' progress and attainment. The LEA contributes useful external evaluation. The senior management responds well to guidance and critical evaluation. Their evaluation of their own work, although often informal, is rigorous. The school actively seeks ways to improve when a weakness is recognised, such as the disappointing attainment of last year's Year 6 cohort in mathematics and English, which is not likely to be repeated with the current Year 6.
60. The governing body ensures that statutory requirements are fulfilled, and they know the school well. Governors are very supportive of the school through their visits and their positive promotion of its strengths. They are also critical, ask questions and are well informed, particularly on standards of attainment and finance. They take due care with the strategic management of the budget, which clearly reflects the school's

priorities, and apply the principles of best value effectively. Informally they have views of what they expect from new initiatives which they fund, but these are rarely expressed formally as success criteria and are therefore difficult to monitor.

61. The numbers of teaching and support staff have been maintained at a good level and are appropriate to the needs of the school. There is a good mix of age, experience and skills amongst a staff that includes a newly qualified teacher. A member of staff is well qualified to co-ordinate the provision for pupils with special educational needs, and ensure the effective induction of staff new to the teaching profession. Classroom assistants are suitably experienced. They work closely with teachers to support pupils well in their learning.
62. Resources for learning are satisfactory at present, although new developments to raise standards in the foundation subjects may involve additional expenditure, especially in those subjects that have a large practical element and use consumable materials.
63. The accommodation is bright and clean and overall satisfactory in size and use. Classrooms are mainly of adequate size. Where two classes share a large area there is sometimes an issue with noise drifting through. Staff work together to minimise this effect. Nursery accommodation is purpose built and very good for supporting all the areas of learning. Toilet facilities are satisfactory and welcoming because of pupils' lively posters advising others to 'wash your hands now'. The school is considering ways to make the building accessible to those less physically able.

#### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

64. In order to improve further the pupils' standards of attainment and the quality of education offered, the headteacher, governors and staff should:
  - (1) Improve further the standards attained in English, science and the Foundation subjects, especially in the juniors. Consideration should be given to:
    - ensuring the national guidance for planning each subject is supported by the school's own expectations on how the teaching and learning should be organised and planned;
    - widening the range of pupils' reading experiences to further promote skills being developed in literacy lessons;
    - evaluate the impact on learning of withdrawing individual pupils from lessons.
  - (2) Increase the opportunities for pupils to make independent decisions about their work and behaviour, including providing a more varied outdoor environment and raising the level of challenge in their investigative work in lessons. Consideration should be given to:
    - supporting the lunchtime staff by providing additional guidance, training and equipment to develop enjoyable and safe activities for the pupils during recreation time;
    - more frequently enabling pupils to include their own ideas on how to develop their work alongside the teachers' guidance;
    - extending the responsibilities that pupils have to help around the school to more pupils and age groups.

- (3) Ensure the development of pupils' personal and creative skills and talents have a suitably high priority in the school's curriculum, and their progress is carefully checked. Consideration should be given to:
- ensuring the school's curriculum includes a rich variety of experiences which promote pupils' spiritual and cultural development;
  - the organisation of the timetable and use of accommodation to ensure large scale work and extended projects can be undertaken;
  - identifying pupils who are gifted or talented in areas in addition to English and mathematics.
- (4) Clarify the roles of the subject and key stage leaders, and their teams, in managing and promoting pupils' learning in order to ensure routines and initiatives have a positive impact on teaching and learning in all year groups. Consideration should be given to:
- ensuring that subject leaders have access to a clear management structure throughout the school;
  - that the organisation of pupils into groups and classes reflects the best use of the expertise of staff and the pupils' needs;
  - the subjects of the curriculum are planned and managed to provide sensible opportunities for pupils' activities to support their learning in more than one subject.
- (5) Continue to develop strategies for improving pupils' attendance.

Main references for these issues can be found in paragraphs 8, 20, 26, 28, 30, 36, 38, 42, 43 & 57)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	78
Number of discussions with staff, governors, other adults and pupils	18

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	20	28	25	1	0	0
Percentage	5	26	36	32	1	0	0

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

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	56	316
Number of full-time pupils known to be eligible for free school meals		100

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with Statements of Special Educational Needs	0	3
Number of pupils on the school's special educational needs register	4	58

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	11

### Attendance

#### Authorised absence

	%
School data	6.3
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.7
National comparative data	0.5



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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	26	18	44

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	22	24	26
	Girls	16	17	18
	Total	38	41	44
Percentage of pupils at NC level 2 or above	School	86 (84)	93 (90)	100 (98)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	24	26	22
	Girls	17	18	17
	Total	41	44	39
Percentage of pupils at NC level 2 or above	School	93 (88)	100 (98)	89 (86)
	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	22	22	44

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	15	22
	Girls	14	13	20
	Total	29	28	42
Percentage of pupils at NC level 4 or above	School	66 (80)	64 (69)	95 (84)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	15	21
	Girls	12	15	19
	Total	25	30	40
Percentage of pupils at NC level 4 or above	School	57 (84)	68 (75)	91 (89)
	National	73 (72)	74 (74)	82 (82)

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

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	316	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British – Indian	1	0	0
Asian or Asian British – Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

## Teachers and classes

### Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	16
Number of pupils per qualified teacher	20
Average class size	23

### Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	147

### Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	28
Total number of education support staff	4
Total aggregate hours worked per week	92
Number of pupils per FTE adult	12

*FTE means full-time equivalent.*

## Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	3

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Financial information

Financial year	2001-2
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	£
Total income	777 917
Total expenditure	740 815
Expenditure per pupil	1 991
Balance brought forward from previous year	64 239
Balance carried forward to next year	101 341

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	310
Number of questionnaires returned	190

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	36	1	1	1
My child is making good progress in school.	61	35	3	0	1
Behaviour in the school is good.	57	42	1	0	0
My child gets the right amount of work to do at home.	41	39	7	2	11
The teaching is good.	66	31	1	0	2
I am kept well informed about how my child is getting on.	47	41	8	2	2
I would feel comfortable about approaching the school with questions or a problem.	73	23	1	2	1
The school expects my child to work hard and achieve his or her best.	73	26	1	0	0
The school works closely with parents.	41	50	4	2	3
The school is well led and managed.	61	36	2	0	1
The school is helping my child become mature and responsible.	58	33	5	0	4
The school provides an interesting range of activities outside lessons.	46	33	12	1	8

### **Other issues raised by parents**

Parents were strongly supportive of the school, especially the security and service provided by alert office staff when they telephone for information or reassurance.

