

INSPECTION REPORT

CHORLTON PARK PRIMARY SCHOOL

Chorlton-Cum-Hardy

LEA area: Manchester

Unique reference number: 131620

Headteacher: Mrs W Little

Reporting inspector: Mr P Edwards
21069

Dates of inspection: 12th – 15th March 2001

Inspection number: 230424

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Barlow Moor Road Chorlton-Cum-Hardy Manchester
Postcode:	M21 7HH
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr S Kelly
Date of previous inspection:	N/A

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21069	Mr P Edwards	Registered inspector	Information and communication technology English as an additional language	The school's results and pupils' achievements. What should the school do to improve further?
31729	Mr B Harrington	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
31807	Mr D Carpenter	Team Inspector	Art and design Design and technology History	
17543	Mr R Coupe	Team Inspector	Geography	How well does the school care for its pupils?
22361	Mrs M Gough	Team Inspector	Music	How well are pupils taught?
20301	Mr P Isherwood	Team inspector	Religious education Special educational needs	
25577	Mr W Jefferson	Team Inspector	Mathematics Equal opportunities	
22556	Mr E Morgan	Team inspector	Science	How good are the curricular and other opportunities offered to the pupils?
19263	Mrs J Oliver	Team Inspector	The Foundation Stage Physical education	
30398	Mr C Scola	Team inspector	English	How well is the school led and managed?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Chorlton Park Primary School is a large school situated in Chorlton-Cum-Hardy on the outskirts of Manchester. It caters for pupils between the ages of three and eleven. There are currently 678 pupils on roll, including 59 in the Nursery, 28 of whom are part-time. The school was formed on the amalgamation of the infant and junior schools less than three years ago. Both the Nursery and the main school are frequently over-subscribed.

Just under 50 per cent of the pupils are from white ethnic backgrounds. The rest are from Black, Indian, Pakistani, Bangladeshi and Chinese backgrounds. Over 237 pupils speak English as an additional language and 155 are at an early stage of learning English. These figures are much higher than average. There are 116 pupils on the school's special educational needs register. This is 17% of the school population and is below the national average. There are 7 pupils with statements of special educational need; this is less than usually found in a school of this size. One hundred and seventy five pupils are eligible for free school meals, which is 26 per cent of the school's population. This is above average. On entry to compulsory education, the pupils' attainment is broadly average.

The inspection of this school included a detailed inspection of its provision for pupils with special educational needs.

HOW GOOD THE SCHOOL IS

The school is very effective and gives good value for money. Standards in English and mathematics are above the national average at the end of Key Stage 2 and well above the average in science. All of the pupils, including those with special educational needs and from ethnic minority backgrounds, make good progress throughout the school. This is due to the good quality of teaching and to the quality of support available to pupils from differing backgrounds and with differing levels of ability. The pupils have very positive attitudes towards school and behave well. The headteacher provides strong, effective leadership and is well supported by senior staff.

What the school does well

- Attainment in English, mathematics and science at the end of Key Stage 2 is above average.
- Teaching is good across the school with some very good and excellent features.
- The learning support staff have a significant impact on the progress made by the pupils.
- The school's provision for pupils from ethnic minorities is very good, enabling them to make good progress.
- The pupils enjoy coming to school and have very positive attitudes towards their work.
- The social development of the pupils is very good
- Relationships between pupils and between staff and pupils are very good.
- The contribution of the community to the children's learning.
- The headteacher provides strong leadership.

What could be improved

- The strategic development plan does not extend beyond the current year.
- The roles and effectiveness of co-ordinators in monitoring teaching and learning across the school.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

This is the school's first inspection.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	n/a	C	B	A
Mathematics	n/a	C	B	A
Science	n/a	C	A	A

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

By the end of the Foundation Stage, most children have achieved the Early Learning Goals in all areas of the curriculum and exceed the recommended goals in creative development. There is a significant amount of mobility amongst pupils, particularly in the early years and this has some impact on the pupils' attainment in Key Stage 1. At the end of Key Stage 1, the 2000 National Curriculum test results show attainment to be above the national average in reading and writing and average in mathematics.

The 2000 National Curriculum test results at the end of Key Stage 2 show attainment to be above the national average in English and mathematics and well above average in science. When compared to similar schools, attainment is well above average in English, mathematics and science. These results show an improvement from the previous year. It is not possible to determine trends over a longer period due to this being a new school. The inspection findings confirm what is seen in the test results and show that all pupils, including those with special educational needs and those from ethnic minorities, achieve as well as can be expected. The early intervention by the school ensures that pupils with learning difficulties and those for whom English is an additional language are provided with good support at an early stage, enabling them to make progress in line with their peers.

Inspection findings show that the pupils achieve standards above national expectations at the end of both key stages in art and design, history, geography and music and in geography at the end of Key Stage 1. Whilst standards overall in information and communication technology are in line with national expectations, the pupils' skills in control and monitoring are below expectations.

In view of the school's continued improvement in English and mathematics, the literacy and numeracy targets for 2001 are a little low.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. The pupils enjoy coming to school and are enthusiastic in their work.
Behaviour, in and out of classrooms	Good. Most pupils behave well in and out of the classroom. A small number of pupils exhibit challenging behaviour.
Personal development and relationships	Opportunities for personal development are satisfactory. Pupils are involved in the daily routines of the school. There are good opportunities for older pupils to work with younger children. Relationships between pupils and with adults are very good. There are limited opportunities for independent learning.
Attendance	Unsatisfactory. A small number of pupils do not attend school as regularly as they should and this affects their progress. Punctuality is good enabling lessons to start promptly.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
98 lessons seen overall	Good	Good	Good

