

INSPECTION REPORT

RISLEY AVENUE PRIMARY SCHOOL

Tottenham, London

LEA area: 309 Haringey

Unique reference number: 131879

Headteacher: Mr. R. Singh

Reporting inspector: Mrs. Tusha Chakraborti
12603

Dates of inspection: 5-9 February 2001

Inspection number: 230389

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

School category: Community

Age range of pupils: 3 – 11 years

Gender of pupils: Mixed

School address: The Roundway
Tottenham
London

Postcode: N17 7AB

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Appropriate authority: The governing body

Name of chair of governors: Mr. Walter Smith

Date of previous inspection:

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12603	Tusha Chakraborti	Registered inspector	Science Geography	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? What should the school do to improve further?
9977	Fran Luke	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
25787	Edmond Morris	Team inspector	History Information and communication technology Physical education	How good are the curricular and other opportunities offered to pupils?
23164	Penny O'Brien	Team inspector	English Design and technology	How well is the school led and managed?
19774	Maura Docherty	Team inspector	English as an additional language Mathematics Art	
22476	Sue Vale	Team inspector	Special educational needs Music Religious education	
26784	Jill Flanders	Team inspector	Under fives Equal opportunities	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Risley Avenue Primary School is a big primary school, situated in the Tottenham area of the London Borough of Haringey. The school is an amalgamation of the former Risley Avenue Infant and Risley Avenue Junior schools which were situated in the present building. The Governing Body of both the schools and the local education authority had concerns about pupils' attainment and progress before the amalgamation. The amalgamation took place in 1999 and the new primary school started from September, the same year. The school currently has 668 pupils on roll including 25 full-time and 51 part-time children in the nursery. The percentage of pupils eligible for free school meals is well above the national average. The percentage of pupils with special educational needs and that of the statemented pupils are broadly in line with the national average. The school has a very high percentage of pupils who speak, English as an additional language, the vast majority of which are at an early stage of learning English. Many of these pupils are refugees, including asylum seekers. Mobility is a concern for this school. For example, 35 per cent of pupils in present Year 6 joined the school after the recognised admission date. There is a large number of nationalities in the school, representing rich cultural and linguistic diversity. Forty-six languages are spoken, the main languages being Turkish and Kurdish with a broad spread of various African languages. The level of attainment of the children on entry to the nursery is well below the average expected of this age.

Since the amalgamation, the new management team and other members of staff, led by the new headteacher have worked very hard to provide a good quality education and raise standards. They have been successful in establishing a good framework of education within a short time span and the school has started to operate at full capacity since September, 2000. It provides its pupils with a stable and safe environment through a good system of care and support for all pupils, especially those experiencing personal, social and emotional difficulties.

HOW GOOD THE SCHOOL IS

Risley Avenue Primary is a rapidly improving school. It provides sound quality education, which meets the academic, social and emotional needs of its pupils well. Pupils make satisfactory progress throughout the key stages and this is reflected in their improving standards. The quality of teaching is satisfactory, with some good and very good features. The school is led effectively by the headteacher who is supported well by the deputies, other members of the staff and governors. The school has a strong commitment to equality of opportunities and promotes the well being of its pupils effectively through a well-organised support system. Its aims and values permeate its caring ethos. It is an effective school and provides satisfactory value for money.

What the school does well

- The school is led and managed effectively by the headteacher. He provides a clear educational direction and is supported well by staff and governors. Most governors have good understanding of the school's strength and weaknesses.
- Provision for special educational needs is good.
- Provision for the pupils who speak English as an additional language is good.
- Pupils' attainment in art throughout the school is above that expected nationally.
- Pupils make good progress in numeracy.
- The school promotes very good cultural development.
- The school has established good links with parents within a short time span.
- The school has a good ethos and systems in place to promote the welfare of all pupils.
- Staff are committed to raising standards. They have good relationships with pupils.

What could be improved

- Standards in English in both key stages.
- Standards in science in Key Stage 2.
- Provision for higher attainers
- Homework
- Attendance
- Statutory requirements for the school prospectus and governors' annual report to parents.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The current inspection is the first inspection of this newly formed primary school. The previous schools were inspected some time ago and the inspection reports are not available. The current inspection reports on the improvements made since the formation of the new school and also takes into account the local authority's school profile on standards attained by the seven and 11 year old pupils before amalgamation. The current inspection concludes that the school has improved significantly since September, 1999. Standards, although below the national average in some subjects, are rising over the years, especially in reading and numeracy. An effective senior management team is in place with clear focus on improving quality of education and raising standards. Sufficient numbers of permanent staff have been appointed to ensure appropriate delivery of the curriculum and good links are being developed between the staff and parents. The quality of teaching is being monitored regularly and effectively by the deputy headteachers who organise appropriate staff development. As a result the quality of teaching is satisfactory throughout the school, with some good and very good teaching. The co-ordinators' roles are developing well in core subjects and all co-ordinators now take part in decision-making and hold their own budgets. All policies and schemes of work are in place. Effective assessment procedures are being implemented in literacy and numeracy and are developing in other subject areas. The school's development plan is appropriately linked to financial planning. The school is committed to raising standards. Effective teamwork involving the staff and the governors, along with the strong and positive leadership provided by the headteacher, indicates that the school's capacity to improve is good.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	N/A	N/A	E*	D	well above A average above B average C below average D well below E average
Mathematics	N/A	N/A	E	C	
Science	N/A	N/A	E*	E	

The national test results for the year 2000 are well below the national average in mathematics and very low in English and science. This is because of the high pupil mobility, a very high proportion of pupils who speak English as an additional language and who are at an early stage of learning English. For example, 35 per cent of pupils in Year 6 came to the school in the current year.

However, despite these, the 2000 national test results show some improvement over the previous Key Stage 2 results, especially in reading and mathematics. Compared to similar schools, the test results are slightly better as the standards attained are below average in English, average in mathematics and well below in science.

The inspection confirms that standards attained by current pupils are in line with the national averages in mathematics and science in Key Stage 1 but below in English in both key stages and in science in Key Stage 2. This confirms the rising trend of the standards, especially in mathematics and science in Key Stage 1. The school met its set targets in 2000 and this, therefore, indicates an improving trend over the last year, in line with the national trend. Pupils with special educational needs make good progress in relation to their prior attainment. Pupils make satisfactory progress throughout the key stages in all subjects except art where they make good progress.

The standards in all other subjects, except in geography, are judged to be in line with what is expected of this age, in both key stages. Pupils' progress in scientific enquiry, where they need to demonstrate how to plan, obtain, present and evaluate evidence to support ideas or answer questions is insufficiently developed. It was not possible to judge standards in geography in either of the key stages as it is planned to be taught in the summer term and, therefore, very limited evidence was available.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Satisfactory. Pupils are generally keen to learn, and respond to class discussions and tasks responsibly.
Behaviour, in and out of classrooms	Behaviour is satisfactory throughout the school.
Personal development and relationships	Pupils have good opportunities to take responsibility and display initiative. They work independently and show responsibility for their learning. The relationships between adults and pupils and between pupils are good.
Attendance	Unsatisfactory. Attendance at the school is well below the national average with a high rate of unauthorised absence and late arrival in school.

Relationships throughout the school have a positive impact on pupils' learning.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	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.

The quality of teaching is satisfactory overall with some good and very good teaching. Ninety-four per cent of teaching is judged to be satisfactory or better of which 31 per cent is good, 11 per cent very good and three per cent excellent. Six per cent of teaching is unsatisfactory in the nursery and reception classes and in Key Stage 2. The quality of teaching in this inspection cannot be compared to that of the previous inspection as the school is new and the last inspection reports of the previous schools were not available.

Teaching is particularly good in mathematics, as a result of which pupils make good progress in numeracy throughout the school. This is due to the effective implementation of numeracy strategies in this new primary school since September, 1999. However, teaching is weak in English, especially in Key Stage 2. This is caused by insufficient training the staff received in implementing literacy strategies. This means that higher attaining pupils do not make sufficient progress in Key Stage 2 in literacy and most other subjects.

Teachers have secure subject knowledge in most subjects and plan effectively to ensure that the learning needs of pupils are met. As a result, most pupils concentrate well and gain in knowledge and understanding in most subjects progressively. However, higher attainers are not sufficiently challenged. Pupils with special educational needs are taught well across the school. Teachers plan work in accordance with the targets set in the individual education plans. The learning support assistants support all pupils, especially those with special educational needs, very effectively ensuring that these pupils participate fully in all lessons.

Pupils who are at an early stage of learning English make good progress, particularly where there are opportunities to be supported by a specialist teacher or classroom assistant. The specialist team works closely with class teachers in planning and assessment.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad and balanced curriculum for its pupils. All National Curriculum subjects and religious education are taught throughout the school and statutory requirements are met.
Provision for pupils with special educational needs	Good. Pupils are supported effectively and make good progress in relation to their prior attainment and take a full part in lessons.
Provision for pupils with English as an additional language	Good. Pupils make good progress, especially when they are supported by specialist teachers or classroom assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school promotes very good cultural development for all its pupils by celebrating the ethnic and cultural diversity of the pupils in school. The provision for spiritual, moral, social and cultural development is good overall and underpins the school's caring ethos.
How well the school cares for its pupils	The school provides a safe and caring environment for its pupils. It has good procedures for monitoring attendance and behaviour and supporting pupils' personal development which are being implemented effectively.

Since amalgamation, the school has established good links with parents and works well with them. The majority of the parents recognise the improvement made in all areas since September, 1999.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is led and managed effectively. The headteacher provides clear educational direction and is supported well by his deputies, other members of staff and governors.
How well the governors fulfil their responsibilities	The strategic roles of the governors are at the early stage of development. Some of the governors, including the vice chair, have clear understanding of the strengths and weaknesses of the school. However, governors' annual report to parents and the school prospectus do not meet statutory requirements fully.
The school's evaluation of its performance	The school has an established system for evaluating its performance through the evaluation of the school development plan and the performance management policy and programme.
The strategic use of resources	The school makes good use of all staff and accommodation. Grants and fundings are used efficiently to address the educational priorities. Outdoor facilities are used well to enhance pupils' learning in the foundation stage.

The school has an adequate number of staff and they are well trained. Accommodation is spacious and sufficient to deliver all areas of the curriculum effectively. It is maintained well by the premises officers. Learning resources are good in most subjects. The school applies the principles of best value in all spending decisions and monitor its impact on financial planning very effectively.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The school helps their children to become mature and responsible. • Children are making good progress. • The teaching is good. • The school expects children to work hard and achieve their best. • Parents feel comfortable about approaching the school. • The school promotes good behaviour. 	<ul style="list-style-type: none"> • Some parents feel that they are not kept well enough informed about their children's progress. • Some parents feel that their children do not receive sufficient homework and it is inconsistent.

The overwhelming majority of parents acknowledge the improvement made since the new school was formed in 1999. The inspection team agrees with parents' positive comments. The team also find homework is not consistently given to all pupils by all teachers. The school is addressing this issue. Information about pupils' progress is improving and the headteacher is looking into this issue.

Some parents are concerned about the poor quality of lunch in school. The headteacher is fully aware of this. He is taking necessary action regarding this and hopes to make improvements in this area soon.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The attainment for children on entry to the nursery is well below that expected of children of this age. Children in the nursery and reception classes make good progress. As a result, by the end of the reception year, the majority of children attain standards that are in line with the expected levels in all areas of the Early Learning Goals, except in communication, language and literacy where the standards are still below the expected level.

2. As the school is a recent amalgamation of the former infant and junior schools, detailed analysis of the national test results and the previous inspection reports are not available. This report is based on the 2000 test results and the information provided by the local authority's profile of the school. The results of the 2000 national tests show that, at the end of Key Stage 1, pupils attain standards that are well below the national averages in reading and writing, and mathematics. In comparison with similar schools, standards are average in reading, and writing and below average in mathematics. At the end of Key Stage 2, standards attained in the 2000 national tests are very low in English and science and well below average in mathematics. In comparison to similar schools, the standards are average in mathematics, below in English and well below science. However, the standards attained in 2000 national tests are higher than those in the previous years in both key stages, especially in reading. This indicates some improvement in standards since the amalgamation.