## **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**

65. Provision of learning in the Foundation Stage is good overall with many instances of very good and sometimes outstanding provision in the reception year. This is the outcome of the good teaching and the emphasis on learning through practical and play experiences. The school provides a curriculum of high quality for this age group, so that children are motivated and become enthusiastic learners. Since the previous inspection the nursery has successfully amalgamated with the school because of the very effective leadership of the co-ordinator and the hard work and commitment of the staff. Improvements since the previous inspection have included the development of effective written plans to guide the good practice which now exists. Children enter the nursery in the September following their third birthday and transfer to the reception classes in the following September. The standard of care for the children is good.
66. The majority of children enter the nursery with the expected levels of attainment for their age with a small minority below and above. However, this has been variable with some cohorts, for example, in 2001 when more children had attainment levels below those expected. The children make good progress in the nursery and on entry to the reception class the children are on course to achieve the expected levels. By the end of the reception year the majority of children have made very good progress and many exceed the expected levels in each of the areas of learning. This represents good progress overall in the Foundation Stage and is an improvement since the previous inspection.
67. The quality of teaching and learning in the nursery ranges from satisfactory to very good and is mostly good. In the reception year teaching and learning is always good, often very good and sometimes outstanding. The concentration on the teaching and learning of basic skills is fundamental to the work in the Foundation Stage and accounts for the good overall progress of the children. The staff are a confident and skilful team. The nursery nurses and classroom assistants are an integral part of the planned provision and bring much enthusiasm and skill to children's learning. The staff have a good knowledge and understanding of the needs of the children as well as the statutory requirements for the Foundation Stage. In an excellent range of daily planned activities, emphasis is placed on learning through imaginative practical experiences in situations familiar to the children, which capture their interest. For example, in a mathematical development session, the children practised addition and sharing through making and organising an animal picnic. The learning programme is well organised and nursery nurses make a significant contribution to planning the activities they will lead.
68. The staff in both the nursery and the reception classes have organised the accommodation to provide excellent areas for learning which very effectively promote the children's learning. There is a wealth of interesting activities for the children to stimulate their learning. The staff have very high expectations of the children, repaid by their involvement and joy in learning. In the reception year the staff manage the children well and this results in a purposeful and busy atmosphere in the classrooms and the children concentrate on their tasks and do not waste time. The nursery staff also effectively manage small and large group activities when they hold the children's interest. However, when children are involved in choice activities, the lack of adult intervention results in some disruptive behaviour and noise levels rise to an unacceptable level.

69. The procedures for assessing the children's attainment are very good and significantly contribute to the good progress made by the children. Assessment is an integral part of activities; close and careful observations are used effectively to guide the future planning of activities. Good liaison is established between the nursery and reception class staff who meet regularly to discuss the children's progress and to ensure there is continuity in provision. Children who have special educational needs or find it difficult to behave well, are identified early and specific work and help is planned and so the children make good progress.

### **Personal, social and emotional development**

70. The children in the nursery and reception year make good progress because the strong emphasis on this area of learning is an essential part of their Foundation Stage. It is well provided for through the curriculum and through an ethos that brings the children and staff together in a caring way. In the nursery the children settle quickly because the staff help them to feel secure and valued for the contribution they make to the group. Many worthwhile activities are planned to enable the children to talk to one another as they play and to form friendships, for example, as they build a train station using the large bricks. Such activities also promote co-operation. Reception children are highly stimulated and excited by the many well-planned experiences offered. There was delight as they shared roles whilst acting out the story of 'The Lion Hunt' dressed in 'furs' and 'masks' because the activity was led by a lively nursery nurse who generated excitement in working together.
71. The staff share the same high expectations of the children's behaviour and emphasise praise and positive encouragement. As a result, by the time the children are in the reception year, they show an increasing level of self-assurance and discipline and ability to organise themselves. When all the children come together, they behave extremely well as the staff are skilled in keeping their attention. The frequent comments such as, 'Well done - that was good listening' reinforce the children's attentiveness. They also remind them of what is expected, such as not interrupting whilst others are speaking. Relationships are very positive in the warm and friendly classrooms and help to play a significant part in children's progress because children learn from each other as they share an activity. A good example involved children in the nursery sharing ideas and making decisions on joining materials as they attached the legs to their model spiders.
72. Enjoyment and confidence as learners are evident as the children in the reception year independently write a short story and write the words for themselves. The children know the expectations and they want to succeed. They persevere and concentrate for long periods of time, for example, as they make an observational drawing. They develop the confidence to explain what they have done, for example, how they designed their model in technology. The staff are patient and provide consistent routines for the children, enabling them to develop their social skills. For example, to wait for their turn when participating in group discussions. The staff have successfully organised classrooms to promote independence and ensure the children are able to select the resources for themselves because they know where they are. The majority of children are attaining above the above the expectations for their age group.

## **Communication, language and literacy**

73. By the end of the reception year attainment is generally above the expected levels and most children are already working within Level 1 of the National Curriculum. This represents good progress in the nursery and very good progress in the reception year and good improvement since the last inspection. These high standards are the result of structured learning programmes to meet the needs of individual children. Planning for development of the children's language and literacy skills is also very successfully promoted across the other areas of learning. For example, in a creative activity a classroom assistant introduced new vocabulary such as 'patting', 'squeezing' and 'stretching' as the children manipulated the play dough.
74. Teachers skilfully encourage conversation as they work alongside the children. Most children, including the youngest, develop confidence to contribute in both a small and large group situations. Children acquire a good range of vocabulary and can explain their ideas because, firstly, the staff show an interest in what the children have to say, and secondly, because they carefully plan the introduction of new vocabulary. Children listen intently to stories and show they have listened well as they make sensible predictions and discuss the content. They enjoy using the new words they have learned.
75. Children in the nursery and reception year develop a keen interest in books and reading because they have access to a very good range of both story and information books and the staff ensure story time is an enjoyable experience. In the nursery high emphasis is placed on helping the children to recognise their own names, learn the letters of the alphabet and some of the words in the reading scheme. As a result, many children enter the reception year familiar with books and able to recognise many words.
76. In a very good literacy session in a reception class the teacher's animated reading of the story 'Walking Through the Jungle' and her encouragement to the children to share in the reading successfully helped to develop the children's abilities to recognise many of the words. The staff also ensure there are good links across the elements in this area of learning. A very good example of this was an activity planned by a nursery nurse who had a huge basket of fruit and a range of toy animals to help extend the children's vocabulary through sharing the story, "Handa's Surprise". As a result the children talked about the 'wrinkled skin' on the passion fruit and the 'smooth skin' on the mango.
77. Most children begin to develop their early writing skills effectively in the nursery when they use the resources in the writing area for their own purposes. The children make good progress because the staff achieve an appropriate balance between free choice writing activities and adult directed activities when, for example, the children make a 'Flap Up' book. The children approached the task with confidence, wrote their own name on the front to show they were the author and were very proud of their results. Most children in the reception class have become confident writers and willingly attempt to write a simple story. The higher-attaining children in the reception year are competent in writing many of their own words because the staff have taught the children letter sounds and given them confidence to attempt their own writing.

## **Mathematical development**

78. In mathematical development most children achieve well and many are likely to exceed the expected levels by the time they are five years of age. This is the



outcome of the success of the staff in presenting mathematical ideas as fun in the nursery and by offering worthwhile opportunities to learn through practical activities in imaginative situations in the reception year, often linked to the themes. For example, children enjoyed counting the spots on the leopard, the stripes on the zebra and the patches on the giraffe on a display linked to the 'Jungle Theme'. Another good example of an imaginative activity involved reception children playing an apple bobbing game and recording their results. This helped to give the children an understanding of the need to keep a record to see who had won the game.

