

INSPECTION REPORT

ADSWOOD PRIMARY SCHOOL

Adswood, Stockport

LEA area: Stockport

Unique reference number: 106024

Acting Headteacher: Mrs Rita Douglas

Reporting inspector: Mr O L Thomas
16041

Dates of inspection: 19 - 21 November 2001

Inspection number: 242735

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: 4 to 11

Gender of pupils: Mixed

School address: Garners Lane
Adswood
Stockport

Postcode: SK3 8PQ

Telephone number: 0161 483 5003

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Appropriate authority: Local education authority

Name of chair of governors: Mr Brian Kiely

Date of previous inspection: 19/5/1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
16041	O L Thomas	Registered inspector	Art and design Physical education Foundation Stage	What sort of school is it? How well is the school led and managed? What should the school do to improve further?
19344	D W Jones	Lay inspector		Pupils' attitudes, behaviour and personal development
17711	J B Thomas	Team inspector	English Geography History	How high are standards? How well are pupils taught?
22578	G Jones	Team inspector	Mathematics Information and communication technology Music	How well does the school care for its pupils?
27676	M Thorn	Team inspector	Science Design and technology Religious education	How good are curricular and other opportunities?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is in a period of significant change. The Headteacher left the school at the end of July 2001. In the interim period the Deputy Headteacher is Acting Headteacher. In September 2001 a Key Stage 1 manager also took up post. The school has suffered from significant staffing and recruitment difficulties in the last two years. Pupils in Key Stage 1 have been taught by a succession of temporary teachers in spite of governors' efforts to recruit permanent staff. The school is about the same size as other primary schools. There are 205 pupils on roll who mainly live in social accommodation, with a small number living in private housing. The school roll has declined since the last inspection. The percentage of pupils eligible for free school meals is well above the national average as is the 34 per cent of pupils on the register of special educational needs. Almost half of these are at the higher stages of 3 to 5. One per cent of pupils have a statement of special educational need and this is slightly below the national average. Many pupils' attainment is well below what is usually found nationally at the age of four. Early baseline assessment information shows the school's position is the lowest of all local schools. There are very few pupils from minority ethnic groups. The school is involved with a number of local initiatives on community schemes and is located in an area of urban regeneration. It is also part of the Sure Start scheme for early years pupils. Recently the school has been awarded a national achievement award for improving pupils' performance in the national test results at the age of 11. Links are established with a nearby Beacon School.

HOW GOOD THE SCHOOL IS

Adswood Primary School provides its pupils with high levels of pastoral care but the school is not as effective as it should be. There is much to be proud of, achieved in very challenging circumstances; not least the good start children make in the reception class. Pupils improve their achievements in day-to-day work in Years 4 and 5 so by Year 6 standards are moving closer to the levels expected nationally of 11 year olds but still fall short of them. The management of Key Stage 1 has been neglected. The long-term underachievement of infant pupils has not been addressed effectively and standards for seven year olds are in decline. The sanctions for dealing with unacceptable behaviour are not well defined. Recent staffing changes at the end of the Key Stage 1 reveal overall satisfactory teaching, but it is at times barely so, and diminished further because of the inefficient organisation for teaching Year 2 pupils. The attainment of pupils in Year 3 is well below average and their progress falls well short of expectations; they are not receiving an acceptable standard of education. Temporary skilled teaching for these pupils is beginning to support their personal and social skills well but this stopgap measure is not enough to improve their low academic standards and the poor behaviour, which hinders the learning for many. Teaching is consistently good in the reception class but overall satisfactory elsewhere. The Acting Headteacher has improved relationships and in this respect leadership has been effective. However, the interim management structure has not placed the raising of the low standards in Key Stage 1 and poor achievements of pupils in Year 3 to the forefront of its forward planning. In spite of some strengths, the school gives unsatisfactory value for money.

What the school does well

- The improvements in results of the national tests in English and mathematics by the age of 11 and the better progress they make as they move through the juniors.
- The good start children receive in the reception class and in Year 1.
- The high quality of the pastoral care and provision for pupils' personal, social and health education.

- The impact of the Acting Headteacher in safeguarding the commitment of staff to work as a team.
- The planning by governors for a more rigorous programme of monitoring and self-review.
- The provision for pupils with high levels of special educational needs.
- Procedures for monitoring attendance.
- The extensive range of activities to enrich the curriculum, including art.
- The contribution of the community to pupils' learning.

What could be improved

- The poor progress and unacceptably low achievements of pupils in Year 3.
- Standards and achievements for all pupils but particularly by the age of seven in the core subjects.
- The use of assessment, tracking and target setting information to identify weaknesses.
- The quality of the school plan to focus on raising standards and the monitoring of actions to measure success.
- The sanctions the school applies in the event of unacceptable behaviour.
- Pupils' below average attendance.

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

In accordance with section 13 (7) of the School Inspections Act 1996 I am of the opinion, and HMCI agrees, that special measures are required in relation to this school.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in May 1997. Shortly after this, a new Headteacher was appointed who has since left the school in July 2001. Since the last inspection improvements, although identifiable, have been overall unsatisfactory and insufficiently effective to raise standards, achievement and to secure quality education for **all** pupils. Improvements are evident in the quality of provision in upper Key Stage 2. The provision of education for children in the Foundation Stage has improved from satisfactory to good and has been well supported. These improvements are not replicated throughout Key Stage 1 and in Year 3. Standards in some subjects have declined. Pupils' performance in the national tests has improved by the age of 11 but is in decline for seven year olds. The school's budget which although tight, is no longer in deficit. The school environment and resources are much improved. Pupils' behaviour is not as good as it was. The national strategies for literacy and numeracy have been adopted but not wholeheartedly embraced. The school has not been sufficiently effective at self-evaluation. Monitoring has taken place but not enough has been done to decide which things work well, which do not, why, what needs to be done and how it will happen in all areas of the school. The quality of teaching whilst broadly satisfactory has not improved enough since the last inspection. The recently formulated governing body takes an active interest in school life and is keen to support the challenges facing staff. Their plan for partnership is very good in that it identifies the need for a firm approach to monitoring and self-review. It is too soon to identify any impact. The school's capacity to succeed is hard to measure. More key staff changes are about to take place. A new serving Headteacher has been appointed for January 2002. The inspection cannot anticipate that this, in itself, will raise standards and address the deficiencies.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	E*	E	D	A
Mathematics	E*	E	C	A
Science	E	E	E	C

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E
very low	E*

Pupils' performance in the national tests has improved and is moving closer to what is expected nationally at the age of 11 but is still below average in English and well below average in science. Mathematics results are average. The school's results are well above average when compared to similar schools, in English and mathematics, and average in science. The school has won a national achievement award for the improvements to standards for 11 year old pupils. Pupils' performance in the national tests by the age of seven is very low even when the pupils' poor abilities on entry are taken into account. Since the last inspection there has been little added value to the pupils' education in Key Stage 1 when measured against both national comparisons and similar schools. This is a serious weakness and has resulted in pupils moving into the juniors with unacceptably low levels of achievement given the progress they have made in their early years education. The pupils in Year 3 are doing badly and their progress and achievements are much too slow resulting in their work being well below expected standards. The staffing difficulties have not helped but educational direction and planning to raise standards are found to be wanting in safeguarding these pupils' learning. The underachievement is even more evident when the more reasonable progress pupils make in Years 4 and 5 is considered and their more rapid progress in Year 6, which is supplemented by booster support. This shows pupils are capable and that time has been lost for them. In the work seen during the inspection standards are below national expectations for too many pupils. Standards have declined in many subjects. They have improved in science by the end of the juniors.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good for most. When motivated, pupils join in productively with their work. Some lack concentration and are easily distracted.
Behaviour, in and out of classrooms	Although some pupils behave satisfactorily because of the positive support given by staff, self-discipline is a weakness of many. A minority of pupils behave in an unacceptable manner and this affects progress too often.
Personal development and relationships	Satisfactory, too few pupils have a sound view of the impact of their actions on others.
Attendance	The school's procedures for supporting attendance are very good but attendance levels are below national averages. Too many pupils arrive late at the start of the day. Breakfast Club supports attendance.

TEACHING AND LEARNING

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

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 satisfactory overall in the lessons seen but good in the reception class. Fifty one lessons were seen with 49 lessons taught by class teachers. About three out of five lessons were satisfactory. The remainder, were good, with a small number being very good. The overall quality of teaching is based on planning, scrutiny of work and assessments of pupils' progress. Literacy skills are soundly taught although the teaching of writing needs considerable improvement. Pupils' knowledge and skills are not transferred well enough to their other work. The teaching of mathematics is satisfactory. The basic skills of numeracy are soundly taught and mental recall of arithmetic problems is a stronger feature. The teaching of mathematical investigation is generally weak; these skills are also weaker in science but better when taught by the teacher with specialist knowledge. This is true also for information and communication technology (ICT) and physical education where the teachers' enthusiasm and expertise support learning well. Teaching in the reception class has improved since the last inspection. The teaching of special educational needs by specialist support staff is good but not enough thought is given to the needs of the few higher attaining pupils. The teaching in Year 3, by an experienced seconded teacher, is not enabling pupils' academic skills and achievements to improve fast enough because of undue time needing to be spent managing unacceptable behaviour with insecure sanctions available to the teacher. This adds to the gaps and unacceptable weaknesses in their learning. Inconsistencies are evident in elements of teaching in the infant and junior classes. For example, activities offered to improve pupils' speaking skills are not regular enough and ends of lesson are not well used to encourage pupils to share what they know and understand or help plan the next steps of learning. Assessments are not used effectively to support and challenge all pupils' needs. Intervention to help pupils improve for themselves is not always evident or successful.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good in the Foundation Stage and higher up the junior classes. A good range of activities enriches the curriculum. There are some gaps in statutory requirements.
Provision for pupils with special educational needs	Good. The special educational needs coordinator knows the pupils' needs well and has established effective routines for identifying needs. The recent initiative of the 'nurture group' by the behavioural support staff is having a positive effect for the youngest pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Varied but satisfactory. Pupils' moral and social development is good overall. Cultural development is sound. However, pupils have too few opportunities to reflect on spiritual issues particularly in collective worship and religious education.

How well the school cares for its pupils	Very high quality pastoral care. The work on assessment has been slow to start; procedures are mainly good but the use of information to improve pupils' achievements is not effective.
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The school makes every effort to work with parents but their efforts are often not well supported.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the Headteacher and other key staff	The interim management is providing a steady hand to keep the school efficiently run and maintain its caring ethos. However, the management of changes to improve the standards is not so effective. Coordinators have not had enough chance to impact directly on teaching and learning although they have devised sound plans for their subjects.
How well the governors fulfill their responsibilities	The governors who have not been a group for long have made a very good start by identifying the need for incisive self-review. Further work is needed urgently to hold the school to account by asking pertinent questions of the school's day-to-day management. Aspects of the curriculum do not meet requirements. The governors have begun to get to grips with the principles of best value.
The school's evaluation of its performance	Unsatisfactory. The school development plan is not focused well enough on raising standards. Improvements to address the significant underachievement of groups of pupils have not been paramount to enable even adequate academic progress to be made. Monitoring of the curriculum has lacked the necessary rigour to action improvements for all pupils.
The strategic use of resources	Resources and accommodation are good and reasonably used. Staffing is good, but not enough thought has been given to where the most serious weaknesses lie and consequent allocation of staff to support pupils' learning needs.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The children's enjoyment of school. • The quality of teaching. • The pupils' behaviour. • The approachability of the school when problems occur. • Information on their child's progress. 	<ul style="list-style-type: none"> • The progress their children make. • The amount of homework given. • The personal development of pupils. • The range of after school activities. • The leadership and management of the school.