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

In the lessons observed, teaching was excellent in three per cent, very good in 26 per cent, good in 45 per cent and satisfactory in a further 24 per cent. The unsatisfactory teaching in two per cent of the lessons is not significant. The teaching of children in the Foundation Stage is good. It is particularly good in the Nursery and in one of the Reception classes. A particular strength of the teaching in the Foundation Stage is the effective way the teachers and support staff work together, ensuring a consistent approach to the children's learning. English and mathematics are taught very well throughout the school and the teaching of pupils in ability groups for mathematics in upper Key Stage 2 has a very positive impact on their progress. Literacy and numeracy skills are well taught and the pupils are provided with good opportunities to develop their writing skills across the curriculum. In the best lessons, teachers are enthusiastic, question the pupils effectively and use the discussion sessions at the end of lessons effectively to assess how well the pupils understand what has been taught. Where lessons are not as effective, the work is not always closely matched to the needs of the higher attaining pupils. Pupils with special educational needs and those from ethnic minorities are given good support and receive good teaching, enabling them to make good progress throughout the school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school offers a broad and balanced curriculum that meets statutory requirements. There is a satisfactory range of out of school activities and the curriculum is enhanced through visiting peripatetic musicians, a good number of pupils taking advantage of the provision. Residential and other visits, add significantly to the quality of the curriculum. More attention needs to be given to the development of the pupils' control and monitoring skills in information and communication technology.
Provision for pupils with special educational needs	Good. There is early identification of those pupils with special educational needs. The learning support assistants play a significant role in supporting these pupils and ensure that they make good progress towards their targets in their individual education plans.
Provision for pupils with English as an additional language	Very good. The school has a good number of teachers and learning support assistants who play significant roles in ensuring these pupils make good progress in their development.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Staff are very good role models and there are clear codes of behaviour. The good moral provision helps the pupils to develop a mature attitude towards others. Satisfactory provision is made for spiritual development and there is good provision to enable the pupils to appreciate other cultures. The very good provision for social development is aided significantly through the well-organised playtime and lunchtime games provision.
How well the school cares for its pupils	Procedures for child protection are good. There are good procedures in place for monitoring the progress of children in the Foundation Stage and for monitoring the pupils' progress in English and mathematics. The school recognises the need to develop assessment procedures in other curriculum areas.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides strong leadership for the school and has been effective in overseeing the amalgamation of the infant and junior schools and in overcoming the problems of a serious fire at the school. There is a good team spirit. The senior management team recognises the need to develop the roles of co-ordinators to make them more effective in monitoring teaching and learning. The school improvement plan fails to address long-term strategies for development.
How well the governors fulfil their responsibilities	Good. The governing body is very supportive, but many unavoidable changes in personnel have made it difficult to establish long term strategies and to link the finances with the school's improvement plan.
The school's evaluation of its performance	Good. The headteacher and staff analyse the results of end of key stage tests. Progress of pupils, including that of different groups of pupils, is carefully analysed and the school actively seeks ways to improve its provision.
The strategic use of resources	Good. The school makes good use of staff, learning resources and the accommodation. However, in order to ensure the school is making the best use of its resources, it need to links financial expenditure more closely with priorities identified in the school development plan. The school applies the principles of best value by seeking quotations for services and selecting the most cost effective options. The school makes very effective use of specific grants, especially funding for pupils with special educational needs and for those from ethnic minorities.

There is a very good number of well-qualified teaching and learning support staff. At the time of the inspection several classrooms were still being refurbished as a result of the fire but overall the accommodation is satisfactory. There are enough learning resources for most subjects although additional equipment is needed for information and communication technology.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Parents feel that their children are making good progress. • The quality of teaching is good. • The expectations that the children will work hard. • The behaviour of the pupils is good. • The school is well led and managed. • The ethnic diversity of the school and its promotion of racial harmony. 	<ul style="list-style-type: none"> • Homework. Some parents feel there is too much and some too little. Some felt too little attention was paid to homework when handed in. • The information provided by the school has to how their children were progressing. • How closely the school works with parents. • The range of out of school activities.

The inspection team agrees with the parents' positive comments. The pupils are provided with an appropriate amount of homework, and the range of out of school activities is satisfactory. The end of year reports are informative and give a clear indication of how well the pupils are progressing. There are regular opportunities for parents to meet with teachers; these are valued by most parents. Parents are welcome to help in school and a number do so.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The children enter the Nursery with below average levels of attainment. However, the good provision and quality of teaching in the Nursery and Reception classes ensures the majority are attaining broadly in line with national expectations and, by the time they enter Year 1, most children have achieved the Early Learning Goals in all areas of learning and have exceeded them in creative development.
2. The 2000 National Curriculum test results at the end of Key Stage 1 show that the pupils' attainment in reading and writing is above average and that their attainment in mathematics is average. In comparison with similar schools, the pupils' attainment is well above average in reading and writing and above average in mathematics. The results show standards have been maintained in reading and writing but that the pupils' performance in mathematics has declined from the previous year. There is no obvious explanation for this difference in performance. The inspection findings confirm the results of the National Curriculum tests in reading and writing but show the pupils' skills in mathematics to be above average. The pupils' speaking and listening skills are also above average. Pupils of all abilities, including those with special educational needs and those for whom English is an additional language, make good progress throughout the key stage and achieve the standards of which they are capable.
3. The 2000 National Curriculum Key Stage 1 teacher assessments in science show standards to be above average. Although fewer pupils than might be expected attained the average Level 2, an above average number attained the higher Level 3. The inspection findings confirm that the pupils are making good progress and that standards are above average.
4. The 2000 National Curriculum Key Stage 2 test results in English show that standards are above the national average and well above the average for similar schools. The proportion of pupils attaining the average Level 4 is similar to the national average but the proportion attaining the higher Level 5 is well above average. This is a reflection of how effectively the school is targeting pupils of different abilities. The results show an improvement over those of the previous year. The inspection findings show that standards in speaking and listening, reading and writing are above average by the end of the key stage and that the pupils are achieving the standards of which they are capable.
5. The 2000 National Curriculum test results in mathematics at the end of Key Stage 2 show standards are above the national average and well above the average for similar schools. The proportion of pupils attaining the average Level 4 is average and the proportion attaining the higher Level 5 is above average. The higher number of pupils achieving at the higher Level is due in part to the effectiveness of the school's procedures for 'setting' pupils in this subject. Standards have improved since the previous year. Inspection findings show that standards in mathematics are above average by the end of the key stage and that the pupils are achieving as well as can be expected in most aspects of the curriculum. The pupils need more opportunities to collect and interpret information to enable them to appreciate which graphs are most appropriate for a particular purpose.
6. Standards in science, based on the 2000 National Curriculum test results are well above the national average and well above the average for similar schools. The proportion of pupils attaining the average Level 4 is above average and the proportion attaining the

higher Level 5 is well above average. These results are a significant improvement over the previous year. Inspection evidence show that the pupils have a good understanding of science, they are achieving well and that standards are above average at the end of the key stage.