79. In the nursery the staff capitalise on opportunities for counting and number recognition. As they play musical instruments the children make counting patterns and work with the group playing in 'two halves'. In a planting activity the children used three different sized plant pots and compared sizes as they filled the pots with compost.
80. Appropriate attention is given to developing the children's awareness of the significance of pattern in mathematics. A reception class teacher used practical materials to demonstrate the patterns of numbers which when combined made ten. This was followed by the higher-attaining pupils making their own number stories and combining three numbers to make ten. A small group of children with special educational needs developed their understanding of pattern as they looked at patterns on snake skins to support their own attempts in creating a simple repeating pattern. The staff provide increased levels of challenge for higher-attaining pupils. A girl counting in twos from one to nine on a number line to ten was asked by the teacher, "If the paper were longer, what would the next number be?" and the immediate response was, "11".
81. The outdoor areas are often used to develop mathematics effectively through practical and problem solving situations. The nursery children count as they follow the monkey number line to ten when they jump from one number to the next. When they wash the socks they carefully find pairs as they are attached to the washing line. Reception children draw long and short snakes with chalk which they compare to find the 'longest' and 'shortest'. To solve the problem they measure each snake with string.

### **Knowledge and understanding of the world**

82. Displays of work, photographic evidence and activities observed indicate that by the end of the reception year most children have attained and many will exceed the expected levels of attainment for their age. The good teaching, rich and varied provision and the effective use of the outdoor areas all account for the children's good progress. Since the previous inspection provision for ICT has significantly improved. The children have continuous access to computers and software programs are in regular use. They access computers eagerly and competently operate simple commands.
83. There are presently many good opportunities for children to investigate growth. For example, children are involved in planting 'plug plants' in the school garden and seeds in pots. Reception pupils maintain a diary to record what happens as the seeds grow. Learning is enriched by a visit to a local garden centre. The staff plan activities to arouse the children's natural curiosity and develop their observational skills. In the nursery the children are amazed to observe the daffodil flowers changing from yellow to blue when they are placed in blue water, whilst those in clear water remain yellow. There is great delight in the reception class during a mini-beast hunt. The children

used a digital camera to record the mini-beasts they find. To ensure a child captured a small insect in the camera lens with some indication of scale, the teacher quickly placed a finger by the side of the insect. This is instinctively good teaching which characterises the strength of teaching in the Foundation Stage.

84. Through activities in this area of learning the children are encouraged to make their own decisions. In the nursery as they make model spiders the children experiment to find the best way to join materials, they very competently use staplers, hole punches and string and different types of glue to attach the legs to their spiders. The involvement of the adult ensures the learning is extended.
85. Frequent purposeful opportunities to investigate with construction materials develop children's understanding of design and the potential of resources. The children explore how to fit components together and create environments. Nursery children, with the support of a nursery nurse, made very effective use of large blocks to construct a railway line and platform and had much fun playing with the train set using their construction. In the reception year children develop their skills by designing models and making decisions about the best materials to use. Examples of these designs are displayed with captions in the construction area.

### **Physical development**

86. In all aspects of physical development the children attain standards above those expected by the end of the reception year. The children make good progress because the presence of adults, their comments and demonstrations heighten children's involvement and eagerness to improve what they do. For example, in a physical development lesson in the hall, the nursery children improved control of their body movements as they balanced on different parts of their body because they observed the teacher's actions and listened carefully to her guidance and instructions.
87. The children really enjoy and have great enthusiasm for outdoor physical activities. The children want to go outside as they know there are many exciting things to do. They enjoy physical activities and have a positive attitude towards exercise. This reflects the imagination of the teaching staff in making the best use of resources to provide energetic and adventurous outdoor play. In the nursery the children use outdoor equipment confidently. They use wheeled toys independently and are very aware of space and the need to steer clear of other children to avoid collisions. These activities promote challenge within a 'controlled' risk situation. The adults maintain a close watch on the children and ensure the children are safe. In an outstanding lesson with all the reception year children, the very well organised outdoor play areas enabled children to be involved in energetic physical activity and also to practise ball skills with the involvement of an adult. The staff talked to the children and helped them to think of different ways of moving. In this outdoor session the children's manipulative skills were also developed as they used printing tools to make patterns on the jungle animals' skin and carefully used small tools to dig in the garden.
88. Within the physical development programme the staff ensure the children have access to an extensive range of small equipment and tools and the chance to practise using them daily. They engage in activities requiring eye and hand co-ordination such as using pencils for observational drawings. There are regular opportunities to practise skills such as cutting, pencil control and fixing small components together. The progress made by the children is clearly evident, for example, in the good progress they make in letter formation and control of implements as they draw and paint.

## **Creative development**

89. The levels of attainment by the end of the reception year are mainly above those expected for children at the age of five. The children make good progress in learning because the quality of the overall provision is very good. Teachers stimulate the children's interest with lively activities that generate high levels of excitement. The children learn many different techniques as they use a wide range of materials and art activities are often linked to the theme. There are some very good examples of paintings of jungle animals in the reception year which are recognisable and with good colour matching.
90. A strength in this area of learning is in music. As well as singing as part of the day, each class has a music session. In an excellent music lesson in the reception year the children's singing was very tuneful because they were taught how to improve their voices by singing longer notes, not shouting and by keeping in time. The children very quickly learnt the new song words because the teacher ensured this was lively and gained the children's total attention and commitment.
91. There is a high level of commitment to extending creative activities to the outdoor areas. A group of children were totally engrossed in a musical activity when they responded to the taped music as they played an instrument such as castanets and moved in time to the music. Included in these activities are many good opportunities for role-play. Three girls were highly involved in making a puppet show and this gave them confidence to speak through the puppets. Artwork was also taking place outdoors. Children worked together to print patterns on the large outlines of jungle animals to contribute to a large wall display. They carefully used the paints and knew how to wipe excess paint from the printing tool to make a good print.
92. An interesting large-scale activity involved children working together using weaving techniques to create a witch's cave. By using paper and plastic the children wove the materials through the fence with impressive results.

## **ENGLISH**

93. Standards overall have improved in English since the last inspection when writing was well below expectations, and progress was unsatisfactory. In the 2002 national tests, pupils aged seven exceeded the national average in reading and writing. Standards fell to below average for the 11 year olds. Test results over the past four years are similar to the national trend. Girls achieve higher than boys. Inspection findings are that standards of attainment are in line with the national average in speaking and listening, reading and writing at ages seven and 11. A significant number of pupils are attaining standards above those expected. Progress is satisfactory through the infants and good through the juniors.
94. Most children attain the Early Learning Goals and many are following the National Literacy Strategy when they enter Year 1. Pupils make steady progress in the infants and this increases in the junior years so by the ages of seven and 11 most pupils attain standards which are typical for their age, and a significant number exceed these. Girls' attainment in reading is better than that of the boys. Pupils' attainment is carefully tracked, so that teachers are able to determine appropriately challenging targets for different groups.
95. Pupils with special educational needs have detailed individual education plans. Audits are conducted twice yearly which give a comprehensive view of standards in special

educational needs provision. Pupils on the special educational needs register make satisfactory or good progress.