In relation to the positive points raised by parents, inspectors agree that children enjoy school that the school is ever ready and willing to listen to their concerns and the information it gives on pupils' progress is at least sound. All pupils do not behave well. Teaching is broadly satisfactory but good in the reception class. In relation to areas parents would like to see improved, the personal development of pupils is mainly satisfactory. The range of out of school activities is very good. Homework was not seen to make any significant impact on

pupils' progress. Progress overall is far too inconsistent. There are weaknesses in management's forward planning to raise standards and improve pupils' achievements and in checking that monitoring improves teaching and learning. The Acting Headteacher is maintaining stability and supporting staff morale.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When the children start school in the reception class, their attainment varies but is generally well below that expected for their age in language and number skills. In the current class, more than half have significant speech difficulties, which require specialist intervention. The school's initial assessments of pupils are the lowest in the local authority. The personal and social skills of the children, who mainly come from the adjacent nursery school, are less good than they used to be on entry into the reception class. The established links with the nursery support the children's confidence in starting school. Most children make good progress because of the good teaching they receive. The reception class teacher and her non-teaching assistant understand the children's needs well and quickly establish routines to make the children feel safe and secure. They have high but realistic expectations and understand that the children need extensive practical experiences, language reinforcement and repetition to support their knowledge and understanding. There is a notable gender difference in that boys are less skilled on entry than girls, in writing especially. This carries on through the main school. To support the challenging emotional needs of some children, additional, part-time teaching help in the form of the 'Nurture Project' has recently begun to encourage positive behaviour from the earliest age. This is already showing benefits.
2. The children's personal and social skills look set to be about as expected by the time they reach five years old. The good progress they make here does not however, enable them to reach the expected Early Learning Goals by the age of five in language and mathematical development although they are moving much closer to what is expected. Those with poor speaking skills are hindered from complete success but nevertheless improve in many areas. The children do not attain standards as expected for their age in their knowledge and understanding of the world, which is very limited on entry to the school. They make good progress in some physical skills but do not attain standards as expected by the age of five because they have no safe, secure outside area to develop their skills of large body movements. In creative development although progress is good the children are still below the levels expected in the Early Learning Goals by the age of five. Children's achievements improve systematically during their time in the reception class. It is clear they are capable of making progress and although still below expected standards, the seeds have been sown for improvement as they move into Key Stage 1.
3. As they work through Key Stage 1 pupils' achievements are varied. Past performance in the national tests over a five-year period shows significant, sustained underachievement. In 2001 national tests, 72 per cent of pupils attained Level 2c or *below* in reading, 75 per cent at or *below* Level 2c in writing and some 57 per cent at or *below* Level 2c in mathematics. In reading and writing, more than half were at Level 1 or below. This does not augur well for these pupils attaining at the expected Level 4 when they reach Year 6 and suggests poor added value given the progress in reception and Year 1. The inspection accepts that staffing difficulties have not made the school's situation any easier, but this alone cannot justify the poor achievement. Given the satisfactory progress children made in the reception class at the time of the last inspection and the good progress they have made more recently it would be expected that standards should be improving not declining. The pupils' poor test performance, limited progress and some unacceptable behavioural concerns tackled

ineffectively are serious weaknesses which have impinged on pupils' attainment and resulted in them having not received an overall acceptable standard of education by the time they reach Year 3. Too little is being done in Year 3 to address the poor achievement. Academic progress is much too slow and the achievements of many are well below expectations. It would seem that when pupils have left Year 1 their progress has regressed, or at least stagnated. The reasons for this can be linked to staffing recruitment difficulties, lack of quality teaching, limited impact of curriculum leadership in the core subjects at Key Stage 1, along with overall neglected management of this stage, some tensions which existed within the school and resistance to change, poor behaviour of a minority disrupting the learning of many, inadequate sanctions to manage this, a failure to use accurate assessment of what pupils know to drive standards forward and importantly that monitoring of teaching and learning has lacked the rigour and actions to address the weaknesses.

4. The picture for pupils currently in Key Stage 1 is improving but it is too early to be overly optimistic. In Year 1, pupils build well on their reception work and progress is good in lessons. Scrutiny of their work since September shows that they have made some clear progress in acquiring the basic skills of literacy and numeracy although many struggle with writing. Poor speech and listening skills hinder spelling. Learning is often held back by limited memory retention skills but many are learning letter sounds systematically, using them to spell simple words with support, and are regularly encouraged to 'help themselves' when writing by using 'word banks' in the classroom. Their number skills are improving. These improvements are because of the quality teaching.
5. In Year 2, a newly appointed teacher has been designated as Key Stage 1 manager from September this year. This has brought stability, continuity and competent teaching to impact on the pupils' learning. Already the signs are more promising. Writing is becoming structured and more than half the pupils show signs of competent numeracy skills, but there are striking gaps in pupils' knowledge when their current work is analysed; it suggests that many will not be reaching the expected Level 2 in the national tests. The organisation and use of staffing for this year group, whereby two teachers share the teaching, are not impacting well enough on achievements and ensuring pupils receive regular quality teaching. There are also high levels of special educational needs in this year group and some pupils have very challenging behavioural needs which affect their own and others' progress; this is also true, but far more striking, in Year 3. The school's sanctions for unacceptable behaviour do not effectively support achievement.
6. Performance in the national tests is better by the time pupils are 11 year olds. Recently the school received a national achievement award for improvements to test results for this age group. Although against national comparisons, standards were below the average, when they are compared to similar schools Adswood was well above others in English and mathematics. In science, results were about the same as similar schools. More pupils attained at the higher Level 5 in mathematics than found nationally, and only slightly below in English. Only a few pupils attained at Level 5 in science and this matches inspection findings, which show pupils do not have well developed scientific investigation skills. The school exceeded its own targets in English and mathematics and the trend of improvement is above that found nationally. The school's assessment of the cohort in 2001 was that the pupils were 'a willing group' of learners and 'more responsive', the picture is not the same for the current Year 6. There are a high number of pupils with special educational needs and the pupils' listening skills are not keenly developed. Although the school recognises the breadth and depth of need within the cohort it's targets are much higher for this group

than for last year's; 47 per cent are targeted to attain Level 4 or above in English for 2002 as opposed to 36 per cent, and 53 per cent in mathematics in 2002 compared to 36 per cent previously. Last year teacher assessments were lower in English and science than actual results but spot on in mathematics. All of this indicates some weakness in assessment and tracking confirmed by this inspection. The current work of Year 6 shows that many pupils are not attaining securely within the expected Level 4 and so the school will need all of its planned booster support to meet its targets this forthcoming year.

7. Progress through the juniors improves from Year 4 onwards because teachers manage the pupils better and have firmer, although not yet consistently high, expectations for quality, productivity and output of work. Pupils' progress in Year 3 has improved of late in their personal and social skills, but not so obviously academically, even though the school has the benefit of a skilled teacher 'on loan' from the Beacon School until the end of term. Some pupils' listening skills are improving. Their concentration is slower to follow but evident. However, the time this is taking detracts significantly from learning and achievement for many pupils. Even those pupils who are willing and able are distracted by the poor and unacceptable behaviour of the few and the immature work ethic of a larger group, mainly boys. These serious weaknesses embedded in some pupils' responses and attitudes stem from prior low expectations. This makes it very hard for pupils to get on with their learning and catch up where gaps persist. At present, there is insufficient adult support in this classroom to impact on the challenging needs.
8. Pupils with special educational needs are identified effectively and their individual educational plans set suitable targets. The support these pupils receive from specialist support staff has a beneficial impact on their achievements, notably in basic skills work and behavioural support. This is diminished somewhat in daily class work because teaching does not always use assessment to plan relevant tasks; this is true also for the few higher attaining pupils who do not always receive enough challenge. The small number of pupils from minority ethnic groups do not fare any less well or better than other pupils.
9. Since the last inspection standards have certainly not risen far enough or fast enough at Key Stage 1 and have been slow to improve but nevertheless have done so by the end of Key Stage 2. In some subjects, identified elsewhere in this report, standards have declined. Many influencing factors have hindered progress. Considerable effort has been placed to resolving staffing difficulties in Key Stage 2 and the impact of this is evident. However, Key Stage 1 has been neglected and the repercussions are no more evident than in Year 3. It is not enough to say that by the time pupils leave the school they are closer to national standards; they have not received a consistent quality of education. There have been too many troughs and not enough peaks to pupils' learning since leaving the early years classes until the upper juniors. Time has been lost and urgent action is needed.

Pupils' attitudes, values and personal development

10. Whilst most pupils' behaviour and attitudes to the school are good, the behaviour of a significant minority is unsatisfactory as is their work ethic and attendance. Their personal development and relationships are generally satisfactory. Poor behaviour and attendance seriously affects the quality of learning and lesson progress. These findings contrast starkly with those of the previous report, which praised the pupils' behaviour and attitudes.

11. The school has effective procedures and strategies to support and encourage the children's good behaviour through reward and celebration of good work. However, this does not extend to teachers applying meaningful sanctions appropriate for some of the worst and most persistent bad behaviour. In consequence, behaviour management lacks consistency, has no credibility for a significant number of disruptive pupils, makes no contribution to their values and self-development and seriously contributes to the lack of lesson pace and learning for too many, notably in Years 2 and 3. Apart from the reception class, the poor quality of behaviour is a negative factor within the key stages. In Year 2, a poetry lesson was spoiled by several incidents with pupils showing a poor attitude and a lack of self-discipline. During the same lesson a pupil became violent and was eventually removed. An English lesson for pupils in Year 3 was disrupted by the conduct of a number of individuals, the classroom assistants having to pursue a pupil around the classroom and climb under the tables. The teacher valiantly tried to teach the planned lesson, so as not to disrupt the learning of all. The behaviour of pupils in a Year 6 religious education was unsatisfactory. They were slow to settle, and as the lesson on forgiveness progressed, two groups were involved in aggressive behaviour, kicking one another under the table. These incidents occurred despite the display of classroom 'Golden rules' agreed at the start of term between the teacher and pupils.
12. The pupils generally have a warm regard for their teachers and relationships at this level are good. Relationships, between pupils, are less consistent as many lack basic social skills. A number of children have difficulty with emotional relationships, self-control and temperament. These children are confrontational and aggressive in class and during play. They do not benefit from having been taught from an early age, nor seem able to apply, the values of fair play and respect for the values and beliefs of others.
13. Reception pupils enjoy their lessons and make significant progress in developing social skills and learning to be independent. During a lesson in which they were learning to recognise the initial sound of their name, they were attentive, responded well and their behaviour was very good.
14. Despite the school's best efforts to encourage and maintain good levels of attendance, these are unsatisfactory being on occasions below 90 per cent. Although teaching staff are well prepared for the start of the school day, lessons generally commence with a significant number of absences with children drifting into class in the first half-hour. The school continues to seek parental support in achieving consistent good attendance and the education welfare officer is actively involved. However, a significant number of parents fail to ensure their children attend promptly and consistently. Poor attendance is affecting the quality of learning and pupils' level of achievement.

HOW WELL ARE PUPILS TAUGHT?

15. Teaching is satisfactory overall with consistently good teaching in the reception class. Forty-nine lessons were observed, taught by class teachers. About three out of five lessons were satisfactory but at times barely so in Year 2 and 3. The rest were mainly good with a small number being very good. Only one unsatisfactory lesson was seen, and this was in science at Key Stage 1. The quality of teaching is not equally competent in Year 2 where pupils are taught separately for literacy and numeracy work. They receive better teaching by the newly appointed Key Stage 1 manager. Some music lessons taught by visiting music specialists were good quality. Where teaching relies on specialist knowledge it is strongest. For example, in

science and ICT in Year 4, physical education in Years 1 and 2 and English in Year 6. Pupils make faster progress because the teaching takes the lessons forward with confidence. Instructions are clear to help pupils understand what they are learning about and skills are built upon step by step.