3. The current inspection confirms improving standards. It concludes that, by the end of both key stages, the standards of attainment for the seven and 11 year old pupils are in line with the national averages in mathematics. Standards are average in science in Key Stage 1 but below average in Key Stage 2. In English standards are below the national average in both key stages. This shows that standards have already improved since the new school started, as the standards were very low previously. In art standards achieved are above that expected in both key stages. In all other subjects except geography, pupils in both stages attain standards in line with what is expected of this age group. No judgement was made on geography because of insufficient evidence in this area during the week of inspection. Geography is planned to be taught in the next term. Pupils make satisfactory progress throughout the key stages in all subjects except in art where they make good progress.

4. In English, pupils begin Key Stage 1 with reasonable listening skills, but many have limited vocabulary with which to express themselves. A significant number of pupils are at the early stages of learning English. They make satisfactory progress in Key Stage 1 but by the time they are seven their speaking and listening skills are still below average. In Key Stage 2 pupils make sound progress and by the time they are 11, speaking and listening skills are satisfactory for a number of pupils but many lack confidence in expressing themselves in formal situations.

5. In reading, when pupils begin Key Stage 1 their pre-reading skills are not well developed. They make satisfactory progress during their time in Key Stage 1, but by the end of the key stage attainment is still below standards expected nationally. Higher attaining pupils read fluently, with good expression and enjoyment but few choose demanding texts. Average attaining pupils do not read fluently and have a limited number of strategies for reading new words. Lower attaining pupils make satisfactory progress as they develop their skills. They find it difficult to predict what might happen next. At Key Stage 2 pupils make steady progress but, by the end of the key stage, few have made the faster progress that allows them to reach standards expected nationally. Higher attaining pupils read fluently and use the text to back up their views on character development. However, some choose undemanding books. Average attaining pupils, whilst enthusiastic, are not always fluent at reading aloud. Lower attaining pupils read known texts with confidence, but do not always recognise and correct their errors. All pupils can locate information using a table of contents. They do not have a well-developed understanding of library systems to find information books.

6. By the time they are seven the majority of pupils reach satisfactory standards in writing and make good progress. Most pupils can write short sentences about characters in a story. Higher attaining pupils begin to be aware of an audience for their writing, and make lively attempts to develop diary writing. They spell correctly and pay accurate attention to full stops and capital letters. Average pupils do not spell so well and they need reminders to punctuate their work. Lower attaining pupils write simple sentences with support from an adult. Pupils use their writing skills in other subjects.

7. By the time they are 11, many pupils' standards in writing are below what is expected nationally. Progress is unsatisfactory overall. Often pupils make satisfactory progress in lessons working on short exercises linked to grammar and vocabulary development but because there are not enough opportunities for writing at length they do not transfer these skills to longer pieces of writing. In Year 6 higher attaining pupils write clearly and have begun to write using different styles but their writing skills are not sufficiently well developed to enable them to attain higher level. Although lower attaining pupils do not achieve standards expected nationally in writing they make satisfactory progress.

8. In mathematics, pupils in Key Stage 1 recognise odd and even numbers and develop good mental calculation strategies using addition and subtraction, including money. They are able to order three-figure numbers in ascending and descending order. They work out a range of shopping problems and are able to describe each stage of the calculation. In Key Stage 2 younger pupils have a good understanding of place value of hundreds, tens and units and can add and subtract. By age 11 they use a full range of number operations. They are able to draw to scale accurately, construct three-dimensional shapes and describe their properties using appropriate terminology. They are able to construct an isosceles triangle accurately and identify shapes as irregular.

9. In science, by the end of Key Stage 1, pupils study about the impact of forces on movement and investigate how movements of objects are affected by different surfaces. They recognise the importance of a fair test in conducting an investigation and predict results and record the results in a table form. In Key Stage 2 pupils study how to keep healthy, properties of materials, such as metals and the impact of forces in depth. Older pupils learn how plants transport food and experiment to find out the effect of forces on the elasticity of elastic bands. However, the volume of work is limited for the majority of pupils. Pupils' investigative skills are insufficiently developed and standards attained are below national averages.

10. In information technology, pupils in Key Stage 1 successfully use a computer for word processing often linked to their literacy and numeracy work. They create bar charts and pictograms from data they have collected and program a floor robot successfully to draw shapes such as a triangle. By the end of Key Stage 2, pupils gain a good understanding of the various options available for word processing and confidently use them to produce good quality work about a range of diverse subjects. They use a digital camera to record images and can edit these to make amusing changes. Pupils have a secure understanding of the Internet and use it effectively to find information in different subjects. Pupils at the end of Key Stages 1 and 2 attain standards expected for their age.

11. In religious education, pupils attain standards in line with the locally agreed syllabus. In Key Stage 1, pupils study Christianity and Judaism. Pupils in Key Stage 2 study a large proportion of their religious education programme through the discussion of moral issues in personal, social and health education lessons. They revisit Judaism and learn about Hinduism and Islam.

12. The format of the National Literacy Strategy has been established and is being implemented satisfactorily to support work in other subjects. The National Numeracy Strategy is also being implemented effectively across the school, reflecting the school's clear focus on the teaching of mental mathematics and the learning of tables.

13. Pupils who speak English as an additional language make good progress in both key stages. Many pupils from this group achieve standards in line with those expected nationally.

Pupils with special educational needs make good progress with the targets set within their individual education plans for literacy and numeracy.

14. There is no significant variation between the attainment of boys and girls. The school sets realistic targets for its pupils and meets the targets satisfactorily.

Pupils' attitudes, values and personal development

15. Throughout the school pupils show satisfactory attitudes to school. In some classes, where pace is brisk, pupils are very attentive and show good interest in their work. They are keen to answer questions and settle quickly to the tasks set. However in some classes a small but significant minority interrupt when the class teacher is not forceful enough, and on occasion behaviour deteriorates towards the end of the lesson. Children generally concentrate well, and work well in pairs sharing ideas and views. However some younger children find it hard to share and have to be reminded by the class teacher.

16. Pupils' behaviour throughout the school is satisfactory; in classes behaviour is at least satisfactory, with some good behaviour, particularly where there is an expectation of good behaviour from the class teacher. Around the school and on the playground pupils behave well, however, there are some instances where pupils pull and push one another when waiting in line. Pupils comply with school rules, which they know and understand, and which are displayed around the building. Pupils are polite to visitors and show respect to adults. Behaviour at lunch times and on the playground is satisfactory. However, there were a high number of exclusions in the school year prior to the inspection.

17. Pupils have good opportunities to take responsibility and display initiative. There is a prefect system in Year 6 and those pupils participating in the scheme are proud of their role. In addition pupils work independently and show responsibility for their learning. They take care of equipment and their environment. No examples of damage or graffiti were seen during the inspection.

18. Pupils form very good relationships with their peers and with adults. No examples of any oppressive behaviour, bullying, sexism or racism were seen during the inspection, and pupils have a satisfactory understanding of the impact of their actions on others. They show a satisfactory respect for the feelings, values and beliefs of others.

19. Pupils with emotional and behavioural problems are on occasions disruptive for other pupils in the class. However the school deals with these problems well. There are good schemes and support in place for these pupils. The newly appointed 'Learning Mentor' has been specifically employed to support those pupils who have low self-esteem, resulting in poor behaviour.

20. Attendance at the school is well below the national average, and is therefore unsatisfactory. There is a high rate of unauthorised absence and a significant number of children arrive late to school.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

21. The quality of teaching is satisfactory overall with some good and very good teaching. Ninety four per cent of teaching is judged to be satisfactory or better of which 31 per cent is good, 11 per cent very good and three per cent excellent. Six per cent of teaching is unsatisfactory which is in the Foundation Stage and Key Stage 2.

22. Teaching is particularly good in mathematics where it was satisfactory overall, with good quality teaching in Key Stage 1, as a result of which pupils make good progress in numeracy throughout the school. This is due to the effective implementation of the National Numeracy Strategy since September, 1999 in this new primary school. However, teaching is weak in English, especially in Key Stage 2. This is caused by insufficient training the staff received in the national Literacy Strategy. This means that higher attaining pupils do not make sufficient progress in Key

Stage 2. The quality of teaching in this inspection cannot be compared to that of the previous inspection as the school is new and the last inspection reports of the previous schools were not available.

23. Teachers plan their lessons carefully to ensure that the learning needs of pupils are met. However, although planning for the lower attaining pupils is very effective, it does not include sufficiently demanding activities for higher attaining pupils. Plenary sessions are used efficiently to consolidate pupils' learning and, often, to revisit the learning objectives with pupils so that they become increasingly aware of their own learning.

24. Teachers use appropriate strategies to ensure that pupils build on previous learning and develop the concepts systematically. Appropriate questioning is used to assess pupils' gain in knowledge and understanding in different subject areas. In many lessons, teachers maintain a brisk pace so that pupils remain active and learn well, as was seen in an information technology lesson in Year 6 and a mathematics lesson in Year 5. These features contribute positively to pupils' attitudes to learning and their progress.

25. Teachers are good at managing pupils. In most lessons very good class management makes a positive contribution to children's attainment and progress. Most teachers treat all pupils with respect and as individuals but at the same time expect high standards of behaviour. As a result pupils concentrate well and work co-operatively in groups. Praise is used very effectively to make pupils feel confident about their ability to learn, and to reinforce good behaviour. This was demonstrated in a personal, social and health education lesson in Year 6 where this approach promoted very good understanding of moral development.

26. Relationships between teachers and pupils are good. Pupils respond positively by valuing their teachers and what they have to teach. A good example was seen in a physical education lesson in Year 1 where good relationships between the teacher and pupils led to very good response from pupils who stayed on task and demonstrated good understanding of safety aspects in performing folk dance. Good relationships in the nursery ensure that newly arrived children are able to play and learn in a very secure and safe environment.

27. Most teachers have secure subject knowledge in the subjects they teach and present and discuss subject material in a way that helps pupils to understand. This has a positive impact on pupils' learning. However, expertise in literacy is still in need of further development and the school is aware of this.

28. Staff make good use of the resources to support pupils' learning. Support staff are well trained to support pupils in all curriculum areas. They plan with the teachers and support the pupils' special educational needs effectively.

29. The Literacy Strategy is implemented satisfactorily. However, they are more effective for average and lower attaining pupils than for the higher attainers who are not challenged sufficiently. Marking in literacy work does not suggest strategies for improvement. The Numeracy Strategy is implemented very effectively throughout the school. Staff are well trained in teaching numeracy. This has a very positive impact on standards which are rising in both key stages. These features ensure that pupils with special educational needs and pupils who speak English as an additional language are able to make good progress.

30. Teachers are well aware of the requirements of those with special educational needs. They work well in collaboration with the support staff and monitor progress towards their targets. This is due to the good planning by teachers who make specific reference to individual education plans in their whole-class planning. This enhances the progress pupils make.

31. In the unsatisfactory lessons, lack of subject knowledge leads to unsatisfactory planning. Teachers do not identify the learning needs of pupils and do not assess pupils' progress effectively. Behaviour management and class organisation are also weak in these lessons; as a

result, very little learning takes place. Relationships were particularly weak in a literacy lesson where pupils were treated unsatisfactorily with sarcastic comments and expectations were very low, even though pupils were very co-operative and had good attitudes to learning.

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

32. The school provides a broad and balanced curriculum for its pupils. All National Curriculum subjects and religious education are taught throughout the school and statutory requirements are met. The school has taken on board the recent changes to the National Curriculum by introducing new schemes of work and replacing the previous topic-based curriculum with each subject being taught separately. However, appropriate links between subjects have been kept to help make pupils' work more relevant and interesting. For example, pupils in Year 1 who were studying Judaism in religious education learned the steps of a Jewish dance in their physical education lesson. The amount of time allocated to the teaching of each subject is appropriate and enables pupils to increase their skills and knowledge as they move through the school. The curriculum is carefully planned for the whole school to cover all aspects of each subject and to meet the requirements of the new National Curriculum and avoid repetition of work. Teachers in each year group work closely together planning suitable work for their pupils and are able to share ideas and expertise, giving each other useful support. The two curriculum co-ordinators monitor all planning to ensure consistency in content and subject co-ordinators look at pupils work in their subjects to assess the standards being attained and to check coverage of the programmes of study. The school has put in place the national strategies for teaching literacy and numeracy and, particularly in numeracy, these have proved successful in raising the standards attained by pupils by the time they leave the school. In some subjects, such as physical education, many pupils have additional opportunities to further develop their expertise through clubs organised by the school.