96. The school works very hard to help pupils to improve their language skills through planning high levels of language enrichment. The speaking and listening skills of many pupils are well developed, although a significant minority still lack confidence in speaking in formal situations. The younger pupils enjoy listening to stories and using spoken and written language. In the literacy hour the teachers and classroom assistants make good use of the 'Big Books' to develop speech. The pupils can name plants in the 'Science Dictionary' and talk about the parts of a plant. In role play in the garden centre in Year 1, pupils use language imaginatively. In Year 2 pupils listened well to the text in 'Gran's Parcel' and are confident in answering questions such as "How do you know that this is in Manchester?".
97. The pupils in Years 5 and 6 contribute very well in discussions and are able to report back to the class on their work. They are confident in talking to visitors on their feelings about the school. Pupils in Year 3 learnt to listen and to take turns when they enjoyed reading together, a poem called, 'Gran, Can You Rap?' They were looking forward to performing to an audience in a parents' assembly. Pupils in Year 4 talked together constructively when working in pairs to plan their steps in inventing a machine. The teacher listened carefully to what the pupils had to say, demonstrating that pupils' observations are valued. In a discussion on theme parks, pupils were very keen to offer opinions.
98. Overall, attainment in reading for pupils aged six and seven is typical for pupils of this age. Standards vary between individual pupils but all make good progress across this stage. Lower attaining pupils use the pictures to help them to read. They can read repeated patterns and talk about the story. They can recognise familiar words and use their knowledge of the initial sounds of letters. The higher attaining pupils choose books from the graded boxes and particularly enjoy fiction books. Pupils read accurately and fluently, making use of all the strategies they have. They respond to stories and appreciate humour. In reading aloud they use punctuation to enable them to read expressively. The pupils can locate books in the library and identify the title, author, illustrator and the contents. Many have a large selection of books at home.
99. Older pupils' reading, overall, is in line with the standards expected. The few pupils still having difficulty choose a wide variety of texts, preferring funny and exciting books. They have a good sight vocabulary and use cues to help them to read unfamiliar words. Higher attaining pupils read fluently and with expression. They are enthusiastic about books and can name their favourite authors. The pupils can retell the story and talk about the characters, referring to the text to justify their views.
100. Raising attainment in writing is a key issue in the school improvement plan. Teachers have planned effectively and organised resources so that writing across the curriculum has improved. Guided writing in the literacy hour is well used so that the pupils are now attaining the standards expected and a third of the pupils are achieving standards above the national average.
101. The most able seven year olds write very well. They can write for different purposes and are reasonably accurate with spelling and grammatical structure. Word banks, suggestion cards and targets are available for support. Phonics are clearly used to spell unfamiliar words and ensure that basic connectives, such as 'then' and 'and' are spelt correctly. Pupils can retell a story, showing an ability to plan and sequence events. Words are chosen for effect and similes, such as 'a barn is like a big shed' are imaginatively used. By the age of 11, pupils have a good knowledge of grammar

and punctuation. They can use different forms of writing appropriately, as for instance, when reporting on their science topic and concluding, 'Year 6's best subject is working on habitats'. The characterisation and plot of books are well reviewed with pupils commenting on 'how it makes me feel'. Pupils search the text and record 'sights' and 'sounds'. After reading 'Oliver Twist' they searched dictionaries to find 'a Dickens of a name'.

102. Standards of handwriting are good in pupils' handwriting books. Younger pupils regularly practise joining letters. Writing in the books of the most able pupils is consistent, legible and well spaced. Marking is constructive, reminding pupils: 'more care needed in handwriting'. Older pupils develop their own style. Well-presented work is organised, consistent and with fluent joined handwriting. Appreciative and constructive marking, such as 'thoughtful paragraph headings' and 'make sure you use commas to separate phrases' give clear guidelines. Pupils benefit from doing homework to reinforce and extend what is learned in school. The homework policy sets out the amount of homework for each year in English. Homework is effective in raising standards.
103. Teaching is good throughout the school although there are variations in teachers' skills. Over half the teaching seen was very good and there were no unsatisfactory lessons, so progress is good overall throughout the school. Teachers have a good understanding of how to teach reading and writing. They make sure the pupils know what they are expected to learn and check at the end of the lesson if objectives have been met.
104. Teachers' very good planning and clear guidelines demonstrate their good subject knowledge. They choose subjects that are of interest to the pupils so that they are keen to learn. Pupils talked together constructively when planning an invention, on an exciting challenge such as designing a mousetrap, a clock awaker or a plant waterer. Work is appropriately matched to pupils' abilities, building on what they know and with high expectations of acquiring new knowledge, skills and understanding. Well-organised lessons with quick pace keep the pupils' interest and concentration. High levels of challenge, 'write the first reason to visit 'Sea World' in three minutes', involved teacher prompts: "Come on! We're selling this attraction. Hurry! I can't wait", motivated the pupils to write the leaflet.
105. Very good relationships between adults and pupils promote very good attitudes and behaviour. Teachers manage the pupils well, praising work done and celebrating success. Excellent teaching of the basic skills in reading and writing includes high expectations. Effective questioning, such as 'What will I see in the first paragraph? A Magic Word! PLAN', make learning fun. Parents are successfully involved in their children's learning through homework so that parents and teachers can work well together.
106. In a few lessons the learning is not sufficiently challenging for all groups of pupils. This leads to some underachievement. In some lessons teachers adhere too closely to the plans prepared to support the national guidance without adapting them to the needs of the more able pupils in their class. This slows pupils' progress and does not extend their learning. Occasionally work is too prescribed with no opportunity for independent learning. Opportunities are missed to find information or read for pleasure in the library. The use of ICT to supplement work in the classrooms is limited.
107. Management of English is good. Teachers' planning and pupils' books are monitored

closely. Some non-contact time provides opportunities for observing teachers in the classrooms. Teachers welcome the 'drop-in system' for advice. Assessment is used, following the National Literacy Strategy guidelines. The co-ordinator analyses national test results and marks for all the classes, levelling all the work. School-based staff development and training has included a course on writing, in which the new tests were studied and a new marking policy was introduced and agreed. A useful portfolio of work in English across the school has been developed. The profile of the library has been raised and a Dewey system for organising the books introduced.

108. Literacy across the curriculum is in an early stage of development. There is evidence of English skills in Key Stage 2 being taught through other subjects in the curriculum. However, cross-curricular links need to be framed in the literacy hour. The Foundation Stage and infant classes are forming closer links between English and other subjects using topic based teaching. Some good literacy work in other subjects is seen in work displayed on the walls. For example, in science, when Reception children wrote about their visit to a Science and Industry Museum; in history on writing about evacuation in World War II and also on Life in Victorian Times; and, in geography, on 'Barnaby Bear Travels the World'.