16. Since the last inspection, teaching quality has not improved except in the reception class. There has not been any significant rise in the proportion of very good teaching. The length of teaching service is not a measure of the quality of teaching. The more recently qualified and appointed teachers demonstrate some better teaching skills. All teachers and support staff show the highest levels of care for the pupils' pastoral needs and this supports learning well because pupils feel safe and secure and enjoy the routines of the school day.
17. Teaching in the reception class makes a strong mark on pupils' personal and social skills and their early literacy and numeracy skills. The classroom organisation supports well all of the recommended areas of learning and allows these young children to explore the world around them as they move through the 'stepping stones' of learning.
18. In the good and very good lessons, teachers use a variety of effective methods to engage the children and deliver the lesson objectives, encouraging the pupils to answer questions, listen carefully and follow instructions. The few higher attaining pupils work conscientiously independently, or in pairs. Questioning is well used in the better lessons to raise the expectations of pupils and draw out what they know and have learned. The better teaching pays close attention to encouraging listening, hearing what pupils have to say, giving them time to formulate their ideas and speak aloud. For example, in Year 1 the pupils were prompted to listen very carefully to the teacher's pronunciation of three letter words so that they could spell them on their white boards. When instructions to use lower case letters were given, the teacher asked the pupils, 'What does it mean? What do I want you to do?' Pupils listened, understood and said, 'use little letters – not capitals'. They concentrated well and were able to put the correct letters in order in the writing frame. In the better lessons, pupils concentrated well. For example, when listening to a reading about the sinking of the cruise ship Titanic, they understood they would be asked about the mood the author creates. Pupils of average and higher ability were able to quote key phrases; some then used these or adapted them in their writing of a diary as a passenger on the liner. Pupils were challenged to explain their answers and this required them to make intellectual effort to come up with similar words in meaning to those used in the text. Those pupils with special educational needs were given direct support by the teacher to keep them focused on the work. Good mathematics teaching in Year 5 enabled pupils to convert centimetres into millimetres and vice versa. The beginning of the lesson used pupils' recall skills from the previous day and the teaching built on this to take the lesson forward. All classrooms are well organised and displays support pupils' learning in the subjects, except music.
19. In all classes the assessments which teachers make could be better used to set appropriate work that supports the learning of the least able, improves the pace at which pupils of average abilities learn and challenges and extends the few higher attaining pupils to learn more and investigate for themselves. In lessons, greater consistency in the levels of intervention by teachers to point out errors or misunderstandings could help pupils to improve for themselves. This is also true for some marking of work. In all infant and junior classes activities offered to improve pupils' speaking skills are not carefully planned. Homework was not seen to make any significant impact on pupils' learning.

20. The teaching of special educational needs by specialist support staff is good. In daily work non-teaching assistants support pupils well, and at times very well, for example, in Year 1, when using an 'alien puppet' to capture their interests and give support for spelling. However, there are classes where although some support is available this is not always sufficient to help teachers cope with the range of need.
21. Learning is hindered too often in Years 2 and 3 because of the time that is needed to address some pupils' inappropriate behaviour. Whilst the teachers use positive ways to support good behaviour, the impact is lessened when some pupils show total disregard for the impact of their actions on others. Scrutiny of pupils' past work in Year 3 shows clearly that since the start of this school year these pupils have not received an acceptable level of teaching over time and this has left gaps and weaknesses in their understanding, listening, behaviour and expectation for the amount and quality of work they produce which is judged to be unacceptably low. The current staffing arrangement in Year 2 is not making best use of teacher time and skills.
22. In English, the very best teaching is in Year 1 and Year 6 because both the methods used and the activities match the pupils' needs so well. In the other classes literacy skills are mainly taught satisfactorily within the structure of the framework of the National Literacy Strategy, but plenary sessions and the teaching of writing need considerable improvement to build carefully on pupils' limited knowledge. Pupils' knowledge and skills are not transferred well enough to their other work.
23. The teaching of mathematics is satisfactory. The basic skills of numeracy are soundly taught and mental recall of arithmetic problems is a strong feature. The teaching of other aspects of mathematics particularly investigation are weaker.
24. Whilst there is no doubt of the improvements that have been made to planning and some early assessment work, inconsistencies in teaching have been the cause of considerably low achievement and limited learning in Key Stage 1 now revealing itself in Year 3. The monitoring of teaching has too little effect on ironing out deficiencies, safeguarding all pupils' learning and addressing staff development needs effectively.

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

25. The school provides a broad and reasonably balanced curriculum that has some strengths but also important areas for improvement. All National Curriculum subjects, including personal, social and health education, which is well taught, and religious education, are planned for. However, some elements of ICT, design and technology, religious education and geography are missing. The school's provision for art is a strength, offering a wide range of experiences in different media. Its main curriculum weaknesses stem from a lack of depth and range across subjects and its failure to offer opportunities for pupils to reflect upon, and initiate and evaluate, their own learning. For example, in design and technology there are too few opportunities planned for the children to consider alternative designs or alternative materials before they start the making process. In ICT the development of satisfactory progression and attainment has been hampered because there are insufficient computers available for all pupils to extend their use across the curriculum.
26. In the last inspection curriculum provision was judged to be satisfactory, now the curriculum is good except in Key Stage 1 where it is no more than satisfactory.

- Classes in Key Stage 1 frequently have activities in four different subjects taking place at the same time making it difficult for teachers to conclude sessions with a satisfactory depth of discussion, assessment or evaluation of the pupils' outcomes.
27. The new National Curriculum Programmes of Study have been introduced and there have been other changes including the introduction of the National Literacy and Numeracy Strategies. The school has implemented both strategies and also adopted many of the Qualifications and Curriculum Agency (QCA) schemes of work. The success of these changes has been hindered by enforced changes of staff and also to coordinator roles.
 28. Extracurricular activities are good and cater for sporting, academic and environmental interests. The Regeneration Scheme has arranged for community artists to work with pupils to develop their ideas for a future Adswood. Visiting poets and authors have worked with pupils to encourage and model writing, but impact on standards is not strong. Pupils enthusiastically participate in football, netball and cross-country competitions against other local primary schools. The gardening club and the tree warden project are very popular and offer children opportunities for learning about long-term care of plants and for taking responsibility for their own environment. The writing, mathematics and poetry clubs encourage enthusiasm as well as support and enrich the pupils' learning. At the same time the school provides enrichment in the curriculum through well-considered visits and visitors. Pupils have visited such places as the local toy museum, the theatre, the cinema, and local churches. Trips have been arranged to Manchester Museum, the Jorvik Museum, Styal Mill and the Macclesfield Victorian School. Whilst these opportunities have broadened pupils' view of their own heritage, discussions with them reveal little in depth recall of knowledge. There are also annual visits from the police and fire services. The Year 5/6 three-day residential visit to an adventure activity centre in the Lake District is well supported and provides physical challenge and the opportunity for communal living.
 29. The school has a clear and comprehensive Policy for Equal Opportunities in place. The Headteacher is responsible for monitoring its effectiveness. There has been little attempt by the school to consider how it could become more 'inclusive' of different groups or even to a process for their identification. There are few resources available that would help teachers support pupils to understand about the multi-cultural nature of the society in which they live.
 30. There is generally equality of access to the curriculum but the more able pupils are not catered for sufficiently. This may well be quite a small group but the lack of direct support given to these pupils, and the lack of tracking of their specific progress, and by having no target set for them, means that the school's results are lower than they should be. There is a requirement, shortly to be introduced, for all schools to develop a policy for its Gifted and Talented Pupils; there is no evidence of the school making any progress towards this. Pupils interviewed reported that sometimes pupils are withdrawn from activities for misbehaviour and that sometimes activities are cancelled for the same reason. This is something that should be monitored so that individual pupils or groups are not disadvantaged and for its implications for the school's behaviour policy.
 31. The school has developed, and benefits from, very good links with its local community. Contact with the local church has encouraged the vicar to regularly come into school to take assembly and lead collective worship. Links with local business have been instrumental in strengthening experience and expertise on the governing body.

32. Partnership with Stockport Football Club has provided football skills sessions, healthy living assemblies, a sponsored penalty shootout fundraising activity and an after school programme of ICT and study support. The Year 6 class attended the Crucial Crew Scheme, a good citizenship project, developed by the police. Also drama students from a local college visit the school to present a pantomime followed by a workshop for the older pupils. A particularly successful initiative was an art programme involving 'Learning Together with Manchester City Art Galleries', and Department for Education and Skills (DfES) funding. This provided for several weekends when pupils, parents and staff could work together at The Old Rectory, Didsbury. Every week sixth form students from Stockport Grammar School, a nearby independent secondary school, come to work in the school. Each student works within a class and listens to reading, supports individual pupils or groups of pupils and helps the teacher in other practical ways. The primary children greatly enjoy and benefit from the friendship, help and conversations that develop during these visits.
33. The school has established a close and supportive relationship with its local primary Beacon School making use of their strengths and experience to help to raise standards at Adswood. At the time of the inspection, the Assistant Headteacher of the linked Beacon School, was teaching Year 3. This supportive arrangement was in recognition by both schools that the class was at risk due to the failure to attract and appoint a temporary teacher in September whilst the Deputy Headteacher fulfilled the acting Headteacher's role. Links with the nearby Avondale High School have also been developed. The visit to the secondary school science laboratory last year has left a lasting and positive memory with the current Year 6 pupils, which may prove beneficial when they transfer next summer. The art and craft project involving Year 10 pupils was another very positive and enriching experience for the current Year 5 and Year 6 pupils. The photographic record and the finished gargoyles are testament to the benefits of using older pupils to tutor and mentor younger ones. The arrangement for Year 10 pupils to work with the older classes is ongoing and is proving very successful in helping the teachers with practical lessons in science as well as art.
34. The delivery of spiritual, moral, social and cultural values for pupils at this school is overall satisfactory but is not consistent. The provision made for their social development is good and their moral and cultural development is broadly satisfactory. However, provision for their spiritual development is unsatisfactory. This contrasts with the findings of the previous report which, found this aspect overall to be a strength of the school.
35. The development of spiritual values is unsatisfactory. Although within some aspects of celebration of worship pupils' spiritual insight is stirred, much of their classroom worship is unstructured and gives limited direction to the examination of values and little opportunity for reflection. Through the curriculum there are lost opportunities to provide the children with experience of awe and wonder. The provision for collective worship in classrooms is not wholly in accordance with statutory requirements.
36. The provision for their moral development is good through the role models provided by staff and the efforts made to encourage and applaud good behaviour. These include the 'Golden Tree' awards that acknowledge significant hard work, success or good behaviour, and the pupil's contribution to classroom rules for behaviour. The commitment of governors and staff is evident in the whole-school policy for teaching and learning based on a sincere commitment to care for its pupils.
37. The staff make significant effort to enable all pupils to develop social values. They do this through their own good example and through encouraging pupils to be

responsible, to consider others and to care. A broad range of opportunities supports this commitment such as visits to outside venues including, for the older children, residential visits and visits to the school. These not only extend their academic learning, but also provide significant opportunity for their social development. Pupils from Year 6 are elected to perform duties as prefects that include assisting teaching staff to set up equipment and acting as monitors.

38. The development of their cultural values is satisfactory overall but mainly concentrated on insight into their own culture. This has included role-play activity at Styal Mill as Victorian apprentices, a visit to the Jorvik Viking Museum as part of topic work, local surveys and a visit to a garden centre. They have compared several of the main world religions in their lessons, and have experienced the opportunity to discuss religious beliefs and cultural values with visiting students from overseas. The school does not have a significant ethnic population and the curriculum provides too little opportunity for pupils to reflect on the need for tolerance and respect based on cultural difference. They are not well prepared for living in a culturally diverse society.
39. The youngest pupils respond positively to the school's provision for support in the development of behaviour and social skills. They are responding well to expectations to wait their turn, to share and to listen to others because of the high levels of support they receive.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. The school's provision for child protection and ensuring pupils' welfare is very good. Its procedures for monitoring and improving attendance and for monitoring and promoting good behaviour are also very good. Procedures for educational and personal support and guidance, monitoring and eliminating oppressive behaviour, assessing pupils' attainment and progress and for monitoring and supporting their personal development are satisfactory. The school's monitoring of academic performance and progress, personal development and its use of assessment to guide curricular planning are unsatisfactory. With regard to child protection and welfare, these inspection findings accord with those of the previous inspection report. That report's findings also accord with current inspection evidence in respect of the unsatisfactory monitoring of academic progress.
41. Pupils receive a very high quality of pastoral support and guidance from teachers, assistants and support staff. The school's commitment to supporting pupils is evident in the very well attended Breakfast Club where pupils can obtain a meal and enjoy recreation before the start of the school day. Child protection procedures are known and understood by staff. Although the school's procedures for monitoring and promoting good behaviour and for monitoring and improving attendance are very good, they are not having sufficient impact. The promotion of good behaviour is not supported by effective sanctions to control disruptive behaviour among pupils. This is impeding lesson progress and restricting learning. Attendance is unsatisfactory being significantly affected by parental apathy.
42. A key issue at the last inspection was that the school was not monitoring pupils' academic progress well enough and making use of the information in order to provide more focused teaching based on the needs of the pupils. Although it is over four years since that report, the school has only very recently begun to address this issue. As a result, the school has not moved far enough to meet the weaknesses described. The assessment procedures it has put into place have not yet had time to impact on pupils' progress. This is unsatisfactory.