33. The curriculum for pupils with special educational needs is good, closely linked to their individual education plans. Such pupils are given access to the full curriculum and receive good quality support in lessons from teachers and special needs assistants. Pupils' progress is monitored closely to ensure that they are learning effectively in all subjects.

34. The curriculum committee of the governing body meets regularly to approve policies and discuss future strategies and initiatives. They have adopted a policy for sex education. There are designated governors for literacy and numeracy but as many of the governors are newly appointed they have not yet had the opportunity to visit classes and see the curriculum being delivered. Subject co-ordinators do not, at present, attend meetings of the curriculum committee to explain developments in their subjects and to help the governors assess the effectiveness of spending decisions.

35. All pupils are fully included in the life of the school enabling them to benefit from the many learning and social opportunities provided. A few pupils are occasionally withdrawn from lessons for additional support in learning English. The benefits they derive from this extra help far outweighs any disadvantages as, until their fluency in English improves, understanding of the content of some lessons would be minimal. Risley Avenue is a school in which all pupils are valued and great care is taken to include them in all aspects of the curriculum.

36. The curriculum is enhanced by a range of visits to places of interest which are linked to their work in class. Recent visits have been made by Year 1 pupils to the Museum of Childhood to supplement their history work about toys old and new and by Year 5 to Hampton Court. Two parties of Year 6 pupils went on a residential trip to Pendarren Outdoor Centre in Wales. These visits included many good quality educational and adventurous activities as well as giving pupils many opportunities to develop socially and learn to live harmoniously in an environment away from home. Visitors to the school also help enliven and extend the curriculum. A member of the Drugs Education Team has talked to Year 5 pupils about drug awareness and during the successful Book Week a writer and storyteller visited the school and fired pupils' enthusiasm for reading.

37. The school provides for its pupils an interesting range of additional clubs and out-of-school activities. Pupils can play badminton and table tennis each lunchtime and football after school. Other after school clubs include drama, dance, music and homework. There is also a board games club for refugee pupils at lunchtime. Booster classes are held after school to help Year 6 pupils prepare for the National Curriculum tests.

38. There are useful links with two of the local secondary schools with some of their teachers visiting the school to meet the pupils and liaise with Year 6 class teachers to help ease the transition when pupils move on. One of these visiting teachers helped to coach pupils in football skills. Community links often take the form of charitable work. For example, the school choir sang in the shopping centre to raise funds for a hospice and the donations of food at the Harvest Festival assembly were passed on to local elderly people. Such activities help to raise the profile of the school in the community as well as teaching pupils the value of caring for others.

39. Overall, the school makes good provision for the spiritual, moral, social and cultural development of its pupils. Provision for cultural development is very good and is a strong indication of the importance the school puts on this aspect of its pupils' learning. It has a noticeable impact on all aspects of school life and the rich cultural mix of the school is fully reflected in the many interesting and informative displays seen around the building.

40. Spiritual development is mainly fostered through assemblies and religious education lessons. Few examples of planned opportunities for pupils to reflect on the wonders of the natural world were seen during the inspection and this is an area which could be more carefully considered when planning the curriculum. Some spiritual moments of uplift are evident when pupils perform music and in the good work they complete in art. For example, the beautiful singing by the school choir produced a very special moment for the performers and the audience. The school has commendably provided a quiet room for Muslim pupils to use for prayer during lunchtime.

41. Pupils are taught right from wrong from the moment they join the school and are actively encouraged to reflect on their behaviour and the impact it has on both adults and other pupils. Staff provide good role models in their dealings with each other and with pupils. The school rules, which are prominently displayed around the school, are implemented in a caring and consistent manner. The moral climate of the school pervades all aspects of its daily life and is actively supported by all members of the school community. Older pupils discuss moral issues such as foxhunting and are encouraged to consider both sides of the argument before coming to a conclusion.

42. The provision for social development is good. The good quality relationships found in the school support social development well. Pupils willingly take responsibility and perform a number of jobs around the school such as collecting class registers and setting up the hall for assemblies. Year 6 pupils who have been appointed prefects take their responsibilities very seriously and are proud of the trust given to them by the staff. They help supervise younger pupils and monitor behaviour on the stairs. The school council, which is on hold at present, proved to be a useful way of involving pupils from all classes in the decision making process. In the past they were involved in the deliberations about school uniform, school security and the behaviour policy. Their suggestions were listened to by the staff and given due consideration in the final discussions. The annual residential visits help pupils to learn valuable lessons in living together. All of these planned opportunities help develop a sense of community in the pupils and they feel a useful and valued part of the school.

43. Cultural development is particularly good with pupils learning a great deal about their own and other cultures. Resources fully reflect the cultures of the pupils as well as those from other communities and lands. Pupils learn about their own and other faiths in religious education lessons and are taught to view them with respect. Assemblies celebrating various religious festivals are held regularly as well as assemblies about other cultures, such as a recently held Kurdish assembly in which pupils were fully involved. The school has a very good range of artefacts to use in the many attractive displays that not only inform pupils about other cultures but

also show the value the school puts on the diverse nature of the local community. Teachers successfully value and promote the heritage of all their pupils. For example, in one classroom there is a poster listing with pride the ten different languages spoken by the pupils in the class.

44. The school gives a high priority to ensuring equality of opportunity for all its children. Clear statements about this intention are made in the school prospectus. The school has effective policies in place and there is rigorous monitoring of racist incidents. These are all recorded alongside the steps that have been taken to address the problems raised. The school has rightly identified the need to raise the attainment of under-achieving groups and has targeted some groups for support in the classroom and has begun monitoring results in respect of gender and ethnicity.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

45. The school provides a safe and caring environment for its pupils. Staff know the pupils well, and this enables them to provide good care and support. The welfare staff keeps detailed records of pupils, which means that children are known and cared for appropriately. There are good induction arrangements for those children starting in the nursery, a home visit, or visit to the school is arranged, depending upon the choice of parents.

46. The school has arrangements to identify and deal with any hazards found on site. The headteacher carries out regular health and safety checks with the health and safety representative and the site manager. Regular reports are made to the premises committee of the governing body. The LEA has recently undertaken a full health and safety check, but risk assessment is not yet carried out. There are appropriate numbers of staff trained in the administration of first aid, and the provision for looking after children who are unwell is good.

47. The school's policy and procedures follow the guidelines of the local committee for the protection of children. The headteacher is the designated person responsible for child protection arrangements and most other members of staff know and understand the school's arrangements and procedures. However the midday staff and newly appointed staff are not acquainted with the procedures.

48. The school monitors attendance very well. The school is working hard to try and reduce the level of absence and has set itself challenging targets for both authorised and unauthorised absence. The attendance figures are computerised and entered onto the computer each week. This, plus the daily check of attendance allows the school to closely monitor the levels of attendance and punctuality for individual children as well as groups, although the school has not yet used the facility to track groups of children.

49. The school's arrangements for monitoring and promoting good behaviour are good. Pupils are praised through the awarding of stickers and certificates in assembly. School rules are displayed around the school, and pupils are therefore aware of them. Parents have confirmed that they feel pupils have a clear understanding of the difference between right and wrong. Incidents of poor behaviour are recorded and monitored by senior staff.

50. The monitoring of pupils' academic performance and personal development is satisfactory overall. Pupils' personal development is well supported by the school, staff know the pupils well, and monitoring of personal development is carried out informally through teachers' individual knowledge of the pupils.

51. Procedures for assessing pupils' attainment and progress are satisfactory. In maths, assessment is very good, with each class having numeracy action plans, with specific targets for improvement based on pupils' attainment. There are weekly planning sheets and evaluation forms, an evaluation is also carried out on each year group. In English, the assessment is very comprehensive in terms of recording what pupils can do, but is not as good at identifying areas for development. All pupils have targets set in the autumn term, which are signed by the parents. These targets are appropriate, but are not written in a way that would be easily understood by

parents. For ITC, a thorough assessment has been made of all pupils in the school and their national curriculum levels. In other subjects such as history and PE there is no formal recording, although in Year 2, QCA tick sheets are used, but not dated. In Year 1 there are good foundation assessments, these include individual targets per pupil including those with special educational needs. Overall, good assessment procedures are in place, but these are in process of being implemented, and are not yet being used to guide curricular planning.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

52. Parents generally have positive views of the school. Most parents feel that the school is good, however a small, but significant minority in their responses to the questionnaire, and at the pre-inspection parents' meeting, were critical of the schools arrangements for homework and the information provided. The inspection supports the parents' views on these matters. Some homework is provided but this is inconsistent throughout the school, and depends upon the class teacher. Parents are provided with good information on the curriculum to be taught and the school has held curriculum meetings to discuss the curriculum in general. There are regular newsletters that give parents information about what is happening in school. Written annual reports on pupils' progress are satisfactory. The school prospectus and governors annual report to parents are both missing some statutory information. The School prospectus leaves out some statutory information, such as the name, address, telephone number, type of school, pupils' absence rates, school's and national test results. The statutory information missing from the governors' annual report to parents includes information relating to the admission of disabled pupils, targets for Key Stage 2 assessments and professional development of staff.

53. The impact of the parents' involvement on the work of the school is satisfactory. The parent-teacher association raises funds for the school. There are opportunities for parents to help out in class, and some, particularly lower down the school, do take up these opportunities, as well as helping out on school trips.

54. The effectiveness of the school's links with parents is good. This is an area that the school has worked hard to improve. The school runs family literacy and numeracy classes that are well attended, as well as Turkish lessons for the children. There is a parents' room and on certain days a member of staff is available to speak to parents and discuss any problems they wish to raise. Parents are invited to the regular class assemblies, where they have the opportunity to meet with the class teacher informally when the assembly has finished; many parents attend. Parents spoken to indicate that the staff at the school listen and are all very approachable, there are also opportunities for parents to discuss any concerns with the headteacher. There are opportunities for parents to meet with staff and discuss their children's progress on an informal basis, as well as the planned formal parents' meetings. The headteacher, deputy headteachers and other staff are all available at the beginning and end of the school day.

55. The contribution of parents to children's learning at school and at home is satisfactory. A number support their children by listening to them read, and helping them with homework.

HOW WELL IS THE SCHOOL LED AND MANAGED?

56. The school is led and managed well by the headteacher who provides good leadership and a clear educational direction. The headteacher was appointed in the summer term of 1999 to take up the position from September, 1999, when the new primary school was formed. Since then, he has successfully introduced several initiatives within a short period at a rapid pace to establish a strong foundation for the new school. He has established good relationships with the parents and staff and appointed several permanent teachers, including two new deputy headteachers with clearly defined responsibilities in order to raise standards. He is supported well by the two deputies, in post since September, 2000, and other members of the staff in his task to lead the school forward. The National Numeracy Strategy has been introduced and implemented effectively. The implementation of the National Literacy Strategy, though satisfactory, is less effective as the training for the National Literacy Strategy took place before the school amalgamated. The headteacher recognise the need for enhancing teacher expertise in literacy

further and aims to address this issue soon. The school is committed to an educational provision which is of good quality and ensures equal opportunity for all. All staff with management responsibilities are developing their roles and the core areas of the curriculum are led effectively. Good planning and appropriate assessment procedures have been devised and are being implemented successfully. However, assessment in foundation subjects is not fully developed yet. The school has begun to analyse the national and internal tests results to track pupils' progress across the key stages and in terms of pupil mobility, which is high. Teaching is monitored well by the headteacher, deputies and English and mathematics co-ordinators. Other co-ordinators monitor planning and audit resources, but their roles in monitoring the quality of teaching are at an early stage of development.

57. The school has a very caring and positive ethos and its aims and values are reflected very well in its practice. The school's development plan is an effective document for guiding school improvement. It is based upon a realistic evaluation of what needs to be done in order to take the school forward.

58. The governing body is developing its role well to monitor the progress of this new primary school. The governors, interviewed during the week of inspection, have clear understanding of the strengths and weaknesses of the school and are supportive of the headteacher who provides them with extensive reports, keeping them well informed about the work of the school. The vice chair and some other governors visit the school and are beginning to take an active part in shaping the direction of the school.