## **MATHEMATICS**

109. Overall standards of attainment in mathematics are good throughout the school. Pupils make good progress in response to generally good teaching, and standards are rising overall in all aspects of the subject. They behave well, and work hard. Strengths in the subject are:
- very good leadership by a skilled and well-organised co-ordinator;
  - high expectations of children's concentration and behaviour;
  - good development of oral and mental strategies by the children because the staff concentrate well on this aspect;
  - target groups help the staff to focus their teaching on a narrower range of learning needs;
  - good support for children with special educational needs;
110. Areas for development include:
- more opportunities for children to investigate, and use their own initiative in solving problems;
  - greater use of practical materials and activities to help children fully understand mathematical ideas.
111. The school's results in the 2002 national tests in mathematics for seven year olds were well above average, and in the top five per cent when compared with similar schools. The test results for 11 year olds had declined significantly from the previous year and were well below the national average, and below those of similar schools. The school has responded effectively to the disappointment of the results in national tests for its 11 year old children in 2002. Changed arrangements for the grouping of the children for numeracy lessons throughout the infants and juniors have led to a more effective focus for teaching and learning in upper and lower target groups. During the inspection, this was even more sharply focused for Year 6 children as the deputy headteacher was released from his class teaching commitment in order that he could take a high attaining Year 6 group for intensive revision and development in preparation for the this year's national tests.

112. The current Year 6 group overall make good progress in their learning, and are on track to achieve at least above average levels in the 2003 national tests. This would maintain the levels of attainment seen at the last inspection, and would be a good improvement on results in 2002. The high results in national tests for seven year olds in 2002 are unlikely to be repeated this year. However, the current Year 2 children are on track to achieve above average levels, and almost all are currently working within or above the expectations for their age group. Taken together, these results represent very good improvement since the last inspection.
113. The teaching of mathematics is good in both the infants and juniors. The staff follow the National Numeracy Strategy effectively, and use the various sections of the lesson well, particularly in developing oral and mental strategies with the children to help them solve problems. For example, a high attaining Year 6 group followed the teacher's inspired and humorous lead to use a known skill, how to find ten per cent of a number, to then work out 17.5 per cent mentally to calculate Value Added Tax. Similarly, in a good lesson for a lower attaining group of Year 1 children, the teacher rehearsed the numbers that pair to make ten. She then helped the children to use this information in finding change from ten, 20 and 30 pence when buying items from the class shop. Here, the teacher also gave the children good opportunities to relate their mathematical knowledge to practical examples, using support materials. Good support is offered to children with special educational needs, and they make good progress towards the numeracy targets in their individual education plans. Those children with statutory Statements of need have very good support to involve them fully in the subject, and whilst many pupils with special educational needs achieve below expectations for their age, some attain levels similar to their peers. The staff identify children who might be talented or gifted in the subject, and two children attend a Saturday club organised by the local high school for those showing mathematical aptitude.
114. Children cover the whole range of the subject, although there is a strong concentration on the development of computation skills. In Year 2, children learn to measure time, and to tell the time accurately using analogue and digital methods. They learn to measure length to the nearest centimetre, although some of the marking of this work is careless. This is also the case occasionally when children work out fractions of shapes in halves and quarters. Most of the children manage this successfully, and understand what should be added to  $\frac{3}{4}$  to make a whole one. However, in representing fractional amounts, some children do so inaccurately without comment from the teacher. Year 6 children use their computation skills to solve problems in shape, space and measure, although there is little evidence in their books of the practical application of these computations. Higher attaining Year 6 pupils show good understanding of probability, and use coordinates successfully to translate and transform shapes in four quadrants. They learn to handle data effectively, but do not use ICT resources sufficiently in their work.
115. There are some opportunities for children to work out problems for themselves. For example, in a good Year 3 lesson, the teacher asked a group to make up some 'real-life' problems that involved subtraction. One boy wrote succinctly, 'I have £7.50. I buy six oranges for 90p. How much have I left?' She insisted that the children should not solve them, but offer them later for the class to deal with. Similarly in a very good Year 6 revision lesson on fractions, the teacher led a group of children back to how fractional amounts relate to real amounts in the world to help them compute the equivalence between fractions and decimal fractions in order to solve the problems they generated for themselves. However, too often the work in the subject is not based on problems that the children can relate to directly, nor does it engage them in

using hands-on, practical resources and materials to ground their computations in their own environment to help them understand more effectively. For example, groups of Year 6 children, revising work on measuring angles of turn, did so in abstracted numbers only without using protractors, or making angles for themselves to support their thinking.

116. The co-ordinator is aware of this, and has active plans to consider this aspect further. She is a leading teacher of the subject for the local authority, offering example lessons to teachers from other schools. Her subject understanding and awareness of the development of the subject in the school are very good. She has been involved closely in good recent improvements in teaching and learning, and the rising standards by age 11. She makes a good contribution to leadership and management overall in her very good fulfilment of her co-ordinator role.

## **SCIENCE**

117. The school's results in the 2002 national test results showed a similar percentage of pupils achieving the expected level for their age as in other schools nationally, with the higher attaining pupils succeeding particularly well. National test results for 11 year olds were well above average. The inspection findings indicate current standards in science are good in the infants and at least sound in the juniors with regular examples of good quality work. This is an improvement in the infants from the last inspection and the 2002 national test results. The progress pupils make through the junior year groups is variable, although it accelerates in the older classes and progress in Year 6 is good.
118. The pupils enter the infants from the Foundation Stage with good levels of attainment and these are built upon well in Year 1, where pupils are encouraged to question and think about what they see and why what they see has happened. They ask questions and are confident in their explanations about the results of class investigations they have undertaken, such as why the plants they grew in different locations thrived or not. A few are able to predict what might happen if a similar investigation with different environmental conditions were to be undertaken, because they know what a plant needs to grow. They have a good knowledge of the topic they are studying, and in one lesson most pupils could readily identify shoots, roots, leaves and stems. They have experience of recording results in note form and in tables, and they know that science often involves measuring and checking carefully to see what happens. By the end of the infants, their science knowledge is good, and they can use simple equipment to investigate, usually in a similar way to that which the teacher has demonstrated. The pace of work for the more capable pupils tends to slow a little towards the end of the infants as activities tend to be similar for almost all the class with little opportunity to extend their technical vocabulary sufficiently as part of discussions.
119. Through the juniors classes, pupils enjoy their lessons and are keen to learn, partly because teachers make the work interesting and prepare lessons carefully. This helps pupils' learning. In the best lessons, such as a Year 6 lesson where pupils were developing their understanding of the parts of the body and their functions, pupils were doing their own research from carefully prepared materials matched to their learning needs, and were eager to find out more. Many pupils, across the ability range, were very knowledgeable about how the heart and lungs work together and the effect this has on other functions such a distribution of nutrients and gases through the bloodstream. They could answer questions on the involuntary nature of the control of the heart muscle, and were able to talk a little about transplantation and the



use of drugs under medical control. In these circumstances, pupils make good progress. However, in many lessons, teachers' lesson plans are taken directly from the national guidance, which does not always provide adequately for the range of pupils' competence within a particular class. In these circumstances the work for the most able pupils tends to be too undemanding, particularly in developing their scientific enquiry skills and technical vocabulary.