43. The Acting Headteacher has put together a sound assessment policy and has seen that each teacher collects relevant information in class folders. There is a wide range of tests and checks carried out by teachers, who record the results clearly. However, the recording of the results often mix different types of information together on the same sheets making direct comparisons for standards and progress rather more difficult to make. At the same time, the teachers' own assessments, made subjectively, have been shown to be less than accurate when compared with test results, especially at the end of Key Stage 1.
44. More successful is the gathering and use of information in the Foundation Stage of learning. The school makes good use of the baseline information it receives when pupils enter school. It helps them make more specific arrangements for those children with special needs ensuring a good start to 'big school'. The tests carried out at the end of their first year in school are equally well administered and show that the school is making a clear difference to the education of its youngest pupils.
45. Day-to-day assessments are still not consistently made in different subjects and by different teachers. Some planning for numeracy work shows good detail of assessments made at the end of the week, noting those pupils who have reached the objectives well and those who need further help. At the same time, some teachers then note the steps they must take to give pupils further help. However, this is not a consistent picture in literacy work or in other subjects.
46. The school has very recently begun to track the progress of its pupils. The current system is a sound first attempt at the process, but needs significant changes if it is to be more useful as a method of not only checking the progress pupils make but also showing, over a longer period of time, where weaknesses in teaching and learning fail to maintain their progress. Teachers make tracking and targeting records solely for their own classes, as a result there is no overall check on progress over a longer time scale. The grades given at particular stages are too general and not specific enough in their relationship to the detail of the levels of the National Curriculum. Currently the system has not been computerised in order to make it quicker to access and easier to amend. Best use is not being made of this information in order to drive learning forward at an appropriate pace.
47. Once again, the school has only recently tried to create 'targets' for its pupils. As these have arisen from less than detailed assessment information, the targets themselves are too vague. They cover too long a time span before they are re-assessed and new targets set. As a result, targets are not effective in securing good progress. The targets are shared with pupils and attached to their books so that they see them on a daily basis.
48. The school is beginning to analyse the results of the national tests in order to check both learning and teaching. Evidence is seen of a clear analysis of questions answered in this year's tests at the end of Key Stage 2. However, the same type of information is not seen for tests taken at the end of Key Stage 1 where standards are declining. This type of investigation and the use of information to improve teaching and learning for this group of pupils should be introduced urgently. Progress, particularly of the more able pupils, is not being supported through this analysis.
49. There is evidence of some satisfactory and good marking. For example, marking in Year 1 and in the top two classes in the school, indicates ways of overcoming their

difficulties whilst celebrating their successes. This helps pupils' progress. In some other parts of the school it is not so positive or helpful.

50. Overall, as a result of the lack of detail in its current assessment work, teachers do not have sufficient information upon which to base their planning in order to raise standards for groups and individuals in their classes. The need is not to complete more assessments, it is to make assessments clearer and easier to use to check progress and prescribe future needs. This is particularly the case for higher attaining pupils, whose needs are not always met through either planning or teaching.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

51. The school has sustained the commitment, found on the previous inspection, to work hard to achieve strong links with parents. Parents are provided with information about the pupils' work as well as the school's recreational activities; they are encouraged to participate and support the school and their children. Some parents have responded and assist in school with such activities as reading, and with sport, for example, the football club and cross-country running. Informal contact is welcomed and encouraged, and the school has formal arrangements for meeting the parents through an annual parents' evening and formal reports of pupils' progress. Together with fund raising events, school productions to which parents are invited, and family literacy and numeracy courses, the school's efforts to involve parents are good.
52. The very small number of parents who responded to pre-inspection enquiry was mainly supportive of the school's arrangements to involve and inform them. There is, however, a serious challenge for the school in overcoming the apathy of a significant number of parents who do not support the school nor their children's learning in any active way. The school makes a genuine effort to provide opportunity for parental participation, including the involvement of the home school liaison officer. However, limited evidence was seen of parental contribution to the life of the school or in supporting the children's learning in school or the home.
53. The Breakfast Club is a fine example of the school's commitment to support parents and pupils. Its value and benefit are obvious in the levels of subscription with 70 pupils enrolled. Its impact on pupils' attendance is good.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. The Acting Headteacher, ably supported by the experienced and highly skilled school administrator, has managed the day-to-day life of the school well. Administrative procedures, financial management, support systems for staff and pupils and procedures such as monitoring attendance are efficient. This has contributed to helping the school community to function effectively at a time of considerable change and uncertainty.
55. The Acting Headteacher has been effective in encouraging staff to work as a team. Coordinators have written action plans. Temporary teaching arrangements have been agreed for the Year 3 class. Specialist staff are supporting in some classes with behaviour management strategies but not, in Year 2 and 3, where the behaviour of some pupils is manifestly hindering progress.
56. The school development plan, drawn up by the Acting Headteacher, is unsatisfactory in that it does not focus on raising standards, addressing the sustained

underachievement in test performance at the end of Key Stage 1, or suggest how the poor progress of pupils in Year 3 will be addressed.

57. Extensive monitoring and evaluation of performance has taken place since the last inspection. The information gained has been used to support achievements at Key Stage 2, and in improving the provision for children in the Foundation Stage, but so far it has not been used to address the dire needs, which have permeated Key Stage 1 and the current Year 3 class. This has significantly hindered the school's progress towards meeting its goals of improving the attainment of all pupils and assessment and planning of work to drive learning forward, matched to the needs of individuals. Overall, the process of self-review has failed to drive the whole school forward well enough.
58. The chair of governors and many individual members are new to the role but all show a high level of commitment to, and support for, the school. They show a positive approach to school development. They have identified clearly in their own action plan that the lack of sharp, precise targets for the school in relation to raising academic standards make it difficult for them to evaluate the effectiveness of the actions taken. They recognise that there is a need for a rigorous programme of monitoring and self-review and also the need to extend their role in holding the school to account for the standards achieved. It is the absence of this latter action by them, which has contributed to the continuing decline in standards for seven year old pupils, and the ripple effect of very low achievement into Year 3 which now calls for urgent action.
59. The governors meet their statutory obligations in the delivery of the National Curriculum, except for ICT and aspects of design and technology and religious education. They are aware of, and are beginning to apply the principles of, best value but need to be more focused in looking at how their costs and standards compare with other schools, particularly those, which are similar, and the use of staffing resources, particularly in Year 2.
60. School and national initiatives have been adopted but not systematically and wholeheartedly put into practice. For example, the implementation of the National Literacy and Numeracy Strategies, the handwriting policy and the handing in of pupils' work for scrutiny.
61. The school has been very successful in improving the accommodation, which has been totally redecorated, and its environment, which is now far more secure. Good use has been made of spare classrooms, for example, in housing the infant library, resources, and computer suite. The high quality cleaning and maintenance by the caretaker and his staff is a credit to them, and they are rewarded by the pupils' respect and care. There is a total lack of graffiti or defacing of the building, displays etc. In discussions pupils say how much they like how clean and bright the school is.
62. The provision for pupils with special educational needs is well organised and managed by the part-time special educational needs coordinator. The specialised base is well resourced and used effectively by the support staff, who give high quality input and enable the pupils to generally make good progress.
63. Resources have improved significantly since the last inspection, the majority of teachers feel that their needs are well met. However, there are still gaps in the provision of ICT equipment and software, large construction apparatus and audio equipment in the Foundation Stage. The school also recognises the need for a safe, secure outside play area for the reception class, and toilets, which are close at hand.

They have ensured these features are incorporated in plans drawn up under the proposed Sure Start funding, which is being made available to the school in the near future.

64. In spite of the improvements in test performance for 11 year olds and some other strengths, the serious deficiencies for groups of pupils result in the school giving unsatisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

65. The governors, Headteacher and staff now need to:
- **Improve swiftly the poor progress and unacceptably low achievements of pupils in Year 3 by ensuring that:**
 - pupils receive high quality consistent teaching over a sustained period, which applies high expectations for improving both personal and academic progress and that management keeps a watchful eye for improvements.
Reference to these weaknesses can be found in paragraph numbers: 3,7,9.15,21, 24 and 96.
 - **Raise standards in all subjects, but notably English and mathematics, particularly by the age of seven by ensuring that:**
 - the teachers' expertise to teach the full Programmes of Study of the National Curriculum is assessed, their training needs identified and their skills more widely used;
 - planning is monitored for coverage of National Curriculum requirements;
 - outcomes of learning are scrutinised for quality, output and understanding;
 - opportunities to extend pupils' speaking and listening skills are incorporated into all planning;
 - the approach and allocation of time to teaching handwriting to aid spelling, fluency and speed in recording ideas is reviewed and monitored for success;
 - pupils are required to use their basic skills in the other subjects;
 - greater priority is given to the use and application of what pupils know in mathematics.
Reference to these weaknesses can be found in paragraph numbers: 3,5,6,9,21,22,83, 87- 91, 93, 94, 97, 99,100,102, 106, 108/9, 122,131,137 and 150.
 - **Improve the use of assessment, tracking and target setting information to identify weaknesses by ensuring that:**
 - teachers have a clear picture of what the pupils know and understand in order to plan suitably supportive or challenging work; that they check on progress to meet targets on a frequent basis and use what they know to plan the next steps;
 - marking and intervention in pupils' learning ensures they know how to improve their work and that they do so.
Reference to these weaknesses can be found in paragraph numbers: 3, 6,19,42/3, 45-48, 92/3,104,115.
 - **Improve the quality of the school plan to focus on raising standards and the monitoring of actions to measure success and ensure that:**
 - the whole school contributes to it and understands their role in fulfilling the goals;
 - that governors hold the management of the school to account for its success.
Reference to these weaknesses can be found in paragraph numbers: 24, 56-58,116

- **Improve and apply consistently the sanctions the school applies in the event of unacceptable behaviour.**

Reference to these weaknesses can be found in paragraph number: 3, 5, 10, 11, 55

- **Improve the pupils' attendance.**

Reference to these weaknesses can be found in paragraph numbers: 10, 14

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

49

Number of discussions with staff, governors, other adults and pupils

23

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	3	17	28	1	0	0
Percentage	0	6	35	57	2	0	0

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

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)	n/a	205
Number of full-time pupils known to be eligible for free school meals	n/a	102

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	n/a	2
Number of pupils on the school's special educational needs register	n/a	69

English as an additional language

	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	34

Attendance

Authorised absence

	%
School data	5.8
National comparative data	5.6

Unauthorised absence

	%
School data	3.3
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	14	18	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	2	3	6
	Girls	10	11	13
	Total	12	14	19
Percentage of pupils at NC level 2 or above	School	38 (46)	44 (43)	59 (39)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	2	5	2
	Girls	10	10	9
	Total	12	15	11
Percentage of pupils at NC level 2 or above	School	38 (43)	47 (54)	34 (32)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	13	14	27

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	6	7
	Girls	12	10	12
	Total	19	16	19
Percentage of pupils at NC level 4 or above	School	70 (56)	59 (51)	70 (76)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	6	6
	Girls	11	10	11
	Total	16	16	17
Percentage of pupils at NC level 4 or above	School	59 (50)	59 (63)	65 (71)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	2
Bangladeshi	0
Chinese	0
White	170
Any other minority ethnic group	3

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	10.4
Number of pupils per qualified teacher	19.7
Average class size	29.3

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	177

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	8
Number of teachers appointed to the school during the last two years	4
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.