7. At both the ages of seven and 11 years the pupils' knowledge and understanding of religious education is in line with the expectations of the locally agreed syllabus. Standards in information and communication technology are broadly in line with the national expectations by the end of both key stages although standards in the monitoring and modelling aspect are below expectations. This is due in part to the lack of suitable resources.
8. The pupils achieve above average standards at the end of both key stages in art and design, history and music and make good progress in these subjects throughout the school. In geography, they attain above average standards at the end of Key Stage 1 and standards appropriate for their age at the end of Key Stage 2. Standards in design and technology and physical education are in line with national expectations at the end of both key stages and the pupils make satisfactory progress in these subjects.
9. The pupils with special educational needs make good progress towards their individual educational plan targets and in lessons. Pupils receive good quality support by teachers and support staff both in classrooms and in withdrawal sessions, for example in Year 4 literacy withdrawal sessions. This enhances progress well. Pupils feel valued both by staff and by other pupils; as a result they are willing to ask and answer questions to improve their knowledge and understanding. They concentrate on their work, applying themselves well, for example in work on algebra in Year 6. The pupils with special educational needs develop their personal skills well. They are fully involved in all school activities. When given the opportunities they carry out tasks confidently.
10. The pupils for whom English is an additional language and those from ethnic minority groups make good progress overall. A particular factor in the progress of these pupils is the early intervention and support given to them. Regular, good quality support is given when the children enter the Nursery and this support continues on a systematic basis throughout the pupils' time at the school. As a result, the pupils make good progress in language and literacy skills and achieve as well as expected in all aspects of the curriculum.

Pupils' attitudes, values and personal development

11. Pupils have very positive attitudes to school and to their work. Most pupils are attentive and contribute very well to lessons. They understand what is expected of them and work diligently even when difficult tasks are presented to them. They show an interest in topics, are ready to engage in discussion of their work, and enjoy the satisfaction that hard work brings. Most pupils display a mature and enquiring attitude to their work although the school does not always take advantage of this by providing them with opportunities for independent learning.
12. Behaviour in lessons, in the playground and around the school is generally good. Most classes are exceptionally well behaved, but some older pupils lack the self-discipline necessary for good learning and their restlessness interferes with the learning of others in their classes. The very good relationships that exist amongst pupils and between pupils and adults provide an environment that encourages very good behaviour and excludes oppression. Playground supervisors make excellent use of the play resources available to them and encourage children to enjoy play by joining in with them and

entertaining them with ad hoc puppet shows. Pupils of all ages, and from differing social and cultural backgrounds, work and play together in harmony at all times. The vast majority of parents responding to the survey believe that behaviour in school is good. There has been one recent exclusion which resulted after all other possible sanctions had been exhausted. The school has successfully reintegrated pupils who have been excluded elsewhere.

13. There is good provision for the pupils' personal development. Pupils in all classes are encouraged to undertake roles as monitors and help in the day to day running of the school. The relationship between pupils and between staff and pupils are good throughout the school and this has a positive impact on the pupils' learning. Teachers are generally aware of the needs of their pupils and help to support these needs through target setting and encouragement of good work and behaviour in class. Older pupils engage in the 'buddy scheme' through which Year 6 pupils provide personal support for younger children. This support takes the form of listening to pupils practising their reading, reading to younger children, and supervisory duties. Year 5 and Year 6 have reciprocal arrangements with Year 1 and Reception classes for story writing and visiting to share these stories. These relationships help all pupils to develop their social skills and provide the older pupils with an understanding of their position as role models within the school.
14. Attendance is unsatisfactory. The rate of attendance, at 93.7%, is well below the national average. Many absences are linked to families taking extended visits overseas and whilst the school has established procedures to manage these events it needs to consider other options with a view to improving the rate of attendance.

HOW WELL ARE PUPILS TAUGHT?

15. During the inspection, the quality of teaching was excellent in three per cent of lessons seen, very good in 26 per cent of lessons, good in 45 per cent lessons and satisfactory in 24 per cent of lessons. Teaching was unsatisfactory in two per cent of lessons, but this percentage represents only a very small number of lessons, and is insignificant. The pupils' learning is good throughout the school, and the vast majority of pupils demonstrate good levels of concentration, motivation and enthusiasm. Pupils work hard in lessons, and take great interest in all activities, especially those that are enhanced by exciting learning resources that stimulate their imaginations. The school is newly formed and it is therefore not possible to comment on the extent to which teaching and learning have improved since the last inspection.
16. Teaching in the Foundation Stage, which comprises a Nursery class, and three Reception classes, is good overall. Some very good and excellent examples of teaching were seen during the inspection in the Nursery class and in one Reception class. One of the strongest features of teaching in the Foundation Stage is the way in which teachers and support staff work together, sharing the same philosophy and approach, thereby ensuring consistency in the children's learning. They present excellent role models for the children in the way in which they relate to one another, and there are high levels of mutual respect between adults and children. Expectations of the children's behaviour are consistently high, and where the best teaching occurs, there are also very high expectations in terms of academic achievement. Where the teaching is less effective, teachers cater well for the children who have some difficulties with their learning because of special needs or because English is not their main language, but tasks for the higher attaining children are not always sufficiently challenging, and this slows down the children's rate of learning.