120. Pupils with special educational needs make good progress in science, although their standards are usually below those expected for their age. They gain much from working with the additional adults who are often available in science lessons.
121. Teaching is good in the infants and sound in the juniors with examples of good and very good lessons. Planning is systematic and guided by the national schemes of work, so pupils have a suitable range of topics to study as they move through the year groups. Lessons are suitably resourced and most are stimulating, with teachers taking care to ensure pupils' interest is maintained. In many lessons, teachers have good expertise in science and high expectations of the pupils and this leads to good progress. However, in some lessons, the teaching and the tasks are similar for all pupils and this leaves some pupils not entirely understanding what the lesson intended. This tends to slow the progress of some pupils' progress.
122. Assessment is undertaken at the beginning and end of each topic and the development of pupils' skills is also tracked. This system works reasonably well, but pupils' individual strengths and weaknesses are not recognised in the planning of many lessons, although teachers and other adults try to give extra attention to pupils who may be having difficulty during the course of a lesson. There is little guidance for teachers on how to adapt the national scheme of work to the needs of their pupils. This support is needed for staff who are not confident about their own expertise in the subject to make adaptations themselves.
123. The subject is soundly led by a co-ordinator who also has responsibility for co-ordinating the junior department. Monitoring has been undertaken and staff receive feedback. Resources are adequate and effectively organised, and advice for staff on issues which may arise is readily provided. The subject has not been a priority for development, partly because of good results in national tests, but is to receive additional attention in the near future, particularly to improve the links between planning of work and the assessment of pupils' competence. This is a sound decision.

## **ART AND DESIGN**

124. Based on the two lessons seen in the juniors, written plans, artwork on display around the school and pupils' portfolios of work, standards achieved by the pupils by the end of Year 2 and Year 6 are in line with national expectations. Standards are similar to those identified in the previous inspection. The pupils' progress is satisfactory overall. However weaknesses still remain in developing the pupils' abilities to evaluate their own work to lead to improvement. An improvement since the last inspection is the use of ICT as a learning resource. For example, pupils use graphic programmes to draw and paint and older pupils use the Internet to research the work of famous artists.
125. In Year 1 pupils make progress in their ability to create new colours, for example as they combine primary and secondary colours to represent leeks, peppers and apples. Year 2 pupils have worked with clay and papier-mache to develop their knowledge of

how to create sculptures. Pupils in Years 3 to 6 learn the skills and techniques associated with a good range of materials and work linked to famous artists. They have a sound knowledge of the work of artists such as Picasso and Kandinsky. The pupils use sketchbooks to record their initial ideas but their use is underdeveloped and inconsistent across the school.

126. It is not possible to make an informed judgement on the overall quality of teaching as only two lessons were observed in the juniors. In the lessons seen teachers supported pupils well by clearly explaining the tasks and, as pupils worked, guidance was given to individuals. Pupils with special educational needs had the help of a learning support assistant to ensure they were fully involved in the activity.
127. The limited work on display in the classrooms and in pupils' portfolios indicates that art and design is not a high profile subject. As in many schools it is taught in alternate half terms but sometimes teachers cover the work in extended lessons over three weeks. This results in long periods of time before pupils experience art and design again. However when pupils are involved in artwork they concentrate and work hard, for example, when creating patterns, they persevere to use 'rotation' and 'flip' to develop an interesting pattern.
128. The subject is led by a knowledgeable co-ordinator who is new to the role and has not yet had time to make a significant impact. She has however made a constructive analysis of art and design in the school and has rightly identified areas for development. These include developing assessment procedures by improving the use of pupil portfolios to include work examples that are dated and annotated to reflect the level and context of the activity. Improvements also include developing teachers' awareness of the need for direct teaching in art and design and developing the pupils' skills in evaluation. Planning has improved because a new scheme of work has been introduced which has an emphasis on skills development. Resources are satisfactory in quality and range and each class has an adequate supply of materials to support the pupils' learning.

## **DESIGN AND TECHNOLOGY**

129. Standards of work in design and technology are sound at the end of both key stages. However, only a limited amount of work was available to be seen during the inspection as the school reports that pupils enjoy taking their work home. The intention in the future is to maintain some work in school to let pupils know what they might aspire towards achieving. Pupils' notebooks indicate the design elements of the subject are regularly undertaken from the youngest classes, although not much modification of work was evident.
130. The lessons seen were in the juniors and pupils were enthusiastic and made good progress in the lesson. However, most had only limited skills and needed considerable help. The teaching was sound with some very good teaching when the pupils were involved in food technology, making bread from source ingredients and gaining good knowledge of health and safety procedures and learning to use kitchen equipment. There was valuable help from adults so all pupils had opportunities to plan and produce their ideas, and as they were working in dough, they could modify their ideas easily. The pupils were incredibly proud of their achievements and some were amazed at how the raw materials had changed to produce some beautifully formed loaves of different shapes.
131. Overall, the subject has not been a high priority in the school's development so far,

but the food technology lesson indicates the potential the subject has to develop in its own right and to provide opportunities to apply the skills pupils have learned in other subjects. This will fit well into the school's plans for the next phase of raising standards. At present the subject has an enthusiastic co-ordinator who is holding the post on a temporary basis and has not yet had the opportunity to lead or monitor the subject to a significant extent.

## **GEOGRAPHY**

132. Standards by the end of Year 2 and Year 6 are in line with national expectations. Pupils make good progress by the end of Year 2 and satisfactory progress by the end of Year 6. Standards remain the same overall as in the last inspection however there have been some improvements in the quality of the provision. More effective use is made of ICT particularly with junior pupils as they use the Internet to research information. For example, in Year 3, pupils use the BBC 'What is the Weather' website to find information about weather conditions in other countries. The presentation of pupils' work has improved as a result of better letter formation skills and guidance on presentation.
133. Year 1 pupils develop their knowledge of location as they follow the travels of 'Barnaby Bear'. Through this work they also develop an awareness of the most appropriate form of transport for a journey. For example, when travelling to Brittany it is quicker by aeroplane. In Year 2 some good work on glossaries based on the Mexican village of Tucuaro clearly reflected the pupils' knowledge of village life. Pupils in Year 4 made effective use of photographs and maps to identify the human and physical features as they followed a topic based on Chembakoli in India. Pupils in Year 5 understand why irrigation systems are necessary in hot climates because they study locations on physical and climate maps. Work on display by Year 6 pupils demonstrated their understanding of environmental issues as they studied mountain ranges and presented their ideas on how tourism may damage the environment.
134. The quality of teaching is good in Years 1 and 2 and satisfactory in Years 3 to 6. In the teaching seen three-quarters was satisfactory and a quarter was good. Geography is planned so that a sequence of lessons is concentrated across a half term and there is good consolidation in learning. Where teaching is good, pupils are interested in finding out about people and places and this has a significant impact on the progress they make. Through interesting discussions the pupils are introduced to maps where they locate the places they are studying. Pupils' learning is taken forward because the pupils are engaged in constructive discussions and share their ideas. A good example involved Year 6 pupils carrying out an environmental enquiry: 'Do local people from Cadishead want a supermarket?'. This enquiry led pupils to understand in all these issues there are 'pros' and 'cons'. In some instances teaching misses opportunities to extend the lines of enquiry for the higher-attaining pupils, for example, when these pupils already have some knowledge of the subject. The pupils have a lively interest in the world around them and in the lessons seen the pupils worked hard and were interested in the contributions of other pupils.
135. The subject is led and managed by a teacher with an interest in the subject. The subject has not featured as an area for development and as a result there have been few opportunities for the co-ordinator to make an impact on standards and progress. Future plans include further developing an enquiry approach as a teaching and learning strategy and ensuring there are sufficient resources for each unit of work. Teachers assess the pupils' attainment against the learning objectives at the end of each unit of work and outcomes are recorded for each ability group. This lacks the