Exclusions in the last school year

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

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Financial information

Financial year	2000/2001
	£
Total income	481,279
Total expenditure	473,617
Expenditure per pupil	2,193
Balance brought forward from previous year	-1210

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	205
Number of questionnaires returned	26

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	46	46	0	8	0
My child is making good progress in school.	35	46	12	8	0
Behaviour in the school is good.	23	65	12	0	0
My child gets the right amount of work to do at home.	27	46	8	19	0
The teaching is good.	50	42	8	0	0
I am kept well informed about how my child is getting on.	46	42	8	4	0
I would feel comfortable about approaching the school with questions or a problem.	85	15	0	0	0
The school expects my child to work hard and achieve his or her best.	58	38	4	0	0
The school works closely with parents.	31	50	8	8	4
The school is well led and managed.	12	58	4	15	12
The school is helping my child become mature and responsible.	31	42	15	8	4
The school provides an interesting range of activities outside lessons.	15	58	15	8	4

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

66. There has been a marked improvement in the overall provision for children in the reception class since the previous inspection, when it was judged to be satisfactory. Strengths in personal, social and emotional development have been sustained, whilst teaching and learning, particularly of early language and numeracy skills is now good. The classroom is bright, well organised and geared to the children's needs. It supports all areas of learning and allows the young children to explore the world around them.

Personal, social and emotional development

67. The children make good progress in this area and most are on target to achieve the Early Learning Goals by the end of the reception year. They make strides in self-confidence and self-esteem because of the warm, positive attitude and good teaching of the staff who delight in the children's achievements. Many are beginning to be able to take care of their own personal needs and to carry out routines without having to be constantly reminded. For example, at the start of the day in hanging up their coats, having their 'toast money' at the ready and in sitting on the mat quietly listening to the music being played, being calm and ready for registration. Many of the practical activities are grouped and organised in such a way as to require them to share and take their turn which, through skilled support by the teacher and support staff, enables them to develop their social skills well. The introduction of 'circle time' is also giving them the opportunity to express their ideas and feelings, which they are eager to do. They enjoyed the experience of being able to greet their friends, to say who their friends are and why they like them.

Communication, language and literacy

68. The teacher and support staff place high emphasis on encouraging the children to talk. All the children make at least satisfactory progress towards the Early Learning Goals in this area, the majority from a very low starting point. However, standards are below average by the age of five. The children are encouraged during registration to respond clearly to their name being called and to share how they are feeling at the start of the day. They are encouraged to recite nursery rhymes and songs, and through repeated story sharing they are beginning to recognise key words within the familiar texts. For example, when sharing the story of 'The Robot' they were successful in their search for finding core words shown to them on flash cards, such as, 'he', 'it' and 'can'. The children are slow to use language for thinking. Despite help from adults, many find it difficult to explain and to talk about why things have happened.
69. However, work in the literacy hour is helping most to make sound progress in developing an interest in books and talking about the author and illustrator. They are beginning to predict how stories will end and to talk about their favourite bits. Many are learning to recite the letters of the alphabet and some of their sounds, but find it harder to recognise them. They learn the names of the characters in the familiar books and to use the pictures to tell the story. Progress in writing is slower. Opportunities are given to encourage the children to write as part of some of the ongoing activities, and for adults to show the children what writing is for and how it

works. All children make marks on their paintings or drawings to explain their work to others. These early attempts sometimes include letters from their names or 'core words' they have remembered from their shared reading. Well-presented displays, which include written captions by the staff, are used well to revisit previous activities to support the children's recall and to motivate them into using their language skills.

Mathematical development

70. The children make at least satisfactory progress and by the end of the reception year, most are below, but closer to, the standard expected for their age. This is due to the overall good teaching and the practical experiences offered to them to aid their understanding. Good use is also made of audio equipment, for example, where children have to follow and respond to the story of 'The Three Bears'. The children have a daily mathematics session, which helps to reinforce and develop the children's knowledge and understanding of number, and ways to calculate, shapes, space and measures, and gives the opportunity to repeat and use familiar mathematical language. The staff also makes good use of daily routines, such as registration, to encourage the children to count.
71. The children are able to recognise numbers from one to 20 on a clothes line and are beginning to recognise them in sequence. They eagerly share their ability to rewrite numbers up to 100 with their teacher's support, but are more hesitant in recognising and offering answers to 'one more' or 'one less'. Whilst playing with play dough they are able to distinguish the various shapes and sizes of their cake shapes, offering their largest or smallest correctly on request. Some are beginning to attempt to record their work formally.

Knowledge and understanding of the world

72. On entry to the reception class most of the children have very limited general knowledge. The staff makes every effort to provide a broad range of activities to foster the children's learning about the world around them and what it offers. Although the children make at least satisfactory progress, they still have some way to go before they achieve the Early Learning Goals.
73. The staff provides a changing range of items, materials, tools and tasks to motivate and challenge the children who learn to observe, listen, and ask questions and to comment on what they notice. In talking about the sounds they heard whilst walking around the school, they were able to appreciate the different sources of sounds, pitch and depth of sounds. A visit to a local garden centre brought the awe and wonder of living plants, their smell, colour, similarities and differences, which the children took great delight in recalling with the support of the excellent range of photographs taken of the event. They responded well to questions, which prompted their feelings such as "What did it smell like?" – "Which flower did you like best?"

Physical development

74. The children are given regular sessions of physical activities, either in the hall or outside, which are promoting well the children's movement skills and use of space. The children are highly motivated by these activities because the quality of teaching is good. Over time, the children make good progress towards the Early Learning Goals for movement and use of equipment. However, the lack of a safe, secure outside play area hinders the children's opportunities to use space, run freely, climb, and handle large toys and equipment; this is a significant weakness in the school's

provision for these children and results in them attaining below the standard expected for their age.

75. In a session in the hall, good teaching encouraged the children to move around with confidence, changing direction and speed in line with the teacher's instructions. They rose to the teacher's high expectations by keeping a safe distance from one another and working hard on their movements. They concentrated well, particularly when moving in role with the character whose shoes they were wearing e.g. a ballerina, footballer and soldier.
76. Activities in mathematics and other sessions are giving the children valuable opportunities to develop, and challenge the children in using their fine motor skills; for example, in the use of scissors, a range of paintbrushes and containers in the water and sand trays, and many, especially some of the girls, show good skills in manipulating small items.
77. By the end of the afternoon a significant number are tired and find it difficult to sustain the energy for the whole time.

Creative development

78. The teaching quality and overall provision are good. The children make sound progress, but by the end of reception they are below the standard expected for their age, and have some way to go before achieving the Early Learning Goals. Their progress being hindered by a difficulty to express their wishes, to ask questions and to make demands for other materials or tools. The children have access to a wide range of materials and resources and many opportunities to explore different media and to express themselves and their ideas using paint.
79. They acquire a repertoire of songs and enjoy listening to music. Their interest in music was evident in a session where they played percussion instruments to beat out the rhythms tapped out by their teacher.
80. Role play is an integral part of their activities. Children are often supported by an adult whose input helps them to extend their ideas, to share and to develop their social skills in relating to others. Rather than merely being left to their own play the activity is used effectively to extend the children's speaking and listening skills.
81. Displays of their work are used well to engage them in conversation and in recalling how they had carried out the work.

ENGLISH

82. The school received a DfES Achievement Award for improvements to the test performance attained by 11 year olds. The school exceeded its own targets of 36 per cent in the national tests by almost double; with 70 per cent of pupils attaining at Level 4 or above. This figure is only slightly below what was attained nationally. Twenty two per cent of pupils attained the higher Level 5. Given their prior attainment these results represent considerable added value. When the results are compared to similar schools, the school's English results are well above average. The targets for the forthcoming year are well below what was achieved in 2001 but better than those predicted previously, but the school feels that the current cohort is not as strong as last year's and their current work confirms that many are not working within Level 4. The discrepancy in the targets and the results also suggest that something is amiss with the assessment and tracking of pupils' progress. It implies an underestimation of

their abilities; if double the predicted number attained at the nationally expected level they were clearly capable of more than they were achieving.

83. A worsening picture is evident for seven year olds. In reading, the percentage of pupils attaining Level 2c or below was 78 per cent and in writing, although slightly better than previous years, 75 per cent attained at Level 2c or below. No higher Level 3s were attained at all. All of this suggests that it will be difficult for these pupils to attain the expected Level 4 at 11. When compared nationally and to similar schools the school performed badly, well below average and in the lowest five per cent nationally. However, this is not a sudden decline and pupils have not been making suitable progress since the last inspection. This is a serious weakness, particularly given that when children entered the reception class, although they were below average, they made at least satisfactory progress and their progress in recent years has been closer to good. Insufficient action has been taken to stem this decline and safeguard pupils' education.
84. Those pupils with special educational needs make good progress towards the targets in their individual educational plans which are mainly focused on spelling, reading and writing. The few higher attaining pupils are not always effectively challenged.
85. Pupils' progress is too variable throughout the school. In Year 1, pupils often make good progress because teaching is directly focused on key skills taught against clear objectives and with plenty of repetition and reinforcement. Progress in Year 2 varies from barely adequate in some small group sessions, to satisfactory except when disrupted by poor behaviour. Year 3, have many gaps in their knowledge and understanding and progress is much too slow for this class because of unacceptably poor behaviour and weak listening skills. In Year 4 pupils make suitable progress particularly in their use of Standard English and this is built upon well in Year 5. Progress is better in Year 6 because of the teacher's subject knowledge and expectations for attention. The school makes sound plans to boost pupils' progress so they achieve well in the tests at the end of Year 6.
86. The inspection finds that about half of the current Year 6 is on target to attain Level 4 and this is lower than previously found; there are a large proportion of pupils with special educational needs and some pupils have considerable difficulty in listening and concentrating. They have had many gaps to fill in their learning and the school will need to use all its planned booster support to enable it to meet the targets set given the standards pupils currently achieve.
87. Although pupils make sound progress in speaking, there is no room for complacency because this is the most obvious weakness which colours the rest of pupils' attainment. Pupils have little to talk about and their knowledge of the world gives them few concrete experiences on which to base their talk. In the infants, pupils are encouraged to contribute to discussions but classroom spaces are not conducive to imaginative play with activity areas where they can take on roles and develop new language. More opportunities for pupils to talk are needed. Pupils are learning to listen and their progress is sound but is dogged at times by immature behaviour, drawing the pupils away from concentrating. A good example of encouraging pupils' language skills was seen in Year 3 where two girls were asked to add another verse to a poem; they worked on the computer, listening to each other's ideas, adding words and making amendments. They grew in confidence as they read aloud to the class. Sadly, not all listened. By the age of 11, pupils' listening skills are sound overall, as is their speech. Most can relay the main points of a discussion with some support from the

teacher but few speak in complex sentences. There are some weaknesses notably in the range of vocabulary used by pupils to describe their experiences and work.