59. The school has a strong commitment to special educational needs and invests considerable time, energy and funding in providing a thorough and comprehensive approach. The deputy headteacher, the acting special needs co-ordinator, manages the provision effectively, ensuring that the additional support that she and other staff provide is carefully targeted. There is no governor for special educational needs yet and the school is in the process of appointing one.

60. The number, qualifications and experience of the school's teaching staff meet the needs of the curriculum satisfactorily, although many teachers have been at the school for less than two years. It was decided to appoint two deputy headteachers to enable this large, newly amalgamated school to move forward quickly as one school. They have implemented a supportive programme of class observations, demonstration lessons and feedback on planning aimed at developing the quality of teaching and ensuring consistency of approach to classroom and pupil management. This is proving effective and has prepared the school well for the introduction of performance management.

61. Sound use is made of additional adults who provide a range of support for teachers and for pupils. They are knowledgeable about the pupils they support. Where their work is well managed in classrooms they make a considerable contribution to the good progress made by pupils with special educational needs.

62. Staff with special responsibility for raising attainment of minority ethnic pupils are well trained and provide good models of partnership teaching. They work sensitively with parents, pupils and teachers to make an effective contribution to the good progress made by pupils from minority ethnic backgrounds.

63. The school building provides good accommodation, and the school makes good use of it. Spacious storage for resources means that resources are kept in good order and are easy for staff to use. In the main there are good resources for learning with minor shortcomings in some areas.

64. The school development plan identifies appropriate educational priorities and spending decisions are matched to them. Governors have a clear understanding of this. With the exception of information technology, subject co-ordinators' understanding of expenditure is underdeveloped.

65. Specific grants are spent effectively. There is a clear understanding of the role played by parents and carers in the development of early literacy and numeracy. In recognition of this, the

New Beginnings Fund is used to support parental literacy through the Family Literacy and Numeracy initiatives. The school is currently involved in projects related to New Opportunities Funding for ICT in order to improve the skills of teachers and pupils and increase the number of computers. There is a very good action plan for this.

66. New systems for efficient financial administration introduced by the headteacher and the newly appointed school administrator are very effective. The school makes very good use of information technology in its administrative procedures for expenditure and budget monitoring, dinner money collection and tracking pupil attendance. There are very good systems for monitoring the budget overall with a good clear system for reporting to the governors' finance committee. The headteacher and governors have an overview of expenditure and are beginning to apply the principles of best value in their spending decisions. The systems for budget holders to monitor their expenditure are clear and uncomplicated. Dinner money and other monies are handled by office staff rather than teachers. These systems are very effective in enabling teachers to concentrate their energies on teaching. There are good plans to develop other systems to enable teachers to make further use of assessment data.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

67. In order to raise standards and to improve the quality of education further, the governors, headteacher and staff should now :

- raise the standards in English in both key stages by
 - (a) enhancing the expertise of the teachers through appropriate training and, thereby, improving the quality of teaching in literacy in Key Stage 2;
 - (b) using assessment information to set targets for each year group;
 - (c) improving marking by providing suggestions for improvement;(Paragraphs 3, 22, 29, 51, 96, 99)
- raise standards in science in Key Stage 2 by:
 - (a) providing appropriate volume of work in line with the National Curriculum programmes of study; (Paragraph 116)
 - (b) increasing pupils' investigative skills more rigorously; (Paragraph 9)
- ensure that pupils are provided with homework consistently by implementing the homework policy; (Paragraph 96)
- continue to improve attendance by implementing the existing good procedures for monitoring attendance; (Paragraph 20, 48)
- meet the statutory requirements in the prospectus and the governors' report to parents. (Paragraph 52)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

104

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

26

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	12	36	44	5	1	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

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)	51	592
Number of full-time pupils known to be eligible for free school meals		321

FTE means full-time equivalent.

Special educational needs

Nursery

YR – Y6

Number of pupils with statements of special educational needs	1	9
Number of pupils on the school's special educational needs register	1	157

English as an additional language

No of pupils

Number of pupils with English as an additional language	413
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Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission	130
Pupils who left the school other than at the usual time of leaving	123

Attendance

Authorised absence

	%
School data	5.7
National comparative data	5.2

Unauthorised absence

	%
School data	2.9
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	40	43	83

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	24	23	24
	Girls	32	30	32
	Total	56	53	56
Percentage of pupils at NC level 2 or above	School	67 (n/a)	64 (n/a)	67 (n/a)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	24	23	30
	Girls	31	28	32
	Total	55	51	62
Percentage of pupils at NC level 2 or above	School	66 (n/a)	61 (n/a)	75 (n/a)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	45	41	86

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	20	24
	Girls	21	22	26
	Total	40	42	50
Percentage of pupils at NC level 4 or above	School	47 (n/a)	49 (n/a)	58 (n/a)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	19	21
	Girls	20	21	24
	Total	36	40	45
Percentage of pupils at NC level 4 or above	School	42 (n/a)	47 (n/a)	52 (n/a)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	56
Black – African heritage	95
Black – other	47
Indian	14
Pakistani	11
Bangladeshi	10
Chinese	2
White	110
Any other minority ethnic group	236

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)	25
Number of pupils per qualified teacher	21.5
Average class size	27.7

Education support staff: YR – Y6

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

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	23.5

Total number of education support staff	2
Total aggregate hours worked per week	[]

Number of pupils per FTE adult	11.75
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FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	3	1
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	4	
Other minority ethnic groups		

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	1999/2000
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	£
Total income	1,474,380
Total expenditure	1,393,948
Expenditure per pupil	2234
Balance brought forward from previous year	-9,906
Balance carried forward to next year	70,526

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	628
Number of questionnaires returned	117

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	28	1	3	2
My child is making good progress in school.	48	44	6	0	3
Behaviour in the school is good.	41	43	6	3	8
My child gets the right amount of work to do at home.	37	35	13	9	7
The teaching is good.	45	40	2	3	9
I am kept well informed about how my child is getting on.	46	36	11	3	4
I would feel comfortable about approaching the school with questions or a problem.	66	21	6	3	4
The school expects my child to work hard and achieve his or her best.	62	28	2	3	6
The school works closely with parents.	50	33	7	3	7
The school is well led and managed.	44	34	2	3	17
The school is helping my child become mature and responsible.	49	41	3	3	4
The school provides an interesting range of activities outside lessons.	42	35	5	4	14

Summary of parents' and carers' responses

[text] [replaces the table when there are fewer than ten returns]

Other issues raised by parents

[text] [a short comment should be included if applicable]

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

68. Risley Avenue Primary School has two nursery classes and three reception classes. These five classes educate children in the Foundation Stage. The nursery classes offer both part-time and full-time places. Children enter the nursery after they become three years old. A significant number of children in the reception classes have not attended the nursery. Attainment on entry to nursery and reception shows a wide variation but a high percentage of children enter Risley Avenue Primary School with attainment which is below that expected for their age, particularly in the area of communication, language and literacy. The proportion of children who are learning English as an additional language is high. Attendance levels are below average and have a negative impact on attainment.

69. The inspection concludes that the majority of children are likely to attain the early learning goals for personal, social and emotional development; mathematical development; knowledge and understanding of the world; physical development and creative development. Most children are unlikely to attain the early learning goals for communication, language and literacy. Progress is good in personal, social and emotional development and satisfactory in all other areas of the curriculum

70. Good efforts have been made to implement the Foundation Stage. Medium and short term planning covers all six areas of learning satisfactorily and staff have given serious consideration to embedding the principles laid out in the Foundation Stage Curriculum Guidance in their day to day practice. At the present time a complete curriculum, which identifies how children will be increasingly challenged to learn more, is not in place and this results in a repetition of some experiences. Children with special educational needs and English as an additional language are well supported by careful identification of needs, provision for first hand experiences and work in small groups. More able children are not always given an appropriate level of challenging activity to move their learning on quickly.

71. The Foundation Stage is well led by a co-ordinator who has identified appropriate priorities for staff training and improving the outside provision. Teaching is satisfactory throughout the Foundation Stage with some very good teaching in the nursery.

Personal, social and emotional development

72. Children are likely to exceed the early learning goals in this area. Good procedures for introducing children to the nursery help them settle in happily. There is good support for parents to help them manage the transition from home to school and parents express a high level of satisfaction with their children's confidence and progress. Comments include, "my child has become much more sociable" and "my child is very cheerful and motivated." Parents are given a choice of staff visiting them at home or visiting school themselves before their child enters. Once their child enters nursery they are encouraged to stay and help their child find their name or join in an activity.

73. There is a wide variation in attainment in personal, social and emotional development on entry to the school with a substantial minority of children having attainment lower than is expected. This area is given a high priority by all staff and there is a strong focus on increasing children's belief in their own abilities. The success of this approach is evident in the confidence that children show in approaching new activities, selecting new materials and explaining what they are doing. An example of this was a child enthusiastically using a pulley system to fill buckets and haul them to the top of a wall whilst explaining to other children. Children showed consideration for each other. They were careful not to knock into each other when acting out a very exciting story and were quick to make room for a child who wished to pass through a confined space. Boys and girls work together well. Children are keen to learn and show high levels of independence, for instance one child was able to make herself a piece of toast and butter it and a child with special needs was

able to open a packet of bread without any adult help and begin to make sandwiches. Children in reception classes were observed preparing for a movement lesson and folding their clothes carefully so they were ready to put on after the lesson. In both year groups children have good relationships with each other and the staff. They show a good understanding of routines and expectations. They behave well, for instance they wait for a turn when playing a game or sharing musical instruments. Children show appropriate levels of concentration and persist with tasks such as measuring and sawing wood to make a picture frame. Children express their joy when taking part in acting out a story and spontaneously express their affection for and appreciation of their teacher. They have good opportunities to understand the beliefs and celebrations of other cultures and religions. For example they look at and respond positively to some of the items used in the celebration of the Chinese New Year.

74. Good teaching in the Foundation Stage in this area results in good progress for all children. Staff present good models of considerate and caring behaviour. They are sensitive to children's physical and emotional needs and are willing to give time to explaining how to resolve conflicts. Frequent opportunities are given for children to work alongside each other in large and small groups. Profiles of each child show that assessment in this area is thorough and documents the progress each child is making.

Communication, language and literacy

75. The majority of children in the Foundation Stage do not achieve the early learning goals for this area even though the teaching and progress are satisfactory. This is because the attainment on intake is low. Children benefit from a wide range of first hand experiences, which give them good opportunities for speaking. For instance, whilst using a variety of woods a child talks about the enclosure he has made for a polar bear. Children are encouraged to talk about what they have done at home and school. They listen to other children and adults with a high degree of attention. Where teaching is most effective children are encouraged to question and offer their opinions whilst staff engage children in discussions and question them appropriately. There are examples of nursery nurses giving good support to children's language development by offering vocabulary whilst children are engaged in an activity and asking children to explain what they are doing. Role play areas such as "The Three Little Pigs' Homes" provide suitable opportunities for children to imagine and recreate roles. In less effective lessons opportunities to question and promote language for thinking are lost.

76. In nursery, children are encouraged to develop a love of books and story. There are welcoming book areas, a good range of books including enlarged texts and ample opportunities for children to share books with each other and with adults. Children are encouraged to take books home to share with parents and carers. There are displays of alphabets, opportunities to use information books and to use computer programs related to literacy. Children are well supported to recognise their own names and those of other children. There are effective routines that help children relate letter sounds to names. Story reading is a time of great joy with children taking a full part in recreating stories and empathising with the characters. A good example of this was a reading of 'The Bear Hunt' when children enthusiastically acted out the hunt but showed their sympathy for the poor lonely bear. Reading stories is especially supportive of children with special educational needs or those with English as an additional language. There are opportunities for children to make their own marks and some evidence that children's own attempts to communicate through writing is valued in display. Nevertheless opportunities for children to write for a purpose are limited and writing across the range of experiences provided is insufficiently developed.

77. In the reception classes there is a systematic programme for the teaching of phonics and children are beginning to link letter sounds to the written letter. Elements of the National Literacy Strategy are being used appropriately and teachers are using enlarged texts for whole-class teaching. A few children in the reception year are beginning to read simple words and sentences. Captions on displays encourage children to respond to print. Children choose to share books and show an interest in print. For instance, during the inspection three boys were observed to select nursery rhyme books and read them to each other. Children are encouraged to take books home. There is good attention to handwriting skills and most children are learning to write their name

correctly. There is little evidence of writing for a purpose and children are not motivated to write for themselves. In all areas, except writing, progress is satisfactory for most children but more able children are insufficiently challenged and, therefore, do not make sufficient progress.