17. In the Nursery and Reception classes, there is a good mix of activities that are led by the teacher, and those that the children select themselves. Free choice activities are particularly effective in helping the pupils to learn how to make decisions about their learning, and in promoting independence. In all classes in the Foundation Stage, teachers and support staff are conscious of the need to ensure that pupils who have special educational needs, English as an additional language and those who are supported through the EMAS grant are fully and purposefully integrated into all activities. To do this, adults make very good use of visual resources that reinforce spoken language, capture the children's interest, and motivate them in their learning. Where the teaching is most effective, teachers go to great lengths to motivate and enthuse the pupils. During the inspection, one Reception class teacher created an almost unbearable feeling of suspense, as the children waited in absolute silence for her to reveal the 'Big Book' of the week. The learning following on from this initial stimulus was very good, as the children joined in with repeated phrases in the story, suggested adjectives to describe the watermelon featured in the text, and finally completed written tasks, all carefully matched to their individual needs.
18. Throughout Key Stage 1 and Key Stage 2, English and mathematics are taught well, and the National Literacy Strategy and the National Numeracy Strategy have been successfully implemented in all classes. In the upper part of Key Stage 2, pupils are taught in ability groups for mathematics, and this has a very positive impact on their learning, and makes it easier for teachers to fully challenge the highest attainers and to provide the necessary additional support for the lowest attainers. Teachers provide good opportunities for pupils to develop their literacy, numeracy and information and communication technology skills in other subjects, although there are too few opportunities in some Key Stage 2 classes for pupils to carry out independent research using books and computers. Teachers make very good use of ongoing assessments in English and mathematics to check and track pupils' progress, and to ensure that they are achieving their full potential.
19. The teaching of science, art and design, history, music and religious education is good in both key stages, and the teaching of geography and physical education is good in Key Stage 1 and satisfactory in Key Stage 2. In most lessons, teachers make very good use of introductory discussions to explain to pupils what is expected of them, often sharing the learning targets for individual lessons. Explanations about the set tasks are very clear, and this enables pupils to follow instructions easily, and to get on quickly with their activities. End of session discussions enable teachers to draw the threads together, and to monitor the pupils' progress during the lesson. The majority of teachers are skilled in using open-ended questions, both to extend the pupils' thinking, and to probe their understanding. They phrase questions carefully to take account of the wide range of ability levels in the class, and to ensure that all pupils are involved. Bilingual support assistants and teachers are very well deployed in discussion sessions, translating occasional words or phrases to ensure that the pupils who have limited English have a good understanding of what is being said, so that they are able to participate. This has a positive impact on their learning.
20. In practical lessons, such as science, music, art and design, and physical education, there are many good opportunities for pupils to plan their own work, and for them to generate imaginative and original ideas which improves the quality of learning. Where the teaching is most effective, teachers are keen for the pupils to follow their own lines of enquiry, and to be creative in their thinking. Many teachers provide good opportunities for pupils to share their work with their classmates. This practice raises the self-esteem of those pupils whose work is chosen, and often provides additional ideas for those who are observing or listening. There are however too few opportunities in both key stages for

pupils to critically evaluate their own work, or that of others, and to share ideas about how the work might be further improved.

21. Teachers use a variety of successful strategies to promote effective learning. There is a good combination of whole class, group and individual teaching, depending on the nature of the activity. In whole class lessons, pupils are often invited to make an individual contribution, such as reading a piece of text, or explaining a mathematical process, and this helps to raise the pupils' confidence and to develop their presentation and performance skills. Pupils often work together in pairs, such as in a music lesson seen during the inspection where Year 2 pupils composed 'question and answer' phrases, helping and advising one another. When pupils work in groups, they show good levels of co-operation, and willingly enter into discussion about their work, sharing ideas and resources generously. There are not enough opportunities for pupils to carry out independent personal study, such as research, especially in the upper part of Key Stage 2, and in some classes there is a tendency for teachers to over-direct pupils' learning which makes the pupils too dependent on adult support, and less inclined to take responsibility for their learning.
22. The most effective teachers are skilled in showing pupils how they can improve their work further. They discuss work with individual pupils, and help them to set their own targets for development, although this practice is not consistent across the school. They sensitively evaluate pupils' work in class, gently picking up areas for improvement, and making helpful suggestions as to how this might be achieved. For example, during the inspection, a Year 5 teacher invited pupils to read a short piece of text to the rest of the class, and suggested how the reading could be improved by adding more expression, and by slowing the pace. The marking of pupils' work is variable throughout the school, and is satisfactory overall. Comments on written work do not always give pupils enough suggestions for how they might improve their work further.
23. Teachers throughout the school have Most teachers follow the school's agreed behaviour management strategy, which is based on the use of rewards to reinforce and promote good behaviour, and the use of graded sanctions for misbehaviour. However, in some Key Stage 2 classes where teachers are not always effective in dealing with the persistent misbehaviour of a small number of pupils, the learning of other pupils in the class is disrupted.
24. The school makes good provision for pupils who have special educational needs. Classroom assistants work closely with teachers to provide good levels of support in class, enabling pupils with special educational needs to make good progress towards their individual learning targets. The needs of pupils who have statements are fully met. The school makes good provision for pupils who have English as an additional language, and those who are supported through the EMAS grant, enabling these pupils to be fully integrated into the life and work of the school and make good progress in their learning.
25. In both Key Stage 1 and Key Stage 2 homework is set regularly, and is effective in consolidating and extending pupils' learning. In Key Stage 2 especially, some imaginative tasks are set in subjects other than English and mathematics. For example, pupils are sometimes asked to prepare for art and design, design and technology, and history activities by collecting materials or information. In a recent initiative linked to the 'PRIDE project', Year 6 pupils were loaned palm-top computers to enable them to complete a piece of work at home relating to the misuse of drugs. This project was very appealing to the pupils concerned, and all pupils submitted the requested piece of work.