88. On entry to Year 1 pupils' reading skills are well below average and, although improved, they are still lower than expected by the age of 11. In Year 1 pupils receive regular practice in recognising initial letters, key words and building simple words. They read regularly to adults. The higher attaining pupils are quite fluent but lack confidence, other ability levels do not use picture clues readily or transfer their early phonic knowledge to break down new words. By the age of seven, only the higher attaining pupils, of whom there are few, are reading at a secure Level 2. Pupils by the age of seven have few skills in retrieving information. They read text accurately but with little expression, and can relate characters to stories; they have made some progress in reading unfamiliar words successfully. Support staff who regularly read in partnership with pupils check their understanding to help their learning.
89. By Year 3 pupils' progress in reading has clearly been slow and although pupils will offer to read because they enjoy the attention, when they approach the text their confidence wanes. Achievements of too many pupils are poor in this year group and this reflects how the pupils attained in the national tests. The higher attaining pupils are not anywhere near what would be expected for their age, they read words correctly, but read quickly and pay insufficient attention to punctuation; they show too little knowledge of using information books. Lower attaining pupils read very low-level books for their age and, although they say they have read the book before, they cannot recognise the words or build new ones without support. Even from page to page they forget new words. The average readers have better sight vocabulary but still find it challenging to build new words so that they make sense. Pupils in Year 4 have some basic word attack skills but they cannot talk easily about the plot, characters or how to find books in a library. Year 5 pupils look forward to reading and more read at home, often to themselves. The average and higher attaining pupils can explain a contents page and index and their use; they refer to book reviews, say they like 'Harry Potter', Jacqueline Wilson stories and Roald Dahl, but book ownership is limited. They show limited ability to locate a book in the non-fiction library. By the age of 11, pupils say they enjoy reading in school and they particularly enjoy group reading and the current book. Most have sound literal, comprehension skills and some can deduce information; about one third can take simple inference from the text.
90. The teaching and its impact on improvement of writing are the weakest areas and have been a focus in the school. Standards are well below average by the ages of seven and 11 although some 11 year olds are showing greater structure to their work. Boys' writing is significantly weaker than girls and this is not something that has been given enough attention. Pupils have targets in Year 1 and the teacher refers to these during marking, pointing to how pupils can improve; pupils also write about how they would like to get better. Good teaching here requires pupils to use a word bank and attempt writing independently; this is a positive and refreshing feature. Year 2 pupils show improvement in their output and presentation. Few pupils in Year 2 are working towards using a joined script. Pupils complete too many work sheets and this contradicts targets which refer to 'writing in sentences' when they only have to complete one word answers on prepared sheets. The range of tasks is too similar for the different ability levels. Pupils are learning to write sequenced pieces using a 'first', 'next', 'then' and 'after'. Pupils in Year 3 have made very limited but noticeable progress since the beginning of term when they produced little or nothing and not very often. The work lacked form and punctuation, and output was poor; there was little effort in what they did. Pupils are very far behind where they should be. Pupils' writing in Year 4 shows a broader range of reasons for writing, from personal accounts,

completing Standard English exercises, re-telling stories and writing their own poems, for example, using adjectives to describe elderly people. In Year 5, pupils write character descriptions; develop their knowledge of paragraphs and write using reported speech. Work is better presented but not always grammatically correct or well structured. Year 6 pupils write in the first person as if they were a passenger on the Titanic. Some project into other lifestyles of rich or poor people. The higher attaining pupils use interesting phrases such as, 'my heart was beating in my chest' but this type of description is not common. Some pupils write a lot, but structure, spelling and punctuation are not strong. Few readily use paragraphs or direct speech. There is evidence that pupils understand the drafting, editing and redrafting process but do they need reminding to use it.

91. Weaknesses in pupils' writing are in the use of interesting vocabulary, structure, grammatical correctness, spelling and presentation of their work, which detracts from the quality. Too few write well using a joined script, note taking is weak, as is the use of paragraphs in free writing, and the depth of extended and imaginative writing is limited. The skills pupils have acquired during literacy hour are not always readily transferred to their daily work. Pupils are not consistently set goals in all classes for how to improve their writing. Handwriting is a key weakness through the school although it has been a focus for improvement for some time.
92. Teaching is overall satisfactory with weaknesses for individuals and groups. Lessons broadly follow the structure of the literacy hour and its content. The literacy hour is soundly planned and follows the recommended framework but teachers have not yet begun to adapt it to suit the pupils' needs. Assessment is not yet used effectively to challenge and support the range of ability. There are a few examples of good and very good teaching in both key stages. Most pupils enjoy their learning and many have positive attitudes when the activities stimulate them. The teaching reinforces knowledge of letters, words, spellings and Standard English securely. Lessons have mainly sound pace and time is used to ensure all elements of the hour are included. However, the time available for plenary sessions is too limited to assess learning well and uncover pupils' misconceptions or errors. Teachers' subject knowledge is variable. Some are unsure how to develop pupils' imaginative writing nor do they understand well the inextricable links between handwriting, spelling, fluency and note taking skills. Not all teachers make the best use of marking and intervention in work to help pupils improve what they do nor do they all set clear targets so pupils can check their own work for errors and work out how it can be improved. Most classrooms are literate environments but there are too few examples of pupils' writing. Displays are most supportive to pupils' learning when the questions are interactive and teachers refer to them in lessons to prompt pupils' responses. All teaching does not highlight for pupils the endeavor needed to aspire to the very best in all that they do.
93. There have been difficulties in the management of English and these are evident from monitoring notes. There has been some resistance to the implementation of the National Literacy Strategy and not enough discussion has ensued about how it might be adapted to suit better the needs of the pupils in this school. Some teachers express frustration because of this. In curriculum delivery, little remedial action has been taken to correct identified weaknesses in curriculum delivery. The focus of improvements to the subject has been on Key Stage 2. Too little emphasis has been placed on using what teachers know about pupils to set the next steps of learning at Key Stage 1. Test results at Key Stage 1 have not been analysed effectively and this has been instrumental in not moving standards forward since the last inspection or addressing very low achievement. Resources have been improved very well and are

soundly used. Since the last inspection too little staff training has taken place and too little attention has been paid to raising standards for all pupils in English.

MATHEMATICS

94. The last report noted that standards were below the national averages at both key stages. Since that time, performance in the tests at Key Stage 2 has risen so that it is now in line with national averages. Standards at Key Stage 1 are too low. Although more pupils attained at Level 2c or above, the average point scores show standards in the lowest five per cent both nationally and in comparison to similar schools' figures.
95. Results of the most recent tests show that just over half of last year's Year 2 pupils achieved Level 2c or above. Only one pupil achieved the higher Level 3 grade. At Key Stage 2, however, 60 per cent of pupils achieved the expected Level 4, whilst a very creditable 30 per cent achieved the higher Level 5 score. Whilst these tests only measure specific aspects of mathematics, they do show the very worrying difference between learning in both halves of the school. Within these results there is also beginning to develop a clear gender difference in results with boys showing a much poorer average score than girls. The school has yet to address this issue.
96. Scrutiny of work, completed since September this year, together with observations of numeracy lessons in each class, show that the current Year 6 class is likely to be achieving standards just below the previous year's, whilst standards in Year 2 remain a cause for concern. The achievements of the current Year 3 pupils, whose results were better but by no means satisfactory last year, are much worse than expected. There is too little work in their books. Discussions with them show that they have too little retained understanding. These pupils are not receiving an acceptable standard of education to make up for gaps in their knowledge because serious disruptions to work in the class through poor behaviour, and the lack of action taken by the school to arrest the decline in the standard of work, hinder achievement significantly.
97. Pupils at both key stages make unsatisfactory progress in their investigational mathematics. The school confuses solving word problems and converting them into mathematical 'sums' with investigational work. No evidence was seen in lessons or in books of open-ended investigations where pupils were clearly given challenging avenues to explore ideas where right and wrong answers were not necessarily the outcome. In the last set of national tests only a quarter of pupils in Year 2 reached the required level in this area of study, whilst the national percentage was 80.
98. The use of the National Numeracy Strategy has given sound support to the work in number. Although pupils in the current Year 2 are still not on track to meet national expectations, about half can write their numbers to 100, add tens and units up to 100 and carry out subtraction sums to the same figure. In Year 6, about half of the pupils are currently working at or around the expected level. They can use all four operations dealing with figures of more than 100. They understand how to calculate simple fractions of large numbers and can compare fractions with their appropriate decimal and percentage equivalents. In some lessons at Key Stage 2, mental recall was satisfactory, but this was not promoted clearly enough in lessons in Key Stage 1.
99. Currently work, at Year 2, has not been strongly focused on shape, space and measures. Their knowledge of the language of shape is weak. Pupils can sort shapes into squares, triangles and circles, with some pupils able to relate the number of corners and sides to the particular shapes. At Year 6, pupils have moved forward considerably in their work on shape, but lack measuring skills and the ability to recall previous work. This last factor is very important, as many pupils appear to learn

- satisfactorily in lessons, but need to be reminded constantly of previous work. This makes progress in this area slow.
100. There is little evidence of data handling in the work for Year 2 pupils, but by aged 11 some evidence exists in this area at Year 6. Pupils draw graphs to show costs of cable for different lengths, based on the per metre price. They have carried out some work in probability exercises and understand that the chances of things happening can range from impossible to certain, with a number of different categories in between. Progress in this area of work is slow, as the concentration of work in class is more firmly placed on number.
 101. The progress made by pupils who have special educational needs is satisfactory, and in some cases good, in relation to their lower starting point and their very clear individual education plans. Where they receive direct support from class helpers they are well placed to make progress. Their progress is less clear to see when they do not have such close support. Progress for the higher attaining pupils is not as positive across the school. Teachers do not always make best use of the assessments they make of their pupils in order to prescribe challenging activities, which are designed to move pupils forward in their learning. Evidence from the scrutiny of work too often shows that, although work is provided for different ability groups in classes, the work is insufficiently challenging.
 102. At the moment there is not enough effort being channelled into incorporating the use of ICT in mathematics across the school. This was noted as being 'effective' at the last inspection but this is not currently the case. In several numeracy lessons computers were not used. In others, they were simply used to give pupils the opportunity of improving the speed of calculations. Not enough thought has been put in to the ways in which computers can take a more active part in supporting mathematics. There are one or two notable exceptions. Work in Year 5 on databases and in Year 4 on graphs drawn by computer sensors show what can be achieved.
 103. Most classes have satisfactory displays for elements of mathematics. They are best where they are interactive and encourage pupils to look at them and try to answer questions posed for them. Not enough examples of mathematical vocabulary, pertinent to the current work, were seen. Some vocabulary lists were too general and did not focus on the words related to the work in hand. This is especially important at Key Stage 1, bearing in mind pupils' low reading and writing ability. At the same time, further opportunities could be made to link mathematics with other subjects. Evidence is seen of links with science in Years 6, 5 and 4, but few time lines for history or opportunities to record measuring activities in design and technology were noted.
 104. The quality of teaching is satisfactory overall. It is slightly better in Key Stage 2 than Key Stage 1 and much stronger in Years 5 and 6. As a result, standards improve at the top of the school in time for the national tests. Six lessons were satisfactory; two were good and one very good. Results in the national tests at Key Stage 1, are much worse mainly because of teaching that was only adequate. The better teaching at Key Stage 2 is characterised by improved teacher expectations and better class management. These strengths are not clearly enough seen in Years 2 and 3, but are well in place in other classes and have a significant impact on progress. Clear evidence was seen of teachers focusing their attentions too heavily on the less able pupils to the exclusion of the higher attaining ones. As a result, the higher attaining pupils are disadvantaged and do not perform well in lessons or in tests. Learning is also affected by some appalling behaviour, which is not sufficiently controlled. This adversely affects the progress of those pupils who want and are able to make progress. In a Year 3 lesson where a group of six pupils were throwing mathematics

resources across the room, pupils found it difficult to give of their best in that atmosphere.

105. The mathematics coordinator, who has been Acting Headteacher since September, has obviously been very busy in running the school during that time, but has still made time to review and analyse the results of the previous year, although the implications of that review have not yet been translated into action. She is clear about the strengths and weaknesses in the subject, but has not yet been able to clearly address issues of serious underachievement over some years in the infant part of the school. Recently, target setting has been introduced for pupils, but it is too soon to see any impact of this move.