Mathematical Development

78. On entry to the nursery very few children can count confidently and identify numbers to 10. However, staff provide good support for their learning in nursery, both through planned experiences with a mathematical content and the good use made of all the opportunities that arise during the day. The teaching of mathematics is satisfactory. Children are encouraged to learn counting rhymes and to use their fingers when joining in. They use models such as 10 teddies in a bed to work on number recognition and counting skills. Children with special educational needs and English as an additional language are able to join in the activities because of the good use of visual aids and sensitive support by teachers who focus on what children can do. There are good opportunities for children to use displays of numbers, to count and to learn about space. For example, in the outside area children were observed building towers of bricks and discussing which tower was taller. They have good opportunities to identify shapes and talk about their properties. On one occasion the teacher introduced a shape song and quickly picked up on a child's observation that traffic lights have three circles.

79. In the reception classes targets are set for all children. Most children make satisfactory progress although a significant minority are unlikely to achieve the early learning goals by the end of their reception year. Teachers make appropriate use of elements of the National Numeracy Strategy and children receive focused whole-class teaching during which all the children take part in counting activities and respond to simple number problems. Good use is made of a variety of strategies to encourage children's ability to count accurately such as counting the beats of a drum 'in their heads'. Children respond with enthusiasm. Group activities are well planned and generally appropriate to the needs of most children including those with special educational needs and those with English as an additional language. However, some activities involve children spending too much time in colouring and too little time in mathematical learning. There is insufficient challenge for the most able children. The range of resources available to children gives a satisfactory variety of opportunities for the development of mathematical language and an understanding of shape and space. An example of this is when two children were painting models made from cuboids and cylinders. Children's interest in the activity was effectively used by the nursery nurse to explain the meaning of words such as 'underneath' and 'other side'.

Knowledge and understanding of the world

80. Teaching to promote children's knowledge and understanding of the world is satisfactory. The majority of children achieve the early learning goals by the end of reception but there is a significant minority who do not achieve all the goals because they are at an early stage of learning English. There are a variety of opportunities and experiences offered to stimulate the children's interest and curiosity. Children are encouraged to develop a sense of time by lifting leaves on 'The Tree of Life' and finding pictures of themselves as babies. They have opportunities to explore artefacts and dress up in the role play areas in costumes from a variety of cultures. There is good provision for children to make models and use a wide range of construction materials. There are many opportunities for children to use their senses whilst exploring materials. They are able to investigate the textures of a variety of woods and feel the surface of a brick or a shiny piece of metal. Teachers plan carefully and give clear explanations. Children are encouraged to question and speculate. When they were exploring wood children asked questions such as 'Can this break?' and wondered if they could drink out of certain utensils. Children use magnifying glasses to look at growing plants and have opportunities to take part in gardening activities. The provision of water, sand, and construction sets, throughout the Foundation Stage, ensures children have a range of learning experiences and is particularly supportive of children with special educational needs or English as an additional language. However, there is insufficient thought given to how children are to be presented with learning opportunities that become progressively more challenging.

81. Children in all classes have access to a computer and are developing the ability to use the mouse with confidence. They are able to work through simple programmes to practise skills and extend learning in literacy and numeracy.

Physical Development

82. Teaching to promote physical development is satisfactory and most children achieve the early learning goals by the end of reception. There is a limited area for children in the Foundation Stage to develop their physical skills outside and the need to improve this has been rightly prioritised in the co-ordinator's action plans. The climbing frames in the outside area are unsuitable and in poor condition. There are a limited number of wheeled vehicles for children to ride upon. There is a very good soft playroom, which is well equipped. Nursery children are encouraged to make the maximum use of the outside area and confidently set challenges for themselves such as steering their bikes down slopes. They show very good control and are well aware of the space needed by others. They co-operate well in sharing limited resources and space. Children in the reception classes have appropriately planned sessions of physical education. They are encouraged to listen, respond to instructions and show an understanding of the language of direction. They show good levels of concentration and enthusiasm. Provision throughout the Foundation Stage ensures that children develop manipulative skills and increase their facility in using tools. In the nursery children are given good opportunities to use wood working tools, gardening tools, knives for spreading and cutting and a variety of writing tools. There are satisfactory opportunities to use a range of tools in the reception classes. Children are taught the necessary skills to support their effective use of tools. For instance, in one lesson children were shown how to use a saw and were encouraged to use the techniques they had learned in order to make a picture frame.

Creative Development

83. Teaching in this area is satisfactory and most children attain the early learning goals by the end of reception. Children have opportunities to express their ideas and use their imagination in a variety of ways. In the nursery children make good use of the role play areas and the stimulating collection of costumes, including those from a number of different cultures. Reception classes have role play areas but these are not always inviting or exciting. There is access to paint and a good selection of materials for collage. Displays around the Foundation Stage show that children's creative work is valued and are evidence of children using a number of different techniques such as printing with objects or exploring colour mixing by overlaying strips of tissue paper. Some artwork is very adult directed and leaves little room for children to make a creative contribution. In the nursery children have good opportunities to use malleable materials such as dough but there is limited provision for this in reception. Skills that support progression in art are taught throughout the Foundation Stage. The organisation of this teaching in reception is not always as effective as it could be and so learning is not maximised. Children have time to experiment with a good selection of musical instruments. They are interested in how sounds can be made and show good concentration when working together in a large group. In the nursery, children join in songs with enthusiasm. There was little opportunity to hear children sing in reception during the inspection. A variety of carefully mounted displays with good captions enhance the Foundation Stage environment and raise children's awareness of the visual arts.

ENGLISH

84. Standards attained by pupils in English are below the national average, although standards are better in Key Stage 1 than in Key Stage 2. There have been steady but limited improvements to the national test results over the years. Standards in writing are slightly better than standards in reading at Key Stage 1, but in Key Stage 2 standards in reading are considerably better than standards in writing. Higher attaining pupils at Key Stage 1 achieve well in both reading and writing.

85. Analysis of National end of Key Stage 1 tests for 2000 (SATS) shows that there has been a small improvement over the last five years in reading, a greater improvement in writing and

considerable improvements in spelling. Standards are still below those achieved by pupils in all schools. However, they do as well as those pupils who attend similar schools. Some pupils attain well and the percentage of pupils gaining Level 3 is above the percentage of pupils gaining this level in similar schools. A significant number of pupils attain at the lower end of Level 2 in reading and writing, which has implications for the amount of progress these pupils need to make at Key Stage 2 in order to reach the national average. Teacher assessment shows that standards in speaking and listening are in line with standards nationally.

86. The findings of this inspection are that standards at the end of Key Stage 1 in English are below the national average. Pupils start from a low base with many at early stages of learning English. Therefore, although they make good progress, they do not achieve average standards by the time they begin Key Stage 2. Standards in writing and spelling are better than standards achieved in reading. Standards in speaking and listening are below those found nationally.

87. Results of the national tests at the end of Key Stage 2 show the number of pupils reaching Level 4 to be well below the national average and below in comparison to schools that are similar to Risley Primary. The number of pupils achieving Level 5 is below what other schools achieve. Assessments made by teachers are very similar to test results.

88. The findings of this inspection are that standards at the end of Key Stage 2 are below the national average, and standards attained by pupils are higher in reading than in writing. Pupils make sound progress overall, and in some classes they make better progress than in others. Standards are more closely age appropriate in Year 3. This reflects the impact of the National Literacy Strategy and rising standards in Key Stage 1.

89. Pupils begin Key stage 1 with reasonable listening skills, but many have an immature and limited vocabulary with which to express themselves. A significant number of pupils are at the early stages of learning English. For example, many pupils use 'ed' to make the past tense of irregular verbs using words such as 'buyed'. Pupils make good progress in Key Stage 1 but by the time they are seven their speaking and listening skills are still below average. In Key Stage 2 pupils make sound progress and by the time they are 11, speaking and listening skills are satisfactory for a number of pupils but many lack confidence in expressing themselves in formal situations. For example, in Year 6 when asked to speak to the whole class during a discussion on capital punishment, pupils struggle to use appropriate words and synonyms. Higher attaining pupils at both key stages talk enthusiastically about the books they have read. Pupils with special educational needs make satisfactory progress at both key stages. Most pupils with English as an additional language make very good progress throughout the school, although pupils joining in the last years of Key Stage 2, despite making good progress, do not reach standards expected nationally.

90. When pupils begin Key Stage 1 their pre-reading skills are not well developed. They make satisfactory progress during their time in Key Stage 1, but by the end of the key Stage attainment is still below standards expected nationally. Higher attaining pupils read fluently, with good expression and enjoyment but few read more challenging books. Average attaining pupils do not read fluently and have a limited number of strategies for reading new words. Lower attaining pupils make satisfactory progress as they develop their skills and are confident reading books they are familiar with. They find predicting what might happen next difficult. At Key Stage 2 pupils make steady progress but, by the end of the Key Stage, few have made the faster progress that allows them to reach standards expected nationally. Many pupils enjoy reading. Higher attaining pupils read fluently and with expression. They talk about their favourite genre and have favourite books and authors. They use the text to back up their views on character development. However, some choose undemanding books. Average attaining pupils, whilst enthusiastic, are not always fluent at reading aloud. Lower attaining pupils read known texts with confidence, but do not always recognise and correct their errors. All pupils can locate information using a table of contents and higher attaining pupils use sub-headings to find specific information. Pupils do not have a well-developed understanding of library systems to find information books.

91. By the time they are seven the majority of pupils reach satisfactory standards in writing, and higher attaining pupils do well. Pupils make good progress in Key Stage 1. In reception classes they begin to understand the purpose of writing and write their names correctly. Higher attaining pupils identify initial sounds and use them in their developing writing. Their pencil control skills are not well developed. By Year 1 pupils are learning to form and join letters correctly, and copy from the teacher's model. Higher attaining pupils write short sentences to begin stories. By Year 2 good progress means that most pupils can write short sentences about characters in a story. Higher attaining pupils begin to be aware of an audience for their writing, and make lively attempts to develop diary writing based on learning about Samuel Pepys. Higher attaining pupils spell correctly and pay accurate attention to full stops and capital letters. Average pupils do not spell so well and they need reminders to punctuate their work. Lower attaining pupils write simple sentences with support from an adult. Pupils use their writing skills in other subjects when they write about polar bears and the Great Fire of London. Pupils with special educational needs make good progress as they begin to link their knowledge of simple phonics to spelling simple words. Many pupils with English as an additional language make very good progress and are among higher attaining pupils at the end of the key stage.

92. By the time they are 11, many pupils' standards in writing are below what is expected nationally. Progress is unsatisfactory overall. Often pupils make satisfactory progress in lessons working on short exercises linked to grammar and vocabulary development but because there are not enough opportunities for writing at length they do not transfer these skills to longer pieces of writing. When given time to develop poems based on counting for publication, pupils write sensitively and imaginatively. Pupils develop cursive handwriting but standards of presentation in books are variable. A number of Year 6 pupils do not spell or punctuate reliably. When pupils take writing through to publication or for display, as they did during the recent successful book week, standards of presentation are very good. In Year 6 higher attaining pupils write clearly and have begun to write using different styles but their writing skills are not sufficiently well developed to enable them to attain Level 5. Although lower attaining pupils do not achieve standards expected nationally in writing they make good progress relative to their previous attainment. Pupils joining the school with English as an additional language in Key Stage 2 make very good progress from the time they join the school to the time they are 11. Many pupils from this group achieve standards in line with those expected nationally.

93. The quality of teaching is sound at Key Stage 1 and unsatisfactory at Key Stage 2. There was no unsatisfactory teaching in Key Stage 1, and 20 per cent of lessons seen were good. At Key Stage 2 just over 70 per cent of teaching was sound or better, and almost 30 per cent of teaching was unsatisfactory. The strengths of teaching are mainly related to pupils' attitudes to learning, which were often good and never less than satisfactory. In the main, pupils concentrate on their work and teachers have high expectations of good behaviour which the pupils meet well. Pupils listen to each other respectfully. Most teachers have secure knowledge of what is appropriate for pupils and understand the requirements of the Literacy Strategy. They plan clearly with clear learning objectives. At Key Stage 1 teachers have a variety of ways of teaching phonics to develop their reading skills. In the majority of lessons the work set for lower attaining pupils matches their level of attainment.