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

26. The curriculum provides pupils with a good range of stimulating experiences and meets statutory requirements. The curriculum is suitably enhanced by visits to places of interest in the locality and through links with parents and the community. Strategies for teaching the basic skills of literacy and numeracy are good and the school fully implements the National Strategies for Literacy and Numeracy. Particular attention is given to develop pupils' competence in these skills from an early age and all pupils are making good progress.
27. The school provides good support for pupils who need additional help. There is an active approach to ensure that pupils' needs are identified at an early stage of their education and appropriate support provided. Their learning is well planned and involves the close co-operation of both teachers and learning support assistants. This is a notable feature of the school and these pupils make good progress. Pupils with special educational needs have full and equal access to all aspects of the curriculum and are fully integrated into the life of the school and this has a positive effect on learning. The recommendations of the special educational needs Code of Practice are fully implemented by the school. The curriculum is modified by setting work at the correct level to meet the needs of the pupils. If pupils are taken out of lessons to receive support, the work is usually directly related to what they are doing in class at that time. The effectiveness of the National Literacy and Numeracy Strategies is good for pupils with special educational needs. The pupils benefit from the whole class introductions when good questioning and development of mental mathematics challenge them. In the group sessions, they are given well-planned work which is used well to develop learning. In the plenary sessions reporting back to the rest of the class develops the pupils' confidence and self-esteem.
28. There is a satisfactory range of out of school activities to which pupils from both key stages are invited and in which they are encouraged to take part. Activities for Key Stage 1 pupils are usually at lunchtime and include bird watching, gardening and dancing. Key Stage 2 pupils enjoy opportunities to participate both during the lunch break and after school in sporting activities, in music, choir, art and French. The school competes favourably with other schools in competitive games. Each year group enjoys a number of visits outside the school to provide first hand learning experiences to support the curriculum. In addition, pupils in Year 6, benefit from a residential visit, for example to Castleton in Derbyshire, or to Northumbria. There are also opportunities for pupils to receive extra study support, as in the 'springboard' initiative in mathematics.
29. The school make good provision for promoting pupils' personal and social education. Teachers and other adults in the school know the pupils well and are sensitive to their needs. The school radiates a friendly atmosphere where pupils value each other as individuals and show concern for each other's well being. Personal relationships are very good and pupils work and play together harmoniously. Pupils develop a thorough knowledge and understanding of the concept of a healthy life style. They know the importance of a balanced diet, the beneficial effects of exercise and the potentially harmful effects of habits, such as smoking, on the body. The school is a part of the 'Manchester Healthy School Partnership' and outside agencies, such as the Health Promotion Unit, are used to support the school health education programme. The older pupils have recently taken part in the 'Pride 2' initiative that involved them working with their parents on a drug awareness project. Sex education is taught as part of the science curriculum.
30. The school has very good links with the community that it serves. The Nursery and Reception class teachers share their expertise with other local nurseries and have

developed story links with the playgroup from which the school draws some of its pupils. These relationships enable the children to become familiar with their teachers in advance of their attending the nursery or reception classes, and this helps to give them confidence, reassurance and security. There is a parent-run out of school hours care scheme for children who attend the school which, when considered with the summer play scheme offered by the school, ensures that the school remains a focus of the community throughout the year.

31. There are good links with the high school to which most pupils transfer. These involve the sharing of facilities and expertise, such as in physical education, foreign languages, and the performing arts where the high school provides support for specific projects. Transfer arrangements are well developed with Year 5 and Year 6 visiting the high school as part of their induction. Year 7 staff and PGCE students associated with the high school visit Year 6 pupils to ease any concerns that they may have about their next school. Year 10 pupils from three high schools are welcomed into school to undertake work experience programmes. The school provides mentoring and other formal management of student teachers from the local universities, and of NNEB students from the local college. The school hosts classroom assistant training programmes in association with the neighbouring adult education centre and a number of these classroom assistants have accepted employment in school.
32. The overall provision the school makes for the spiritual, social, moral and cultural development of pupils is good. Opportunities to promote spirituality are provided in some assemblies through reflection and prayer. However, there are not enough planned opportunities to raise pupils' awareness across the curriculum and often, good opportunities are missed. Moral education provision is good and the provision for social development is very good. Moral issues are raised in circle time and through the school's provision for pupils' personal, social and health education. Well-planned assembly themes provide guidance to pupils on issues such as kindness and bullying and by identifying heroes and leaders, such as Martin Luther King and St Patrick, with whom pupils can relate and use them as role models. Pupils are made aware of the needs of others, both in the local and worldwide communities. Substantial sums are raised to support charities such as the Rainbow Trust, UNICEF and Action Aid.
33. Cultural awareness is well promoted across the school. The good provision is evident in the harmonious relationships observed and the total inclusion of all members of the school community. Each term arrangements for visits or for visitors to come to school are planned to extend pupils' cultural awareness. Through these, pupils learn more about the faiths, traditions and customs and of others. For example, pupils have enjoyed listening to a troupe of African drummers and shared in Indian dance and Music as well as celebrating traditional events such as Eid and the Chinese New Year.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. Child protection procedures are good. The school follows the local procedures for dealing with child protection issues. The headteacher has been nominated to deal with any concerns and she is supported in this role by both deputy headteachers. All three have received recent training and one of the deputies is the named person for dealing with issues relating to 'looked after' children. All members of staff are familiar with the relevant procedures.
35. There are several first aid boxes that are strategically placed about the school and the needs of pupils with specific medical requirements have been addressed. All staff have been trained in the use of epipens and relevant staff have received training in dealing with

concerns relating to haemophiliacs. It is planned that the health visitor will train staff in asthma management in the near future. One classroom assistant holds a first aid certificate, and the school may wish to consider the benefits that would accompany a higher number of certificate holders with there being a large pupil and staff population in school.