SCIENCE

106. In the most recent national tests for Year 2001 the pupils' attainment in science at the end of Key Stage 2 was well below average. In comparison to similar schools, pupils' performance was in line with others. The recent trend of year-on-year improvement has not continued. In the most recent tests there was a fall in the numbers of pupils achieving Level 4 and above, even though there was an increase on previous years in the numbers reaching Level 5.
107. Teacher assessments at the end of Key Stage 1 show pupils to be well below the national average and very poor in comparison with similar schools. In Year 2001 there was a very small increase on the previous year in the numbers of pupils achieving Level 2 and above. The school's Key Stage 1 results show no significant improvement over the past three years.
108. Inspection findings show that pupils' knowledge of scientific facts is broadly in line with national expectations at Key Stage 2 but that their understanding and application of concepts, skills and methods is limited and below expectations in both key stages. The difference in performance between key stages arises because there are higher teacher expectations and a better understanding of scientific methods of investigation and fair testing within Key Stage 2. Overall standards are unsatisfactory.
109. Many of the weaknesses identified in the last report still prevail. Planning is still inadequate to support progress in the skills and processes required by the National Curriculum Programme of Study, the variety in lesson structure and teaching approach. There is still an absence of adequate assessment records and of evidence of pupils' work at different levels within, and between, classes. The last report notes that 'pupils do not have sufficient opportunities to plan and carry out experiments'. Little has changed.
110. In the science lessons, teaching was judged to be satisfactory overall but ranged from unsatisfactory to good in individual lessons. Teacher's planning derives from the QCA units but does not make the link clearly. The planning makes no reference to the attainment targets or their levels. The planning is simple, setting just the learning objective and the activity or activities the pupils will do. When the planned activities are practical they rarely lead from observation to measurement or exploration or investigation. Sometimes there is reference to differentiation to cater for the differences in ability. From scrutiny of pupils' work there is little evidence of differentiation in the task or materials used. Most differentiation is by means of the level of support by the teacher or learning assistants. Scrutiny of pupils' work and planning reveals that there are inconsistencies in the amount of time given to science by the different year groups.

111. In satisfactory or better lessons, teachers have secure knowledge of the subject including scientific method and they plan work so that it is sequential and builds upon earlier work. In the most successful lessons observed scientific skills were the focus of teaching and the lesson followed the format of: Introduction, Main Activity and Conclusion.
112. In the first lesson of a series on materials with a Year 4 class, it quickly became clear that the teacher had a good understanding of the scientific process and had planned and presented an activity that was related to their experience and captured their imagination and interest. He posed the question, "How can I keep my mug of tea warm when I am out on playground duty?" He was then able to ask the pupils challenging questions that helped them to draw upon previous knowledge about the different properties of materials and temperature. The use of temperature sensors linked to a computer was then explained and demonstrated. The lesson ended by the teacher asking pupils to look ahead to investigating ways of keeping the coffee warm. In the follow up lesson, groups investigated ways of insulating the mugs. The teacher had to work hard to get the pupils to agree that one mug be left without insulation. However the opportunity to discuss and use the concept of a 'control' or an explanation of 'fair testing' was overlooked. This may well have been the focus in subsequent lessons. The class went on to measure, record and then create a graph of results from which to draw conclusions and explore explanations. Throughout the lessons the teacher had high expectations and challenged the pupils to develop an understanding of practical science enquiry that could be adapted to other situations and problems. The lesson was very structured which helped ensure good progress was made by all abilities including the more able pupils.
113. In the least effective lessons, teachers often attempted to run activities from several subjects or different activities simultaneously which made the introductory phase over long during which pupils frequently lost concentration and behaved poorly. During the activity part of the lesson teachers had to frequently divide their attention between several groups. As a result most of the interactions with pupils were mainly about behaviour or to praise. The teacher was rarely able to question and challenge and so move the pupils' understanding on to a higher level. Pupils in these lessons were asked to record their observations using work sheets or plain paper but rarely were these more than simple classifying activities. Testing involving measurement or comparison and opportunities for pupils to explore their own ideas were not seen. A Year 1 group was asked to investigate magnets and magnetism but because there were several different subjects being taught in parallel the children did not have the opportunity to report back on their findings and as a consequence the teacher had no opportunity to question and challenge the pupils about their conclusion that magnets were attracted to all metal objects. In an unsatisfactory lesson inadequate knowledge of the attainment target levels and of scientific method led to low expectations and little impetus for pupils to make progress within the subject. For example, a Year 2 group made models by twisting, bending and stretching large pipe cleaners. However, the children were not aware that they had used metal wire nor were they able to compare other forms of metal or materials to gain an understanding that properties can vary depending upon the shape and size a material takes, as well as between materials. The lack of challenge to the average and above average ability pupils, frequently led to loss of interest which then led to some pupils altering the task without the teacher being aware and on several occasions to challenging and difficult behaviour.
114. In most lessons, behaviour was satisfactory or better. However, there were still too many occasions when one or two pupils misbehaved and disrupted learning. This

inevitably led to the teacher and the class being distracted and so was unhelpful to pupils' learning and progress.

115. The coordinator is an experienced teacher with a good knowledge of the subject and of the requirements of the National Curriculum. The coordinator has produced a policy, a scheme of work based on the QCA units and a subject development plan and is well able to make any changes required to these to take into account the inspection findings and to make clearer links between actions and standards. However, to raise the level of subject competence staff development is required in science knowledge and the detail of the Programmes of Study. The teachers' planning and assessments are limited and do not provide the basis for well-defined progression or support for better match of work.
116. The senior management team has not carried out an audit to determine if enough time is being allocated to the subject or to consider whether or not Key Stage 1 classes should follow the key stage practice of teaching science in discrete weekly lessons. The coordinator has not been given time to monitor the teaching and learning so as to be able to identify and support areas of weakness and to share good practice.
117. The accommodation and resources are adequate. A clear budget to the subject would enable breakages and consumables to be replaced quickly. Books and other materials to support pupil enquiry into all science topics, are barely adequate.

ART AND DESIGN

118. The last time the school was inspected, standards in art were judged to exceed national expectations by the end of both key stages. No lessons were observed during the inspection but there is sufficient evidence to make the judgement that standards are at least in line with national expectations with examples of work of a high quality, having been achieved within both the infant and junior classes. Overall judgements cannot be made on the quality of teaching as no lessons were seen, but scrutiny of work suggests some direct skills' teaching has taken place.
119. Scrutiny of displays and sketchbooks, and discussions with pupils show that they are offered a wide variety of opportunities to explore all aspects of the subject in an interesting and challenging way, for example, mixing colours and marbling techniques used by Year 1 pupils; the successful well presented printing using fruits and vegetables produced by Year 2 pupils; the flower paintings in the style of Picasso and the masks for Halloween sculptured by junior pupils. Pupils' work shows a healthy progression in their ability to express their own ideas, to represent real objects and to express their feelings through the use of line, texture and tone. Resources are good and effective use is made of the school environment, living things and artefacts to stimulate the pupils' imagination.
120. The use of sketch books to allow pupils to experiment and to develop their ideas is inconsistent and their impact is not having the desired effect of supporting the pupils' progress, as found previously. There was only limited evidence of any direct input by teachers to help pupils to extend the quality of their work.
121. The pupils express a real enthusiasm for the subject and enjoy sharing how they achieved the completed work. However, many found difficulty in using specific terms to explain techniques and the nature of the materials and media used. Although, the subject is having a positive effect on their personal development overall, their limited

speaking skills and capacity to express their feelings, particularly of awe and wonder, causes them frustration and hinders their progress.

DESIGN AND TECHNOLOGY

122. All pupils, including those with special educational needs, make at least satisfactory progress in their use of tools, equipment and components to make good quality products but overall standards are below national expectations by the ages of seven and 11. Evidence was gathered by observing three lessons and from photographic records, discussion with pupils and from displays within classrooms and other parts of the school.
123. Pupils have fewer opportunities for developing, planning and communicating their ideas and for evaluating the processes they have used and the products they have made. As a result, pupils' progress and achievement in these areas is less than satisfactory. These findings are broadly similar to the previous inspection report.
124. The school has used great skill and flair to display and celebrate pupils' work in this subject and this helps to make the learning environment a very positive and enriching one. Displays of puppets of various types, masks, and other simply made books show how the school actively seeks cross-curricular links. Examples of work showed use of a variety of materials and fabrics. Pupils were able to demonstrate different ways of joining materials including using glue, pinned joints and sewing. During discussions with pupils, they were able to name a wide variety of different tools, explain how they were used and also discuss their safe use.
125. In the lessons observed, teaching was satisfactory, but progress and attainment were more varied. Where the teacher's knowledge was sound the pupils' learning was more likely to be good. The product was also more likely to be successful. In Years 5 and 6 pupils were making structures to test for strength and function. Two specific skills had been taught namely rolling to make paper tubes and triangular corners to help improve rigidity. They had not, however, encouraged pupils to make a design of the structure they intended to make.
126. The use of wheels and simple mechanisms formed from paper clips and pulley wheels were incorporated into models in both key stages. There are photographs of a model car made by Year 5 pupils showing the use of electric circuits and motors to move the car. A group of Year 6 pupils were able to suggest four alternative ways of making a simple wheeled vehicle move.
127. Some of the tasks planned by teachers of younger pupils overlooked the function of the model with the result it was more a piece of artwork than technological product. For example, in Year 3 a group of pupils made very attractive picture frames using card and then decorated with pasta shapes. They were unable to explain what its purpose was or how it could be made to hang or to stand.
128. In most lessons, behaviour was satisfactory or better. Nevertheless there were occasions when a few individuals misbehaved. This is unacceptable because it hampers progress and just as importantly it could be dangerous to themselves or to others. A more consistent use of the behaviour policy and strategy by some teachers would help to keep these disturbances to a minimum.
129. The school has adopted, with some alterations, the QCA scheme of work. Teachers' planning is simple and gives details of what the pupils will be making. There is no specific reference to the design stage or for pupils to evaluate their work.

130. The present coordinator has only recently taken responsibility for the subject but has inherited an adequate, recently produced policy. The subject development plan is in need of revision. A review of the scheme of work is urgently needed to ensure that the elements of design and evaluation are not omitted. A more structured lesson planner would help teachers to include these elements into their plans. Planning frames were not available to help the children to become more comfortable and confident about the design and evaluation stages of their work. In spite of the training already given the subject delivery does not meet requirements fully. A robust system for monitoring planning, assessment and teaching by the coordinator is not in place. The school has adequate resources and accommodation for this subject.

GEOGRAPHY

131. By the ages of seven and 11 pupils do not attain as expected nationally and this is a decline in standards since the last inspection. Little teaching was seen but judgements are based on scrutiny of work and discussions with pupils. When pupils enter the school, their knowledge of their own world is limited and their knowledge of the wider world is poor. They have too few experiences to draw on or to use to contribute to discussions about places, people and themes.
132. No overall judgements can be made about teaching or response as too few lessons were seen.
133. In Year 1, good teaching helps the pupils learn about 'Adswood's place' on a map of the United Kingdom and they make sound progress in the lesson. About half have recalled it is a map. The teacher prompts pupils to describe where they live but she has to work hard when they respond that 'it rains', 'it's nice', 'and it's cold'. The teacher uses very specific vocabulary before the pupils come up with 'there are houses' and 'Father Christmas comes'. Their progress is slow because of limited prior knowledge although in the lesson they productively use travel books, flags, pictures and postcards to find out information about different places and use it to write a postcard. Pupils have limited vocabulary about common features of towns, streets, and countryside. Little recorded work was evident. No teaching of geography was seen in Year 2 but planning suggests that the recommended scheme is covered.
134. By the age of 11, pupils' knowledge of the topics they are immediately studying such as water, rivers and reservoirs is sound, but their knowledge of facts such as 'Which four countries make up the United Kingdom?' is limited, until one pupil offers Wales and the others suggest England and Ireland. They have little knowledge of other places, continents, or rivers of the United Kingdom, or of the world or mountain ranges. They make guesses and snatch at each other's words to offer something vaguely related. Much of what they know comes from what they have seen on television. Only a small number have been on holiday. As in the infants, pupils are studying the recommended topics.
135. Pupils have visited places of interest and this is a curriculum strength because it is opening up the world to the pupils and giving them experiences and insights on which to base their talk and writing. It is difficult to measure exactly what pupils have learned because the memory skills of many are limited.
136. Resources are sound and used appropriately in the lessons seen. The subject coordinator has not been given time to monitor subject delivery but has devised a sound action plan based on staff discussions and her own knowledge of subject needs.