94. In the best lessons lively presentation draws children's attention and interest. In these lessons pupils are expected to work at a smart pace and time targets help them. This demands good concentration. Teachers ask questions that allow them to assess pupils' understanding of lessons. Partnerships between class teachers and teachers supporting minority ethnic pupils were very effective with good strategies to promote pupils' understanding of English. Good links are made with other parts of the curriculum so that new vocabulary and phrases are reinforced to secure pupils' understanding and use of new words and phrases. A good example of this was in Year 2 where effective links were made to history and the Great Fire of London.

95. In most lessons there was a lack of challenging activities for the higher attaining pupils. These pupils were frequently set tasks that were clearly within their capabilities and did not require them to extend their thinking and understanding. Pupils are not always challenged to do their best, for example, in some lessons reading with expression was not insisted upon. Unsatisfactory

teaching was often linked to a lack of teacher knowledge of the curriculum. This meant that teachers' explanations were insufficiently clear. There was also a lack of strategies to support pupils new to English when there was no extra support for these pupils. At Key Stage 2 teachers rarely make use of pictures to illustrate texts or word meanings and there was insufficient identification of new words and idioms to clarify understanding. In unsatisfactory lessons teachers made too few demands of pupils. Teachers' expectations of presentation of work are not sufficiently high or consistent. In some lessons the work was not appropriately matched to the abilities of the pupils.

96. Teachers know their pupils well and informal assessment during lessons leads to support to help pupils overcome misconceptions and misunderstandings. Since the amalgamation of the two schools a new formal assessment programme has been introduced. Pupils are assessed regularly through reading tests and end of year tests. It is too soon to judge the effectiveness of this system in raising attainment but as it becomes established it will provide teachers with a good overview of pupils' attainment. Work is marked regularly with positive comments and confirms pupils' achievements. There is a lack of focus on what pupils need to do next to improve their work. There is some individual target setting in pupils' books, but this is inconsistent. Comments on pupils' reading records are often focused on attitudes to reading and there is insufficient emphasis on 'next steps'. There is regular reading and spelling homework throughout the school. Other aspects of English are not consistently set as homework.

97. More attention is given to the skills of writing and reading than to speaking and listening. Writing reflects a variety of styles and moods including newspaper articles, book reviews, arguments, instructions, letters, poetry and play scripts. The format of the National Literacy Strategy is well established but the Additional Literacy programme in Years 3 and 4 has not been introduced. This means that pupils currently in Years 4 and 5 have not had the advantage of this 'catch up' programme to improve their phonic knowledge, reading and spelling skills. Teachers rarely plan for speaking and listening although some good strategies for this were observed. For example, Year 1 made good use of masks and role play to teach the structure and language of the story of 'The Little Red Hen' as well as providing pupils with the opportunity to become confident in speaking to an audience.

98. There is extra time for English outside of literacy hours and this is used chiefly for handwriting and spelling. In some classes there is time identified for extended writing but this is not consistent. The standards of writing attained by pupils at Key Stage 2 indicate that insufficient time is given to this part of the English curriculum.

99. The subject is appropriately managed at Key Stage 1 where the co-ordinator has a clear understanding of her role and an overview of pupils' attainment. The lack of a permanent co-ordinator at Key Stage 2 means that there is no overall clear strategy for improving the quality of teaching and raising standards and the Additional Literacy programme is not in place. Lessons are monitored effectively with clear feedback to teachers on the strengths and weaknesses of their lessons and teachers have improved their teaching through this. However, this is part of the strategy to improve the quality of teaching throughout the school, and does not directly influence the development of the teaching of English. A sound development plan for further improvements in English is focused on improving reading and writing but does not identify the need for improving the quality of teaching. Success criteria are not clearly linked to improvements in attainment. Resources for English are satisfactory, although there are too few short novels for higher attaining readers in Key Stage 1 class rooms. Both libraries are subject to improvements which will provide facilities for improving pupils' library and research skills.

English as an additional language

100. A high proportion of pupils are from ethnic minority families and 55 per cent of pupils speak English as an additional language. There are significant numbers of refugee and asylum-seekers and pupil mobility is high. For example, 35 per cent of pupils in Year 6 came after the recognised admission date and pupils who are newcomers to English arrive at the school every week. These statistics challenge the teachers at Risley to provide a curriculum which is

demanding enough to meet the learning needs of bi-lingual pupils but accessible for those pupils in an early stage of learning English. Since the amalgamation of the former infant and junior schools, the headteacher and governors have made the improved attainment of bi-lingual pupils a high priority and effective inclusion of these pupils is evident in all its work in classrooms, staff development, curriculum planning and the deployment of resources. The headteacher's target for raising the attainment of all pupils is ambitious and will be welcomed by ethnic minority parents. To this end he has secured great commitment from his staff and through good curriculum planning and staff development is achieving improvement in overall attainment and progress. He has established a strong specialist teaching team, including classroom assistants, classroom teachers, a refugee support teacher and learning mentors to provide the expertise to help staff ensure that the improved curriculum plan is accessible and effective for bi-lingual pupils.

101. Despite low attainment at the base line and at the end of Key Stage national tests, bi-lingual pupils are making good progress, particularly in Key Stage 2 and particularly in maths. The staff work hard to make the curriculum accessible to pupils learning English through careful differentiation of tasks and practical and visual activities to make the meaning of the work clear. Teachers also group pupils so that, having established a basic level of understanding with the whole class, more targeted and focused work can be delivered at an appropriate level. Pupils also use a range of recording methods according to their level of written English. For example, in a science lesson in a Year 4 class, pupils were investigating materials to see which was an effective thermal conductor. Resources were well chosen to give maximum visual access to bi-lingual pupils and by working in a group the less confident were supported by their classmates. The repetitive nature of the activity i.e. the testing of materials, gave children the opportunity to have the same range of language repeated to support their oral development. Children who were unable to record the results of the investigation in written English were able to draw a pictorial record of the investigation.

102. Teaching was satisfactory overall but where there was opportunity to work with a specialist teacher or classroom assistant children were well supported and progress was good. The specialist team works closely with class teachers in planning and assessment and ensure that pupils understand what is being taught and achieve the appropriate learning objectives. The co-ordinator for Ethnic Minority and Travellers Achievement Grant monitors pupils' progress and has identified Turkish and Kurdish pupils' low attainments as a cause for concern along with refugee groups, for example from Somalia. Teachers' raised awareness of the needs of bi-lingual pupils leads to effective interventions in class. For example, in a Year 5 class where pupils were working on a maths problem which required multiplication of sums of money and working with decimal numbers, by offering bi-lingual pupils real coins to work with and by staging the learning, progress was made; children were able to draw on their knowledge of money and the previous work with decimals to achieve satisfactory outcomes. The learning level of the task was clearly appropriate and the teacher's helpful intervention demonstrated that he did not assume that the learning demands of the task were beyond the abilities of the children just because they were at an early stage in learning English. One Kurdish pupil was clearly excited when he came to understand that he knew what he had to do. Less sensitive teaching might have left him bewildered.

103. The school works hard to ensure that pupils' cultural and linguistic experience is drawn upon to enrich the curriculum. Throughout the school there are examples of pupils' home languages, acknowledgement of religious festivals and artefacts and pictures which celebrate the multi-cultural multi-faith experience of the pupils. In one class children played a number game in Turkish and around the school dual text books were available for all children to use. Children were keen to tell inspectors about their bi-lingual experience, their language schools and their competence in more than one language. Risley is a school which gives high regard to pupils' family experience, providing Family Numeracy and Literacy classes for bi-lingual parents, Turkish classes for Turkish and Kurdish children and assemblies which share important events in the religious calendars of its multi-faith community. Pupils' confidence and self-esteem are greatly enhanced by these initiatives.

MATHEMATICS

104. Pupils attain satisfactory standards in mathematics overall. In the 2000 National Curriculum tests seven-year-olds achieved well below the national average and below average when compared with similar schools. The results for 11 year olds in the same year showed that pupils' attainment was well below the national average but close to the average in comparison with similar schools. The LEA statistics indicate that attainments at the end of Years 2 and 6, when considered against the pre-amalgamation infant and junior school results, show some improvement. The new primary school is clearly building on this trend of improvements to help it achieve its targets of 55 per cent of pupils achieving Level 4 by 2001 and 60 per cent by 2002.

105. Evidence from the inspection confirms an improving picture, with generally satisfactory standards in lessons and in pupils' workbooks. Currently, pupils are making good progress in mathematics and this improvement is due to the successful implementation of the National Numeracy Strategy and the adoption of its yearly teaching programmes and the planning framework. With progress being monitored, using NNS key objectives for each year group, and good teaching across the school, pupils are set to attain higher levels in mathematics by the end of the year. Pupils with SEN and English as an additional language also make good progress in their learning, with teachers providing differentiated support through questioning directed at particular levels of attainment and worksheet follow-up to develop all pupils' mathematical knowledge and understanding.

106. At the beginning of the infants, pupils are able to count forwards and backwards in tens and twos with confidence, able to estimate which of two items is heavier, and able to decrease numbers by one to see the patterns in number bonds 0 to 10. For example, in a Year 1 class children were using a song about soldiers and demonstrating effective finger strategies, seven fingers up and three fingers folded down to work out their number bonds. They are able to use mathematical language appropriately in comparing objects and can add up and subtract accurately to ten pence. By the age of seven pupils recognise odd and even numbers. They are developing good understanding of numeracy and of place value of digits. They are developing good mental calculation strategies using addition and subtraction, including money. They are able to order three-figure numbers in ascending and descending order. In shopping tasks they are able to calculate the total cost of two items and the difference in cost. They also work out a range of shopping problems and are able to describe each stage of the calculation.

107. In Key Stage 2 younger pupils have a good understanding of place value of hundreds, tens and units and can add and subtract in tens to arrive at a given total, for example four pounds seventy five minus thirty pence. By age 11 numeracy skills are developing well. They use a full range of number operations and when multiplying two- or three-digit numbers can partition and use brackets to help with their calculation. They are able to draw to scale accurately and can construct three-dimensional shapes from an appropriate net and describe their properties using appropriate terminology, for example right angles and vertices. They are able to construct an isosceles triangle accurately and identify shapes as irregular.

108. Standards of numeracy are generally satisfactory and sometimes good, reflecting the school's clear focus on the teaching of mental mathematics and the learning of tables. Mental calculation is a regular feature of the opening of mathematics lessons and is having a good impact on pupils' standards. Opportunities for pupils to practise and extend their number skills are demonstrated well throughout the mathematics curriculum. For example, in a simple shopping activity younger pupils were able to double a number when buying two of the same item and older pupils drew on their multiplication and partitioning experience of whole numbers when working with decimals.

109. The quality of teaching and learning of mathematics is generally good and no unsatisfactory lesson was observed during the inspection. Teachers have good knowledge of mathematics and of the National Numeracy Strategy and are producing well-planned and differentiated lessons with a good three-part structure: a mental maths opening, the main activity, with clear learning objectives, and a good review to assess progress and inform future planning.

Teachers use resources well to allow children with special needs and bi-lingual pupils good access to the meaning of tasks. Further support is offered through good white-board work. For example, in a Year 6 class, teachers recorded pupils' mental calculations to allow less confident pupils additional opportunities to go over the mathematics. Resources like real money, protractors and calculators gave bi-lingual pupils the opportunity to demonstrate their mathematical skills, even where their English is at an intermediate stage. Teaching was brisk and highly focused in most classes. Teachers gave clear instructions and asked open-ended questions to assess pupils' understanding. The tasks set provided challenge and motivation and good account is taken of prior attainment. However, some of the higher attaining pupils are not sufficiently challenged and tasks need to allow more able children to move directly on to work which will stretch them. For example, in a Year 6 class pupils counted squares in graph paper to scale up a two-dimensional shape. The more able children could have done this at a higher level by multiplying and measuring on plain paper. While a good balance of the lesson was given over to direct teaching, children were still involved by teachers' questioning and interaction, but occasionally an over-long presentation of a teaching point left behind children whose attainment had not reached this particular level.