rigour required to inform future planning. Resources are adequate and each classroom has a good supply of up to date atlases. Although some use is made of fieldwork as a learning resource, this is underdeveloped at present.

## HISTORY

136. By the end of Year 2 and Year 6 pupils' attainment is in line with national expectations and pupils make satisfactory progress. This reflects similar standards to those identified in the previous inspection.
137. In Year 1 pupils make comparisons between old and new as they compare light sources in the past and present such as candlesticks and electric lamps. They know toys in the past were often made from metal and now they are often made from plastic. Year 2 pupils show a good factual knowledge, for example, about the Great Fire of London, and can vividly recall what they have been taught. By the end of Year 6, pupils have acquired a sound knowledge of British, world and local history through a rolling programme of topics. Pupils' work in Year 4 reflects a sensitive understanding of the problems faced by evacuees during the Second World War. Pupils' accounts in Year 5 of the working conditions in factories in Victorian England show their understanding of the difficult working conditions of people in the past with those of today. By Year 6 pupils can explain how artefacts, pictures and eyewitness accounts help them to build up a picture of life in the past.
138. Pupils achieve well in their understanding of past events because teachers make good use of time-lines as a visual aid to understanding. A good example of this was in Year 6 where important events from 1948 to the present day were clearly marked.
139. The quality of teaching is satisfactory in Years 1 and 2 and good in Years 3 to 6. The teachers' planning and the pupils' work shows teachers have a sound knowledge of history. At the start of the lessons the objectives for learning are shared with the pupils to enable them to have a clear understanding of the learning intentions. Teaching is very good when the use of question and answer sessions to check pupils' ability to recall factual knowledge is put alongside the personal implications. This was well demonstrated in a Year 6 lesson on migration. There are many good examples of writing in history to show good links with literacy, for example, the pupils' research of evidence to determine why Henry VIII had six wives. On some occasions teachers give pupils the opportunity to follow their own lines of enquiry, for example in a study of life in Tudor times. However this is not fully exploited and the line of enquiry is often pre-planned by teachers.
140. Pupils are motivated and have a keen interest in historical enquiry. In lessons, they carry out the tasks willingly, co-operate with others, readily offer information and show pride in their written work. The pupils respond with empathy to aspects of life in past societies and this is well demonstrated in work on Henry VIII and Tudor times. This makes a good contribution to the pupils' spiritual, moral, social and cultural development. This is an improvement since the previous inspection when behaviour was sometimes poor and the pace of work was slow.
141. The subject co-ordinator is an experienced teacher with a keen interest in the subject and history is a new responsibility. Developments have included reallocating the units of work in the national subject guidelines to promote the development of skills. Resources have been improved to include more photographic evidence and greater use of the Internet as a research tool. Assessment is mainly limited to evaluations made at the end of units using the assessments provided. More attention is being

given to visits to further develop the pupils' experiences. For example, the Year 4 pupils visit the Stockport Museum to participate in role-play activities as an evacuee.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

142. Standards of attainment in ICT are improving rapidly with most pupils in the infants attaining good standards and in the juniors sound standards. The school has a computer suite which is timetabled regularly to ensure that basic computer skills are taught and also that ICT is used regularly in other subjects. This is working well in developing the pupils' basic skills, especially with the younger pupils who, by Year 1, are confident with hardware and were able to approach a new word bank program competently. Most of these pupils were competent in the basic skills of word processing, managing to use icons, delete text, import words from bank and close the program at the end of the lesson. Their behaviour was very good, given their age and the temptation to investigate aspects of the computer that did not quite fit with the teacher's plans. Pupils were using vocabulary such as 'mouse mat', 'monitor', 'keyboard', but there was little time for discussion in this lesson, except for the main purpose of using the word bank.
143. The good teaching and pupils' behaviour continue through the infants and juniors, but for the older pupils, the standards do not yet reflect this as they have much to catch up on. Nonetheless, their progress is steady and their skills are growing. For example, a good lesson with a Year 4 class learning to use a technique which simulated spray painting using different size dots, indicated that they could control the computer effectively. They changed background and foreground colours, and were confident in loading and saving their work. They shared ideas and learned from what they saw others do. Older pupils were able to enter information about water consumption onto a data base as part of their work in geography, and although they were slow in doing this, so did not get to the point of analysing the data, it was mainly because the original information was not recorded in a computer-friendly format.
144. Overall, pupils have experience of a suitably broad range of computer programs and application opportunities, including basic e-mail. However, work in ICT is mostly undertaken in class lessons in the suite with some limited use in other lessons. There are plans to extend the present facilities and this should provide more challenging opportunities for pupils to use their developing skills and knowledge in the context of their day-to-day work, for example, using control technology, which is at an early stage of development, to contribute to work in design and technology.
145. The subject is led by an experienced co-ordinator, although there has been little opportunity for him to check the quality and standards of teaching and learning through the school, as issues with maintenance are reported to have taken considerable time. These are now mainly resolved, through the use of external specialist support, so the leadership of the subject could be more active in the future. Additional grant funding has recently been allocated to the subject, so an audit of what is needed to further promote pupils' learning will be timely.

## **MUSIC**

146. Standards are broadly average by seven and 11, and pupils make satisfactory progress. These findings are similar to those in the last inspection. Teaching is sound, and the recent adoption of a commercial scheme of work to supplement national guidance has been effective in improving teachers' confidence in delivering the subject.

147. The main strengths are:

- a wide range of opportunities for many pupils in the juniors to learn to play an instrument, or have vocal tuition, from local authority peripatetic teachers;
- the enthusiasm of the recently appointed co-ordinator, and her influence on the development of the subject across the school;
- the raised profile of the subject recently, and the willingness of the staff to improve their skills in its delivery.

148. The main areas for development are:

- widening the range of music from different cultural traditions heard and studied by pupils;
- providing more instruments representative of a variety of cultural traditions;
- ensuring that singing has a strong place in lessons.

149. Pupils clearly enjoy listening to and making music, and respond well to the lessons they receive. They handle instruments carefully because the teachers manage the lessons well. For example, one Year 4 class sitting as a group on the carpet retrieved and returned a wide range of percussion instruments very well. They played them when the teacher asked, and kept them still (no mean feat) when not supposed to play. In this lesson, however, pupils did not sing. This is an underdeveloped aspect of the subject throughout the school.