HISTORY

137. Standards in history are below what is expected nationally by the age of seven and 11, but moving closer to what is expected nationally by the age of 11. This is a decline in standards since the last inspection when they were said to exceed national expectations by the age of seven and were in line at the age of 11. No lessons were seen in history and evidence is taken from scrutiny of work and discussions with pupils. Judgements are not made about teaching, other than that planning follows the recommended areas and pupils' recall and scrutiny of work suggest the work has been covered as required. Progress is hindered as in geography by the pupils' limited prior knowledge but given what they remember of events and key people in Year 6 their progress is sound in knowledge but less good in chronology and understanding the causes and effects of events.
138. By the age of seven, pupils have learned about famous people, such as Samuel Pepys and events such as The Great Fire of London. They have learned about what toys children used to play with and have dressed up in Victorian clothes. Few examples of their knowledge are recorded other than through art. The pupils look at the displays to prompt their memories; unaided discussion brings limited response.
139. By the age of 11, pupils have made sound progress in studying the main eras of British history and civilizations for example, the ancient Greeks. They recall that the Roman's built Hadrian's Wall and that it separated the Celts from the English. In discussions with six Year 6 pupils, they all remembered Henry VIII and that he had six wives, but only one survived and that was Catherine Parr. They also recalled that Queen Elizabeth I was his daughter. Pupils say they like history and sometimes use the Internet in school to help them find out.
140. Whilst long-term planning is sound, the planning of skills teaching is less obvious and this is also true of geography. This was a weakness at the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

141. Although the last report stated that standards were in line with national expectations both at age seven and 11, several areas of the National Curriculum Programmes of Study for the subject received no specific mention. Currently, although no lessons were seen in Key Stage 1, the lack of evidence of both work on display and previously completed work, clearly suggests that much of the work has concentrated on the use of paint programs and programs to support the practice of mathematical skills. Not enough evidence is available to confirm that as a whole, the work in this key stage is satisfactorily covering the prescribed Programme of Study to an acceptable level.
142. At Key Stage 2, all aspects of the Programmes of Study are covered, however, there is a marked difference in the levels reached in the four main strands of work by the time pupils leave the school.
143. Only two lessons dedicated to the teaching of ICT were seen at Key Stage 2, one was good and the other satisfactory. Both teachers had at least sound subject knowledge and gave clear explanations of the skills they wanted pupils to acquire. The limiting factor was the single computer in the class and the lack of opportunities for pupils to carry out their newly taught skills while they were fresh in their mind. In spite of this, pupils listened carefully, behaved satisfactorily and were interested in what was being taught. Evidence from displays and more especially interviews with pupils from Year 6 confirms judgements about the standards of work.

144. Work in the communication strand of ICT shows some sound coverage of changing fonts and the size of letters and the movement of text by using a 'cut and paste' technique. This is put to satisfactory use when pupils write poems or formulate a word puzzle for the word 'Headteacher'. However, pupils do not progress far enough due to their lack of access to computers in their classrooms. Most classes have only one computer, therefore, after being taught skills, it may be several days before pupils have opportunities to practise what they have been taught. There is little evidence of multi-media presentations or the use of graphics to illustrate their texts. The use of ICT within literacy hours is limited.
145. Within the context of handling data, older pupils have had opportunities to use databases. They collect information about their use of water, in the form of a 'water diary' and enter this information on to their database. They use a built-in data-handling program in order to enter how they might spend their pocket money. Pupils in Year 5 are seen discussing how they might try to 'interrogate' a database, which contains information about themselves. Whilst the teacher explained the process well and pupils listened carefully, explanations were carried out on a single monitor, which 30 pupils had to try to see. No time was given for pupils to practise using the skills.
146. Pupils have had sound access to programs, which allow them to use models and simulations in order to explore information and sometimes make decisions. Pupils talk of using CD-ROM to explore life in Roman times, in which they can click on screen characters that will talk about their lives, their work and their houses. They are beginning to make use of access to the Internet, but this has been fraught with some problems and once again the lack of computers means that access points are limited.
147. The use of ICT for control and measuring activities is more successful. Pupils have used the sensing ability of probes attached to the computer in order to check the reflective nature of several different materials in connection with their science work in Year 6. Pupils in Year 4 were seen testing the success of insulation products in keeping a cup of coffee warm, by inserting a heat probe in an insulated cup and checking the temperature drop on screen. Pupils in both key stages have made use of a programmable toy, to which they give instructions via button controls in order for it to make particular movements. In the same way older pupils have given instructions to an on-screen 'turtle' telling it to draw particular shapes for them.
148. Overall, although in classes such as Year 6, 5 and 4, there are clear signs that pupils are making satisfactory progress and on occasions reach the expected national levels, the picture is an inconsistent one. The main problem is that for quite some time the school has not had sufficient hardware for pupils to practice their skills. The ratio of one computer to 22 pupils is too great to allow enough access. The new computer suite is ready to have computers installed, but currently the situation is as described above.
149. The coordinator is keen to promote the subject and has good subject knowledge himself. Not all colleagues have his confidence to teach the subject, although almost all have had training. He has not yet been able to ensure that ICT has its proper place in cross-curricular work. He, himself, promotes its use in mathematics, science and history, but this is far from the case across the school. Planning for other subjects do not show enough links with ICT in order to give each mutual support for the development of knowledge, understanding and skills. He has not had enough opportunities to check colleagues' progress in making this happen.

MUSIC

150. At the last inspection several specific weaknesses were noted in the provision of music in the curriculum, especially for pupils in Key Stage 2. Whilst no music was seen at this inspection in Key Stage 1, very limited evidence of anything but singing was seen at Key Stage 2. From discussion with the coordinator, an examination of planning and the very limited scrutiny of work, overall, standards in music do not reach national expectations by the ages of seven and 11 other than in singing.
151. Singing is the notable exception at Key Stage 2, where it was observed, and in Key Stage 1 where it was heard in passing. The provision of a specialist teacher to take the whole of the junior classes together once a week for an hour, has greatly improved singing and has given teachers a clear picture of how the teaching of singing might be tackled. However, thus far not enough teachers have worked alongside the specialist in order to put into practice some of the things they have learned, whilst still being supported by the experienced teacher. As a result, when this support is withdrawn, it is certainly not clear that teachers will be able to continue the good work already started when left to teach on their own.
152. Pupils sang songs in rehearsal for Christmas. They sang 'Great News!' and 'You must be counted', all with clear diction, good intonation and relished the opportunity to perform as a large group.
153. Other aspects of the music curriculum, such as composition, listening and appraising music, are difficult to find. Resources for listening, in the form of compact discs of a wide variety, have only recently been purchased and have, therefore, had no impact on this area of study. The range of untuned instruments is satisfactory. Only one example of composition was put forward as evidence and this did not show that pupils had received systematic instruction in order to gain knowledge, understanding and skills in this area of work in music.
154. The local authority, through its music service, is also supporting the school by sending a specialist teacher in once a week in order to introduce a class of pupils to the joys of playing instruments. This is very well resourced, with the whole class having individual access to flute, clarinet, saxophone, trumpet, trombone and other brass instruments. In the first of these lessons, seen in Year 4, pupils loved the experience. All of them managed, with support of the specialist and class teacher, to make sounds. Whilst this is an extremely exciting package of support for the school, the efficacy of this type of provision when balanced against the very real inadequacies of the standards in core subjects throughout the school, has to be questioned. Equally, when the support is withdrawn, the future of the work in more than one selected class does not seem a practical one, as most teachers appear to lack confidence in teaching several elements of the work in music.
155. The current curriculum coordinator has made sound assessments of the needs of the subject, such as the need for further in-service training, the need to create an assessment system for the subject, the need to make use of ICT in music and above all the need to address all areas of the music curriculum throughout the school. Thus far she has been given very little opportunity to tackle any of these issues. Music has low status in the school and does not appear in classrooms displays.

PHYSICAL EDUCATION

156. Pupils' attainment was deemed to be in line with national expectations at the time of the last inspection. Due to the small number of lessons observed and the limited evidence base, no overall judgements can be made on standards attained by seven and 11 year olds. However, in the lessons observed the pupils' performance was generally in line with national expectations. Year 1 pupils made good progress during their lesson in developing their skills in sequencing a number of movements in a controlled way. Many achieved a high quality sequence, which included a roll and balance to finish. This resulted from a high level of concentration, perseverance, self-discipline and hard work, which was a credit to them and their teacher. Pupils in the Year 2 class who were also required to focus on a similar theme of gymnastics did well. They moved about the hall in a disciplined way, altering their speed and direction well. They were successful in developing a prolonged sequence involving movement, balancing, movement incorporating a change in direction and a controlled finish. Year 4 pupils made sound progress in their lesson in developing simple dance routines in time to the music used to stimulate their imagination. They had a sound level of control of their body movements, which enhances the quality of their dance movements.
157. Pupils' attitudes to the subject are generally good. They behave well and are sensitive to health and safety issues. There was no silly behaviour and the pupils responded quickly to instructions and the demand to stop. They work well and cooperate fully when required to work together. An exception was a Year 3 lesson in which negative attitudes and poor behaviour resulted in nothing being achieved, no progress was made and, despite the best endeavours of the teacher, the pupils let themselves down badly.
158. In the lessons seen the quality of teaching is satisfactory overall, with good and very good teaching observed in Key Stage 1. The planning of lessons is good. The teachers have a secure knowledge of the subject requirements. Full attention is given to the pupils' prior learning and assessment of the pupils' performance during the lesson is used well to safeguard progress. Lessons are well structured, with warming up and cooling down activities being an integral part of all sessions, which safeguards the pupils' health and well-being.
159. A wide variety of activities are offered including sport and team games. There is a good supply of equipment and the large hall has a useful range of wall apparatus. The subject makes a valuable contribution to the pupils' personal development, particularly in the development of their social skills and the ability to concentrate, persevere and to take responsibility to develop their own thinking and actions.

RELIGIOUS EDUCATION

160. At the end of both key stages pupils' attainment in knowledge about Christianity and other faiths is good. The school broadly follows the local agreed syllabus using a published scheme of work called Primary Vision. The scheme is organised into themes such as Celebration, Forgiveness and Religious Symbols. Each theme is intended for use by a particular year and contains teachers' notes and pupil materials. Five lessons were observed and the quality of teaching in all lessons was judged as satisfactory. No comparison can be made with the last inspection's findings because no mention is made in the report.
161. Pupils' understanding of faith and why it is valued by so many people is much more limited and unsatisfactory. Pupils have learned about religion but do not always learn from it.

162. For example, in a Year 6 lesson about forgiveness the children heard the story of The Ungrateful Servant. They were able to retell the story and even relate this back to occasions when they themselves had been forgiven for something. They were asked to reflect on, and write about, how they felt when they had been forgiven. Most commented that they felt good or happy. The children were not able to explain that when someone is forgiven it enables them to make a fresh start and move on, and that when you forgive someone else you stop having the bad feelings such as anger, jealousy or envy that can be so harmful.
163. In most of lessons, teachers used photographs or religious artefacts to help the pupils to visualise what the teacher was telling them. When teaching demonstrated confidence the type and quality of the pupil activity captured the enthusiasm and interest. For example, in a Year 2 lesson about Hanukkah taken by the subject coordinator, the lesson began with reference to candles and light. Birthdays, Christmas and Divali covered in earlier lessons were mentioned appropriately before the class was shown a small oil lamp. At this point the story of the Maccabees was told and a photograph of a Jewish family lighting their Hanukkah candles was shown. The children then sang the Jewish song, Shalom and danced a circle dance. All of which enhanced their knowledge. The fun and excitement of Hanukkah was further experienced when, after telling the class that at Hanukkah Jewish families ate food cooked in oil to remind them of the everlasting oil in the Temple lamp, they were all given a doughnut to eat. The celebratory nature of religion and its value in providing social occasions was experienced as well as spoken about.
164. In most lessons, whilst some pupils behaved well there were too many incidents of poor behaviour. These tended to distract the teacher and hamper the majority of pupils who were paying attention and trying to do their best. At times the teachers were stretched by unacceptable behaviour that did not always help the situation. Sanctions are not strong enough to lay the foundation for future improvement.
165. The coordinator is new to the school and the role but has good subject knowledge. An action plan for improvement has been devised and this is sound. A planned series of visits to places of worship in each key stage and the purchase of more religious artefacts would further help with gaining pupil interest and enthusiasm.