110. Pupils' attitudes to mathematics are good. They are generally well behaved and settle quickly to their tasks. They listen attentively and remain focused on their work. They are keen to contribute in class discussions. They answer questions confidently and enthusiastically and are willing to share their thinking or mathematical calculation. Their warm relationship with teachers makes a significant contribution to the positive working atmosphere found in most maths lessons. Pupils rise to the challenge when teachers' questioning pushes them beyond their level of current understanding. Seven year olds were keen to answer multi-level questions which required two, three or even four separate mental calculations. For example, when a child buys two balls at 9p each and two bats at 11p each, how much did she spend and how much is left from a pound? Pupils were able to draw on previous number work on doubling to reach their answers.

111. The co-ordinators for mathematics provide good leadership and support for colleagues. They work with the deputy heads as the mathematics steering group, monitoring and reviewing the mathematics curriculum and supporting the school's key task of raising standards of achievement for all pupils identified in the school development plan. The school has implemented the National Numeracy Strategy well and has introduced a wide range of intervention strategies to allow all pupils to make better than expected progress by the end of the school year and to meet or surpass targets for national tests. To this end the school has set up homework classes, booster classes and revision classes for mathematics. Computer programmes to support pupils' individual progress in numeracy, for example, 'Success maker' in the infants and 'Springboard' in Years 3, 4 and 5 are intended to reduce the long tale of under-achievement the school has experienced. The very experienced curriculum co-ordinators are working to improve attainment at the end of the Key Stage and restore pupils' confidence in mathematics. For example, the infant co-ordinator will work with Year 2 to boost the attainment of children who are currently working at level 2C, which is only the threshold of expected attainment for seven year olds. These are very practical and sensible for all children and will be enhanced by further work with SEN and bi-lingual pupils, for example, clear mathematical targets have been set for all pupils and included in the individual education plans (IEPs) for pupils learning with special needs. These targets will be focused on in class and identified on weekly evaluations to feed into future planning.

112. For bi-lingual pupils partnership teaching is well established with very effective specialist language teachers and classroom assistants working closely with class teachers on planning and assessments. The specialist staff make sure that pupils understand what is being taught and achieve appropriate learning objectives. They provide appropriate follow-up work and go over the mathematics if necessary to help children understand what is expected of them. The Turkish pupils who are achieving well below other minority ethnic groups in the school are also being supported in a number of ways through the appointment of a Turkish learning mentor. He will work in class and liaise with families through family numeracy classes, through classes for Turkish parents and pupils and in evening meetings with translators. There is a high emphasis around the school of Turkish and Kurdish pupils' cultural experience to build up confidence for these pupils. All these developments are monitored by the co-ordinators and the deputy heads steering group,

and fed back to help inform further school development. Class teaching is also monitored regularly with feedback provided to staff so that the looked-for improvements will be achieved. Assessment using the National Numeracy Strategy's objectives for each school year are being used and the EMTAG staff monitors the progress of bi-lingual pupils so that their needs continue to be met.

SCIENCE

113. In 2000 the standards attained in the national tests by pupils at the end of Year 6 were very low in comparison to the national average and well below the average in comparison to the similar school. The 2000 teacher assessment shows that standards at the end of Year 2 are also well below the national average.

114. Inspection finds that standards currently in Year 6 are below the national average and Year 2 are just about average, but with a very limited proportion of pupils achieving higher levels. This indicates some improvement in both key stages, even though the standards are still below average in Key Stage 2. Pupils in both key stages make satisfactory progress in gaining knowledge and understanding of scientific principles overall. However, the higher attainers underachieve, especially in Key Stage 2. Pupils with special educational needs make good progress in relation to their prior learning. Pupils who speak English as an additional language make good progress, especially when they are supported by staff from the Ethnic Minority and Traveller Achievement Project.

115. In key Stage 1, Year 1 pupils study about 'light and dark' and recognise that shiny objects require a light source to shine. In year 2, pupils study about the impact of forces on movement. They investigate about the properties of materials and recognise the importance of a fair test. They learn to predict results and record the results in a table form.

116. In Key Stage 2 pupils study how to keep healthy, properties of materials, such as metals and the impact of forces in depth. They learn about food that causes tooth decay and investigate to understand that materials, such as metals that are good electrical insulators are also good thermal conductors. Older pupils study the structure of a flower and learn how plants transport food. Pupils in Year 6 experiment to find out the effect of forces, such as weight on the elasticity of elastic bands. They experiment to show the properties of solids, liquid and gas, record their findings from evaporation and condensation, using appropriate tables and diagrams of water cycle. However, the volume of work is limited for the majority of pupils. Pupils' progress in scientific enquiry, where they need to demonstrate how to plan, obtain, present and evaluate evidence to support ideas or answer questions is insufficiently developed.

117. The quality of teaching is satisfactory overall. Teachers plan well and resources are usually well prepared to deliver the intended learning at a good pace. Most teachers share the intended learning with the pupils at the start of lesson to ensure that pupils become increasingly aware of their own learning. They provide clear instruction for the pupils so that the pupils know what they are expected to do. Most teachers are skilled at managing behaviour and have good relationships with pupils. This means that pupils develop good self-esteem and attitudes to learning and concentrate well on tasks. However, the higher attainers are not challenged sufficiently. As a result they do not achieve the standards of which they are capable.

118. The school has begun to use the Qualification and Curriculum Authority's (QCA) scheme since September 2000 and plans to adopt some activities to meet its specific needs. Resources are good and have been improved recently. The co-ordinators for Key Stage 1 and Key Stage 2 work very well together as a team and are committed to raising standards. They have updated and reorganised resources to make the resources easily accessible to all staff. They monitor planning and expect to start monitoring teaching in near future. Assessment procedures are not in place yet. This is partly because the school focused mainly on literacy and numeracy for the last year and started to focus on science since October, 2000.

ART AND DESIGN

119. Pupils make good progress in art and attain better than expected standards overall by the age of seven and 11. The range and quality of work on display around the school and the standards of work achieved observed in classes during the inspection demonstrate good standards.

120. Pupils gain a broad experience in art, using a wide range of materials and investigating a variety of media with very good results. Younger pupils are developing good drawing skills and good use of paint, collage and modelling. In junior classrooms pupils experiment with a range of media. For example, in Year 5 pupils worked with clay and foil, investigating the material and modelling water pots and desk tidies from original pencil designs. Throughout the lesson they considered whether the design was fit for its purpose and remodelled when modifications were needed. Pupils evaluate each other's work with good judgement, directing inspectors' attention to particular qualities in each other's work.

121. Because of timetabling constraints this term and blocks of art teaching over the whole year, it was not possible to see a wide range of teaching during the inspection. However, from talking with pupils about their work and the specialist art teacher about projects accomplished with younger pupils, it is clear that the opportunities to learn through the art curriculum are very good.

122. Where teaching of art was observed an important strength was the way teachers used questions to probe pupils' responses to the work being produced and develop children's descriptive language so that they can describe their own efforts appropriately. Teachers' subject knowledge is good in this aspect of art.

123. Currently, the art co-ordinator is on maternity leave but pupils in the infant school are very well supported by a specialist teacher who works with classes to produce work of very high standard. The art curriculum included in the overall curriculum map draws on the QCA scheme of work and provides pupils with a suitable range of experience which meets National Curriculum requirements and incorporates art into the broad curriculum. Pupils use a wide range of materials and processes in their work, for example water colour, charcoal, mosaic, paper pulp, and investigate and experiment with a range of materials in their work, for example using sweet wrappers and natural materials like leaves to produce very effective collages. Pupils are given the opportunity to investigate colour and refer to visual elements to describe their work, for example tone, texture and pattern. They have explored portraiture with appropriate attention to skin tone in a number of media as well as silhouette portraiture during Victorian Studies. Teachers showed great respect for the work produced by pupils by careful mounting and display from the more sophisticated tile mosaic work to the simple printing of younger pupils. The school environment is greatly enhanced by the art work produced and shared in corridors and classrooms. The examples of art around the school would be greatly enhanced by labels and annotations so that parents and pupils could understand what different classes of children were learning and which class mates produced the work. The halls where children gather for assembly and parents are invited to meetings could also be used to celebrate children's artistic achievements if the rich array of work in the corridors were extended into these rooms.

124. Bi-lingual pupils are well supported by EMTAG staff who give specialist support to help them complete tasks and develop their knowledge and skills. In the lesson where pupils were working with clay, the specialist teacher was providing key vocabulary and appropriate ways of describing the processes that the pupils were clearly engaged with. In such an activity artistic talents of bi-lingual pupils were clearly displayed and partnership teaching was having a significant influence on improving pupils' attainment in art. There was little evidence of pupils learning about women or non-European artists, although investigation of Islamic pattern was on display.

125. Children enjoy art and are able to articulate their views with appropriate language and very good judgement. They are well organised and take responsibility for the materials they use. They were keen to explore the full range of possibilities in the materials they worked with and are willing to rethink and work positively where a design fault is encountered. For example, Year 5

children recognised that the base they had designed for their water jug was too frail to hold the weight of the vessel. In another Year 5 class one group made an independent decision to develop the task beyond that set by the teacher, combining two materials -- foil and clay -- to make their container.

DESIGN AND TECHNOLOGY

126. By the end of Key Stage 1 standards attained by pupils are in line with those expected nationally. Pupils make sound progress and use a variety of materials to make their projects. Their experience of using a range of tools is limited but good emphasis is placed on correct vocabulary for the tools they use such as 'bradawl'. By the end of the key stage pupils recognise simple features of familiar products and develop skills of dexterity as they weave paper and thread string through holes and tie securing knots. They pay attention to finishing their products when they draw butterflies to enhance the spinners they make.

127. At the end of Key Stage 2 pupils reach levels of attainment in line with those expected nationally. They use their previous learning knowledge when they consider joins and mechanisms in designs for shelters and pop-up books. They consider how well their prototypes meet requirements when making a container for paper clips. They have experience of malleable and resistant materials and use an appropriate range of tools.

128. The quality of teaching is sound. The new scheme of work is used well to develop individual lesson plans. Clear instructions enable pupils to have a good understanding of the challenges they are set. Teachers make sound use of questions to groups and individuals to challenge pupils' thinking and enable them to consider their designs critically. Projects are lively and enjoyable and this stimulates pupils so that they concentrate well and are well motivated to finish their tasks. There was not the close attention to vocabulary in all lessons that enables pupils to develop accurate use of vocabulary when describing what they are doing. Unsatisfactory teaching was characterised by lack of challenge that was a reflection of lack of teacher knowledge of the subject.

129. There is an appropriate scheme of work to guide teachers and once it is more securely established there will be good continuity of the subject across both Key Stages. Current arrangements mean that some design and technology lessons alternate with art. Whilst recognising the links between these subjects, some of the current projects do not lend themselves to this arrangement, and pupils find it difficult to recall what they did two weeks ago. This does not promote effective learning. The subject is well resourced for most aspects although there are insufficient resources for food technology in Key Stage 2, especially as regards food hygiene and preparation.

GEOGRAPHY

130. The school has a rolling programme for delivering geography lessons which are mostly due to be delivered in the summer term. As a result, there was insufficient evidence available to give judgements about pupils' attainment and progress and the quality of teaching. However, two lessons were observed during the inspection. These lessons and curriculum planning suggests satisfactory coverage. The school has adopted QCA schemes of work in the subject. The management of the subject is insufficiently developed as the co-ordinator has recently taken up the position. Resources are satisfactory.

HISTORY

131. Attainment in history is as expected for pupils aged seven and 11. Standards are typical of those found in the majority of schools nationally. From an early age pupils are introduced to the idea of past and present through studying toys of their own and comparing them to those from an earlier time. In Year 1 they can identify features such as the condition of the toys to help them decide on whether they are old or new. All the pupils in Year 1 visited the Toy Museum to stimulate their interest and learned a great deal from the experience. Pupils in Year 2 learn

successfully about famous people and important events in history. For example, they know about the life and times of Florence Nightingale and Mary Seacole and have a good understanding of the cause and effect of the Great Fire of London.