36. The school makes good provision for ensuring pupils' welfare. A member of staff monitors the school health and safety procedures by auditing all rooms using a questionnaire provided by the Health & Safety Executive, and through risk assessments of the site. All hazards identified are reported and monitored to closure, as appropriate to the nature of the concern. As a result of the recent fire at the school, evacuation drills have been reviewed and are practised more frequently, and the staff member responsible for health and safety issues is undertaking fire risk assessment training in the near future. Fire fighting equipment has been checked and their location and type has been reassessed for effectiveness.
37. The procedures for assessing the pupils' academic achievements are satisfactory overall. There are some good initiatives the school has taken in establishing procedures for assessing pupils' attainment and progress, particularly in literacy and numeracy. However, the school recognises the need to extend this good practice to include all aspects of the curriculum.
38. Assessment of children in the Foundation Years is good. Continual assessment of their progress towards the early learning goals commences as soon as they enter the Nursery. At the start of Reception class, the school uses the LEA's baseline assessment procedures to establish children's academic attainment and social skills. Teachers consistently monitor and record their observations enabling them to evaluate the children's development by the end of the year. This information is used effectively to plan future work.
39. When pupils start on the National Curriculum, there are good systems in place that provide the school with valuable information about the progress of pupils in English and mathematics. The school gathers very useful information through regular standardised tests. These include the National Standardised Tests at seven and eleven in literacy, numeracy and reading as well as similar tests for pupils in each of the Key Stage 2 year groups. The results are carefully analysed to identify pupils' achievements and note any significant differences related to gender, ethnicity or particular cohorts of pupils. Information is also gathered to identify particular strengths or weaknesses. From this, the school addresses those areas of the curriculum where additional improvements are needed. For example, evidence shows that the school's awareness to improve pupils' data handling skills in mathematics has been addressed through curriculum planning and this has improved the pupils' progress in this aspect of the curriculum.
40. Information applicable to individual pupils, gathered from test results in literacy and numeracy along with other samples of work is recorded in 'Pupil Profiles,' and this enables teachers to track progress from year to year. These too are well used, enabling teachers to agree and share with parents and pupils' targets for future individual academic development, although in some instances they are also well supported by appropriate targets for personal development. For example, one pupil's agreed target was, 'To settle down quicker and finish my work.'
41. In class, teachers continuously monitor pupils' performances during lessons and often record their achievements, but there is some inconsistency in the way teachers do this and their records are only shared verbally at the end of the year. Similarly, the quality of teachers' marking is inconsistent. It varies from being very good, which is recognised by

quality evaluative and developmental comments, to that which is little more than a cursory tick. In the best lessons, shared learning objectives help pupils monitor their own learning and recognise the progress they have made.

42. All teachers are very supportive of those pupils who have special educational needs and plan work matched to the individual learning programmes appropriately drawn up to meet their individual needs. Good support is given to them in class. There is regular contact with the hearing and visually impaired services which is valued by the school. Speech therapy oversight is available for pupils via the health authority. The school has increased the number of support staff to enable it to meet the needs of the pupils with special educational needs. This policy is successful and pupils' progress is good. Pupils with English as an additional language and pupils of ethnic minorities are fully included in all aspects of the curriculum and school life. Very supportive staff with specialist skills in teaching pupils from ethnic minorities and pupils with English as an additional language keep very good records enabling them to assess, monitor and record their pupils' progress, which makes an effective contribution to their good development.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. Generally, parents are pleased with the work of the school. Almost all agree that their children enjoy school and are making good progress. They believe that the teaching is good, that their children are expected to work hard and achieve their best, and that the school is helping their children to become mature and responsible.
44. A few parents feel that their children do not get the right amount of work to do at home, and that the school does not provide an interesting range of activities outside lessons. The findings of the inspection are that suitable homework is set regularly for all pupils and that parents contribute well to their children's learning at home through such activities as listening to them practising their reading and supporting large projects that are developed at home. Some parents have been involved in the successful trials of the Home Learning Activities initiative promoted by the LEA. The school provides a satisfactory range of extra-curricular activities for pupils, which take place at lunchtimes and after school. There is a satisfactory quality policy document that explains to parents what special educational needs are, and how the school deals with them but it does not say who is responsible for overseeing the area either in school or on the governing body. Parents are informed at an early stage if there are problems with a child's learning. They are fully informed of everything that is happening with their child. The school sends copies of individual education plans to the parents to help them understand what their child is doing. Parents of pupils with statements of special educational need are fully involved both in giving evidence before the statement is finalised and in the annual review of the statement.
45. The school has good links with parents and provides them with regular information about the school. In addition to formal documentation such as the school prospectus and the governors' annual report to parents, the school provides an information leaflet to the parents of each year group detailing the relevant curriculum details, homework expectations, and staff lists. This ensures that parents have current and relevant information about the study areas to support the information that they receive at the new year group meetings, when they visit the classrooms and meet the staff who will teach their children in the coming year. Parents' consultation evenings, notices and other invitations provide opportunities for parents to discuss their children's progress with their teachers. Members of the school staff speak four languages that enables most parents to receive verbal information in their mother tongue. A significant number of parents, however, do not feel that they are kept well informed about how their children are getting

on, and do not think that the school works closely with parents. The parents are provided with good quality reports outlining the progress of their children.