150. A recently qualified teacher ambitiously led a group activity that involved both practice and successive recording of a 'human drum' round. This was handled well by the teacher. She led with real enthusiasm, so that the pupils made good progress and were able to evaluate their work by comparing different versions of it. Similarly, Year 1 pupils behaved very well in following the teacher's instructions to make a sound with their instrument, then to feel the vibration; this caused some amazement and real learning for the pupils.

151. Junior pupils learning to play the violin make good progress in small group sessions with a teacher from the local authority music service. They keep good time, read standard notation, and handle the bow and violin well, given the short time they have been learning to play it. Other pupils learning to play the guitar enjoy the teacher's approach, as she teaches them a range of chords to accompany 'pop' music. They take turns in playing different chords, and the teacher's enthusiasm inspires them to concentrate and try hard to achieve the desired effect. In addition, other groups of pupils have the opportunity to learn to play the recorder, clarinet, flute, keyboard, and vocal skills.

152. The co-ordinator is enthusiastic and knowledgeable, and is beginning to have a good influence on the further development of the subject across the school. For example, since the new scheme of work has been adopted at her recommendation, all staff have chosen musical performance as the basis of their classes' assembly for parents.

## **PHYSICAL EDUCATION**

153. Standards of attainment are above average at seven, and average at age 11. This is an improvement since the last inspection, and the playground surface has also been improved. The quality of teaching was very good for infants in lessons seen in Year 2, and satisfactory for juniors, with some areas for improvement. There is a good range

of extra-curricular activities, including unusually for infant pupils.

154. The main strengths are:

- good coverage of the full subject, including swimming, athletics, and outdoor and adventurous activities for older pupils during residential holidays;
- high standards of teaching and learning for pupils in Year 2;
- a good range of equipment, and good accommodation in the hall and playgrounds.

155. Areas for development include:

- aspects of teaching for junior pupils.

156. Pupils very much enjoy these lessons, and generally behave well. Pupils in Year 2 took part in dance and games lessons with real enthusiasm, and good control of their movements and equipment. In dance, the pupils responded very well to different musical stimuli, to create movements based on the theme of 'squiggles and dots'. This led to them twisting and turning, using space and different heights very effectively at the teacher's prompting, and to bouncing and jumping with controlled zest. This was at good levels for their age. Similarly, in a games lesson in the playground, another class of Year 2 pupils showed very good control of a large ball in passing to a partner, and catching the ball from a chest-high pass. They listened carefully to the teacher's instructions, and worked well in pairs and groups to develop their skills, using the playground space well. A few pupils achieved high levels for their age. The quality of the teaching in these lessons was high, leading to good progress in the pupils' skills and control of their movements.

157. The quality of teaching for junior pupils is generally sound, and occasionally very good, but has areas for improvement. Teachers use guidance from courses they have attended effectively, and manage the pupils safely in the main. In one Year 3 class, however, despite safety reminders, some pupils rushed round the hall in an uncontrolled manner, so that other pupils spent more time watching out for them than developing their own skills. In another Year 3 lesson, though, the children behaved very well, and made good progress in working in teams to achieve a result based on reading geographical symbols, in preparation for orienteering activities. Year 4 teachers taught the pupils how to achieve accurate chest and shoulder passes, and careful retrieval skills. These were then used in games activities. A sequence passing game in the playground was effective, but when playing a game in the hall, the teachers allowed the pupils to become too excited and noisy. This prevented the pupils from using the skills they had practised earlier as effectively as they should. Good use was made of video film to study tennis skills for a Year 5 lesson, although the subsequent arrangement of equipment in the playground did not support the pupils' skill development effectively.

158. The co-ordinator has been influential in increasing the profile of the subject in the school, and in ensuring it covers the recommended curriculum well. She sets a good example in her own teaching in Year 2, but has had too little influence so far in the juniors. She leads several extra-curricular activities, and oversees a good range of others. Locally, she meets other subject leaders from primary schools, and has organised inter-school games and athletics events. The school does not have its own sports field, but has good access to the local football club's field, and there are good links between the club and the school.



## RELIGIOUS EDUCATION

159. The school follows the Salford Agreed Syllabus for religious education. Evidence gathered during the inspection shows that standards for pupils aged seven and 11 are in line with the requirements of the locally agreed syllabus. This is similar to the findings at the previous inspection, therefore improvement is satisfactory. Teaching is satisfactory overall so that progress through both key stages is sound.
160. Pupils can identify and describe special times of celebration, special people and stories associated with them. They enjoy the variety of approaches the teachers use to encourage them and show good attitudes and behaviour. Younger pupils are expected to think for themselves and to make connections between the stories they hear and everyday life. For example, when the teacher read the story of 'The Last Supper' the pupils joined in by talking about their suppers. They remembered that Judas had betrayed Jesus and they reflected that Jesus must have been sad because his friends had betrayed Him. Effective questioning encouraged the pupils to think about times when their friends had let them down and how they felt. They were confident in sharing their thoughts. For example, one girl explained 'I was disappointed because Emily would not play with me'. The pupils were given a few moments to think of the good things friends do. Older pupils have good knowledge of the Bible stories told to young children and have some knowledge of the world's leading faiths. Pupils in Year 3, in studying Islam, understand how important the Qur'an is to Muslims. They discussed precious books and offered opinions on how such books should be treated. Pupils learnt that Muslims wash their hands, cover the book and keep it on a high shelf to keep it safe and to show it respect. They know that Mohammed went to Mecca and heard the good news from an angel. The instructions from their God, Allah, took over 20 years of dictation to form the text of the Qur'an. Pupils in Year 5 understand that Muslims undertake five steps or 'pillars', one of which is the Hajj pilgrimage to Mecca. A group of pupils reported this knowledge to the class. They learnt that the journey was a ritual, a sign of devotion you do for God.
161. The quality of teaching is satisfactory overall with some good teaching seen in Year 1. No teaching was observed in Years 2, 4, and 6 as lessons in religious education are blocked into units of study and timetabled half-termly. There is no judgement on teaching for these Years. Evidence on the walls shows that pupils in Year 2 have been learning about Jesus as a healer. Displays of word processing show that 'Jesus has a special power to heal people'. A display of books includes a Rainbow Good News Bible. Year 4 have been 'finding out about Judaism'. A caption over a display of books showing Jewish and English culture, reads 'we have found out that their holy book is the Torah'. Pupils in Year 6 have been studying Christian values. They have used the internet to find out about a group of people who try to lead their lives following their Christian values. Posters of the Salvation Army are displayed.
162. The co-ordinator has expertise in religious education and leads development in the subject. A good relationship with other churches has been built up and pupils have visited a mosque. Liaison meetings are held with co-ordinators in other schools. The Buddhism Centre offers training in meditation. The co-ordinator monitors planning and audits resources. A strength of the subject is respect for other faiths; a weakness is in the time-tabling that does not allow for consolidation of information and knowledge previously acquired.