132. By the age of 11 pupils have studied a range of periods in history in this country and abroad and have a good sense of chronology. They know when events happened and can use a time line to show exactly the order in which they occurred. Pupils in Year 5 have a good understanding of the Ancient Greeks through their careful research using secondary sources of information. In one lesson observed, the pupils were fascinated by the different Greek gods they found out about and made useful notes so they could share their findings with the rest of the class. They worked very well together in small groups and successfully completed the tasks set in the allocated time. Year 6 pupils study life in Britain since 1948 and conduct their own research in a structured and considered manner. They decide on the questions they want answered and how they will set about finding the information. For example, when did the first self-service shop open and what jobs are there today which did not exist in the 1940s? Pupils suggested a good range of possible sources of information including the Internet.

133. The quality of teaching is always satisfactory and often good or better with some particularly good teaching seen in Years 4 to 6. Teachers have good subject knowledge and present the work in a variety of interesting and informative ways. This was clearly seen in a Year 4 lesson about the Tudors in which the teacher enthused the pupils about the subject and provided them with good quality books to use in their work comparing the living conditions of poor and rich people. The pupils learned a great deal in the course of the lesson and could talk confidently about their findings and the reasons behind their decisions. The planning of lessons is good and work is often linked to other subject areas, particularly literacy. Teachers manage their pupils well and this enables pupils to concentrate and learn effectively. Many of the displays are of a very high quality and show the care and pride pupils take in their work. Some of them are three-dimensional which further enhances their attractiveness. A good range of resources is used to make the subject come alive and stimulate the pupils' interest. Pupils are very positive about their learning and behaviour is good in lessons.

134. Planning in year groups makes good provision for the development of both knowledge and skills throughout the school and, together with the confidence of the teachers, ensures that pupils learn effectively and make good progress. Assessment and recording procedures are being developed to give teachers a clear idea of the standards being attained and the progress pupils make.

INFORMATION AND COMMUNICATION TECHNOLOGY

135. Attainment in information and communication technology (ICT) is as expected for pupils aged seven and 11. All aspects of the subject are taught over time, although some are covered in much greater depth than others. For example, word processing skills are particularly strong whereas work in control technology is still in the early stage of development. Firm plans are in place, with allocated funding, to improve resources considerably in the near future. A computer suite is to be set up which will enable whole classes to be taught ICT skills whilst at a computer thereby enabling them to practise these skills without delay. At present the aspects are being taught but pupils may have to wait a week before having access to the class-based computer to try out the new skills. These future plans are a clear indication of the importance the school places on the development of ICT, not just as a discrete subject, but also as a tool to be used to enhance learning in all curricular areas.

136. Pupils in Years 1 and 2 successfully use a computer for word processing often linked to their literacy work and know how to save and print their work. Pupils use a numeracy and literacy program to help them reinforce and practise skills learned in class lessons. They create bar charts and pictograms from data they have collected about such things as favourite foods or how they come to school. In control technology they program a floor robot successfully to draw shapes such as a triangle. Pupils use a drawing program to create their own pictures of cars and are able to use different tools and select the colours they prefer. By the time pupils reach Year 6 they have a

good understanding of the various options available for word processing and confidently use them to produce good quality work about a range of diverse subjects also often as part of their literacy work. Their poems entitled 'In a Moment of Silence', incorporating text and graphics, were of particularly high quality and demonstrated their thorough understanding of the skills required to produce an attractive finished piece of work. Pupils use a digital camera to record images and can edit these to make amusing changes. For example, they give their friends different coloured eyes and add other features to the pictures of their faces. They work together to produce multimedia presentations about the water cycle and use a spreadsheet to record and amend data prior to printing it in a suitable format such as a line graph or a pie chart. Pupils have a secure understanding of the Internet and have used it to find out about life in Britain in the second half of the twentieth century. They can compile and send e-mails although so far this has been limited to sending messages between classes. A school website has been created with attractive and informative pages designed by pupils. This has proved extremely popular and pupils work very hard making their pages interesting and eye-catching. Only limited opportunities are available for pupils to use ICT to control other devices such as working models or to monitor external events such as temperature. Pupils of all ages have a sound understanding of the uses and impact of ICT on their lives and the wider world. Pupils with special educational needs and those with English as an additional language make the same good progress as their classmates as they are well supported and have equal access to the available equipment.

137. Only lessons in Years 4 and 6 were observed during the inspection but from these, looking at teachers' planning, talking to pupils and seeing the many attractive displays of finished work, the quality of teaching is good overall. Teachers have a good understanding of the subject and make great efforts to utilise the available resources to the full. They plan work carefully and keep useful checklists of pupils' access to the class computers to ensure that all pupils have similar provision. They manage their pupils well and create a calm working atmosphere that enables pupils to concentrate on their work and learn effectively. Organising pupils to be able to see the small monitor screen when explaining new work can be difficult but, as seen in a Year 4 class, can be done with the minimum of fuss and not seriously impair learning. The use of a projector linked to a laptop computer enabled the pupils in a Year 6 class to follow clearly what the teacher was demonstrating and, with the computer suite in place, will allow all teachers to use this capability and greatly enhance their teaching. Pupils are very enthusiastic about using ICT in school and work well together in pairs, often giving each other good support and encouragement. Pupils behave well and handle all equipment very carefully.

138. The management of ICT is very good and the knowledgeable co-ordinator has worked extremely hard to improve standards in the subject. He has organised and run staff training to improve their confidence and competence and has produced a series of high quality prompt sheets to help teachers master for themselves, and then teach the pupils, about e-mails, spreadsheets and using a range of programs. These have proved so useful that other local schools are now using them as well. His leadership is a major factor in the recent improvement in standards. The levels of attainment of all pupils are carefully recorded and analysed each year to identify areas for further development, including the needs of teachers. Displays around the school raise the profile of the subject and the exciting developments taking place at present are a clear indication of the school's commitment to raising standards to the highest possible level.

MUSIC

139. By the end of Key Stage 1 pupils' attainment in music is satisfactory. Pupils towards the end of Key Stage 1 understand the meaning of pulse and rhythm. They sing a variety of songs from many cultures, including nursery rhymes and songs related to the Chinese New Year. Pupils learn to play simple rhythms on both tuned and untuned instruments. Pupils in Year 2 learn about pitch and can identify higher and lower sounds successfully. They are introduced to manuscript and some pupils show a series of dots on the manuscript paper to demonstrate how pitch goes up and down a stave. Year 2 pupils and pupils in the music club name a variety of instruments, for example, drum, tambourine and glockenspiel. Pupils know how to treat instruments and how different sounds can be made from individual instruments. They are able to copy simple clapping rhythms and learn new songs with enthusiasm.

140. Pupils in the music club demonstrate a higher level of attainment through simple composition using signs and symbols. They follow these symbols successfully to perform their own composition of a day at the zoo. This is good attainment. The music club is financed from money from 'Excellence in Cities' grant.

141. No music lessons were seen at the end of Key Stage 2 as no music is being taught in Year 6 during the spring term. The school has identified the need to prioritise teaching time to enhance pupils' learning of the core subjects, English, mathematics and science. However, some singing was observed during a singing assembly, and one music lesson. Whilst pupils sing with great enthusiasm, it is on occasions to the detriment of their singing as their enthusiasm degenerates into shouting.

142. All pupils in both Key Stage 1 and Key Stage 2 make satisfactory progress in music. Music enhances the self-esteem of pupils who may have learning difficulties in other parts of the curriculum. To support these pupils, they are often chosen as members of the school choir, which is formed for special occasions. This enhances and develops their self-confidence.

143. The quality of teaching is always at least satisfactory. Lessons prepared by the music co-ordinator are well planned and show high expectations of pupils. She has good subject knowledge and uses this well to enhance the knowledge of the pupils. As a result pupils' response to music is satisfactory. They listen to music attentively when entering and leaving assemblies and are very enthusiastic about their singing sessions. Pupils who attend the music club and those in the choir have a good response to their music and take their work seriously.

144. Music is well co-ordinated by the newly appointed music co-ordinator. She shows a good knowledge of the subject and always encourages the pupils to perform their best.

145. As yet there is no clearly organised form of assessing pupils' achievements.

PHYSICAL EDUCATION

146. Standards attained in physical education are as expected for the age and ability of the pupils throughout the school. They are similar to those found in schools nationally. Only dance and games lessons were observed during the inspection but from looking at teachers' planning it is clear that other aspects of the subject such as swimming, gymnastics and adventurous activities are also taught. Commendably, despite the appropriate focus on literacy and numeracy, the school has succeeded in maintaining the provision of suitable physical activities for its pupils. Overall, pupils make satisfactory progress in the subject as they move through the school.

147. Pupils in Years 1 and 2 understand the need for correct warm up activities and learn the beneficial effects of exercise on the body. In dance lessons they use space well and successfully match their movements to the beat and mood of the music. This was clearly seen in a Year 2 lesson where pupils were moving in froglike ways to a suitable piece of music. They devised their own dance sequences and refined them for performance with thought and imagination. In Year 1 pupils dance very well to Jewish traditional music as a whole class and keep time with the music. They thoroughly enjoyed the lesson and took great pride in their achievements. Pupils in Year 3 have a good understanding of the need for rules in the games they play, knowing that the rules are important for safety and for fair play. They think up new rules which would be suitable for a game such as basketball and know the difference between a rule and a strategy. Pupils in Year 6 dance well to a three beat rhythm and invent their own actions based on their study of the New Zealand 'Hakka' dance performed prior to rugby matches. They captured the essence of the dance well and their movements were crisp and forceful. In Year 6 pupils have the opportunity to go on a residential school journey to an activities centre in Wales where they can take part in outdoor adventurous activities. By the time they leave the school the majority of pupils can swim at least twenty-five metres and are confident in water.

148. The quality of teaching is at least satisfactory and often good or better. Teachers manage their pupils well resulting in time being used effectively to help progress in learning new skills.

Pupils have a good attitude to the subject and this has a positive effect on learning as they remain focused on the learning intentions throughout each lesson. A brisk and appropriate warm up at the start of each lesson is followed by the main learning activity which is well planned to build on the prior attainment of all pupils. Pupils dress correctly for lessons and teachers address all health and safety issues.

149. The curriculum is enriched through a number of extra-curricular activities such as football, table tennis and badminton. Cricket skills are taught to Year 5 pupils by a specialist coach each week. Through useful links with a local football club a number of pupils have received additional coaching in soccer and been able to play competitive games against other nearby schools. Teachers are following a new scheme of work but assessing and recording procedures to monitor standards of attainment are not yet in place.

RELIGIOUS EDUCATION

150. Attainment in Key Stage 1 is satisfactory in the very small sample of work seen. In Key Stage 2 the small amount of work seen varies between satisfactory and very good.

151. Pupils at the end of Key Stage 1 study the Christian story of the 'loaves and fishes' and the Good Shepherd. Pupils in Year 1 learn about the Jewish religion and about the Seder plate.

152. Pupils at the end of Key Stage 2 study a large proportion of their religious education through the discussion of moral issues in PSHE. Pupils in Key Stage 2 learn about World Religions. In Year 3 they learn about Judaism and in Year 4 they study Hinduism. In Year 5 pupils learn about the Islamic religion. No specific religious education lessons were seen at the end of Key Stage 2, as this subject is not being taught in Year 6 during the spring term. The school has identified the need to prioritise teaching time to enhance pupils' learning of the core subjects, English, mathematics and science. However, moral situations are discussed in Year 6 and this successfully enhances pupils' views and attitudes of the world around them.

153. Pupils make little progress during Key Stage 1 as only a very small amount of work is studied in Religious Education. Satisfactory progress is made in Key Stage 2, pupils enjoy religious education and their response in lessons varies between satisfactory to very good.

154. Teaching is always at least satisfactory and sometimes good. In one lesson teaching is excellent. The teacher handles a delicate dilemma very sensitively, enhancing the pupils learning through leading them to expand on their own thoughts and ideas whilst discussing the moral issues of 'playing chicken'. Pupils respond to the high expectations the teacher has with them by producing some good drama activities within a very short space of time.

155. There is no co-ordinator of the subject. Themes are identified in the curriculum map but religious education is not given a high priority in the school at present. The school's development plan identifies the school's need to concentrate on the core curriculum in order to raise standards, and this is what is taking place.