46. Parents involve themselves well in the work of the school and support the work that their children carry out at home and this has a good impact on the progress the pupils make. A number of parents help in lessons often sharing their expertise with teachers by providing information and communication technology, art and design or design and technology support for targeted groups of pupils. Parents have also contributed to pupils' learning by presenting their religious beliefs and traditions to classes. Some parents have produced story sacks of exceptional quality that are available for loan from the infant library, and other parents assist by accompanying children on school visits. The involvement of parents and friends makes a significant contribution to teaching and learning opportunities and provides rich experiences for children.
47. The 'Friends and Parents' group raises large sums of money for the school and through its generosity the school has benefited from the improvement of the playground environment and the provision of lunchtime toys and games. 'The Friends' have their own newsletter that provides parents with further information about the less formal aspects of school life. Parents and friends are welcomed in school to attend class assemblies.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48. The headteacher provides strong and effective leadership and she is well supported by her senior staff. A very good ethos for learning has been established and the school's aims and values are successfully reflected in its work. The school is popular and well respected by parents and pupils. Since the amalgamation of the former Infant and Junior Schools, the main priority of the headteacher and Senior Management Team has been to ensure that the staff of the newly formed school works as one team pulling together. The way in which the staff supported one another through the difficulties and disruption of the recent fire shows how successfully this aim has been achieved.
49. The headteacher is a good leader who motivates staff and pupils. She has a clear vision of the future management structure of the school and is moving towards it. The School Development Plan lays out developments for the immediate future. However, due to many unavoidable changes of personnel on the governing body, there is no long-term strategic plan linked to the budget and spending and this is an issue the school needs to address. Monitoring of teaching and learning is carried out by the Senior Management Team. However, there are insufficient links between the senior management team and the curriculum co-ordinators and the latter have too little impact on monitoring teaching and learning in their subjects. This is an area that the school is developing since amalgamation.
50. The subject leaders have a good over-view of their subject areas. They carry out annual curricular audits that identify priorities for the development of their subject. As a result there has been a steady development of teaching and learning throughout the school since it started. Planning across the year groups is a strength of the school. Subject leaders support colleagues informally and have brought about many improvements to the teaching of their subject. However, their role is limited, as the school does not yet have a formal structure to ensure that long term strategic planning supports the management and development of teaching and learning across the school.
51. There are two special educational needs co-ordinators in the school. Both are deputy headteachers. They carry out their roles effectively with good co-ordination of the area.

There are good systems and procedures in place to ensure that pupils have their special educational needs met effectively. The school uses its budget for special educational needs well. Much of the money is spent on providing additional effective support. This has a positive effect on improving learning for pupils with special educational needs. The school has improved resources recently. The purchase of books for 'reluctant readers' is starting to have an effect on improving standards.

52. Financial planning is good. The school made a good decision to spend heavily on providing a large number of very competent, classroom assistants who support the progress of all pupils well. Spending to improve the extent and safety of outdoor play areas has been effective. Specific grants have been used effectively to improve the provision for pupils with a variety of special needs. Office staff use computers efficiently to give governors and senior management reliable financial and attendance information. The principles of best value are applied appropriately in purchasing decisions.
53. The school is well staffed with suitably qualified teachers who have a good balance of experience and recent qualification. Co-ordinators are in place for all the subjects in the curriculum, some very recently appointed, and they too have varying levels of experience and subject knowledge. In the case of some subjects the role of the co-ordinator is not yet fully developed and none has yet been given the time to monitor teaching and learning in the classroom. In addition to the full time teaching staff the school also has the assistance of three staff working within the EMAS framework, thirteen qualified and trained classroom assistants and three trained special educational needs support assistants. This large team is further supplemented by a number of dedicated administrative and ancillary staff who have a major impact throughout the school. The quality of the team spirit has recently been tested by the fire, which damaged a major portion of the school buildings. It is a tribute to the whole staff that the school has resumed operations so quickly and successfully.
54. Many of the staff have received in-service training across a variety of curriculum areas and recently there has been considerable emphasis on literacy and numeracy as training needs have mirrored the priorities of the whole school. Teachers who are new to the school speak highly of the help and assistance received from their colleagues which has helped them develop their subject expertise. Some members of staff have received their initial training in Australia and have readily adapted to the different demands of the national curriculum.
55. The accommodation is situated in a number of buildings on the same site. Until recently the school consisted of separate infant and junior establishments. The amalgamation of the two schools has been successfully accomplished but the legacy of the separate buildings remains. The majority of classrooms are spacious, welcoming and colourful although a few classes are tightly packed into the space available. Teaching areas are well used and in one of the buildings pupils have access to the outside through large doors opening onto a veranda. All areas are used effectively and the school now has the benefit of a newly refurbished computer suite and library area. Throughout the school displays of pupils' work do a great deal to enhance the welcoming nature of the learning environment. Pupils in the foundation stage have access to a secure play area, which includes garden features. The playground available to the rest of the school is adequate but, when full of children at lunchtimes, can seem overcrowded with boisterous activity.
56. Resources are sufficient to meet the demands of the curriculum. In the Foundation Stage a wide range of large and small apparatus is available although some is coming to the end of its useful life and storage space is limited. Resources for mathematics and design and technology are very good, those for English, science, music and information technology are good overall. Additional resources however, are required for the control

and modelling aspect of information and communication technology. The school is fortunate in having a studio and library for music and these are well used. Resources in the other subjects and for the teaching of pupils with special educational needs are satisfactory. The school is in the process of replacing those resources lost as a result of the recent fire on the premises.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

57. The Governing Body, headteacher and staff should:-

1) improve the strategic management of the school by;

- extending the length of the school development plan beyond the current year;
- linking the priorities in the school development plan more closely to the school's budget.

(paragraphs 49, 50)

2) develop the roles of the co-ordinators by;

- enabling them to become more involved in monitoring teaching and learning;
- creating more opportunities for them to share their expertise;
- enabling them to plan expenditure in their subject areas.

(paragraphs 49, 50, 53, 88, 109, 121, 129)

In addition to the key issues above, the following less important issues should be considered for inclusion in the action plan:-

- Developing the assessment procedures in the foundation subjects;
(paragraphs 37, 121, 109, 135)
- Providing more opportunities for independent learning for older pupils in Key Stage 2; *(paragraphs 11, 18, 20, 21, 91, 112)*
- Develop the teachers' behaviour management strategies in order that a common approach is adopted throughout the school; *(paragraphs 12, 23)*
- Develop the monitoring procedures to try to improve the pupils' attendance;
(paragraph 14)
- Improve the quality and consistency of marking of pupils' work to that of the best; *(paragraphs 22, 86)*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

98

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

31

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	26	45	24	2		

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 – YEAR 6
Number of pupils on the school's roll (FTE for part-time pupils)	45	633
Number of full-time pupils eligible for free school meals		175

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – YEAR 6
Number of pupils with statements of special educational needs	0	7
Number of pupils on the school's special educational needs register	1	103

English as an additional language

	No of pupils
Number of pupils with English as an additional language	237

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	80
Pupils who left the school other than at the usual time of leaving	39

Attendance

Authorised absence

	%
School data	6.0
National comparative data	5.2

Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	45	47	92

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	38	42	39
	Girls	43	45	45
	Total	81	87	84
Percentage of pupils at NC level 2 or above	School	88 (84)	95 (91)	91 (97)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	37	39	34
	Girls	44	44	43
	Total	81	83	77
Percentage of pupils at NC level 2 or above	School	88 (76)	90 (79)	84 (83)
	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	44	50	94

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	37	37	43
	Girls	40	35	45
	Total	77	72	88
Percentage of pupils at NC level 4 or above	School	82 (71)	77 (68)	94 (82)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	31	35	42
	Girls	35	35	44
	Total	66	70	86
Percentage of pupils at NC level 4 or above	School	70 (57)	74 (65)	91 (78)
	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	43
Black – African heritage	0
Black – other	48
Indian	10
Pakistani	158
Bangladeshi	2
Chinese	7
White	244
Any other minority ethnic group	34

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	1	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	1	0

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

Teachers and classes

Qualified teachers and classes: YR – YEAR 6

Total number of qualified teachers (FTE)	22
Number of pupils per qualified teacher	22.4
Average class size	30.1

Education support staff: YR – YEAR 6

Total number of education support staff	15
Total aggregate hours worked per week	338.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1.2
Number of pupils per qualified teacher	37.5

Total number of education support staff	3
Total aggregate hours worked per week	90

Number of pupils per FTE adult	12.2
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FTE means full-time equivalent.

Financial information

Financial year	1999 - 2000
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	£
Total income	1,136,121
Total expenditure	1,078,419
Expenditure per pupil	1,595
Balance brought forward from previous year	-4,953
Balance carried forward to next year	52,749

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	678
Number of questionnaires returned	166

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	30	7	0	0
My child is making good progress in school.	48	44	5	0	3
Behaviour in the school is good.	40	47	7	2	4
My child gets the right amount of work to do at home.	39	43	10	7	1
The teaching is good.	49	44	1	0	6
I am kept well informed about how my child is getting on.	32	48	14	4	2
I would feel comfortable about approaching the school with questions or a problem.	47	41	8	2	2
The school expects my child to work hard and achieve his or her best.	54	37	4	0	5
The school works closely with parents.	39	39	17	2	3
The school is well led and managed.	50	39	5	1	5
The school is helping my child become mature and responsible.	48	43	2	1	6
The school provides an interesting range of activities outside lessons.	34	39	15	4	8

Other issues raised by parents

Some parents felt the school was too large although others indicated that it was not a problem. The communication between home and school was a concern for some parents, although other were satisfied with what was provided.

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

58. This is a strong area of the school's work which prepares the children well to start working from the programmes of study of the National Curriculum. The 45-place nursery class has 30 full-time and 30 part-time children and the three reception classes can accommodate 90 children. Attainment on entry is wide-ranging but below average overall, with a significant number of children having a first language other than English. The school's nursery provision is not sufficient to provide places for all reception children, thus not all children have attended the school's nursery class prior to commencing full time education in the reception classes. The needs of all children are very well catered for throughout this stage of learning and the children benefit from the high level of support that they receive. The teachers' very good quality planning clearly identifies the national 'stepping stones' of progress towards the early learning goals whilst also providing a relevant curriculum for the diverse needs and backgrounds of the children. Major strengths are the good level of organisation, management of pupils and consistency of practice between all staff. The teachers and support staff value linguistic diversity and whenever possible they use the children's home language alongside English to provide bilingual support and make the learning experiences meaningful. Teamwork is excellent with the co-ordinator providing very good leadership. The quality of teaching is always satisfactory and in over half of the lessons it is very good or excellent. The good teaching ensures that all children, including those who have special educational needs or English as an additional language, make good progress and attain or exceed all the Early Learning Goals by the time they start in Year 1. Children attain particularly good standards in creative development.

Personal, social and emotional development

59. In the nursery and reception classes, children settle quickly and happily into the routines, with most children co-operating and relating to staff and each other extremely well. The children are happy and involved with the activities that are planned for them and share with and help each other. They learn to trust teachers and feel valued because the adults participate in their play, listen to their worries and support their interests. In nursery the children collect their own milk and straws and show a good degree of independence as they move around the room and make structured choices about their next activity. In all classes the children learn about different kinds of relationships and are encouraged to gain knowledge and understanding of their own culture and community as well as respect for other cultures. The well-planned and structured routines support the children and ensure smooth transitions from one activity to the next. All staff plan experiences that promote emotional, moral and social development alongside learning activities. The children respond well to opportunities to take on real responsibilities such as tidying up, making independent choices, taking messages and books home and most are keen to learn.

60. Staff gently and consistently reinforce expectations for good behaviour and even the youngest children understand the routines and rules and show care and concern for others. They learn to take turns to use the computer, the wheeled toys or to work in the creative areas. The children share experiences with peers and are sensitive to the communication difficulties that some children have. The staff set good examples for children by using gesture and body language to initiate interaction. Most children show developing self-confidence and achieve successful social communication and personal skills as they progress through the stepping-stones for this area of development. The

staff engender a sense of community and provide a safe, secure and happy settings that enable children to make very good progress in this area of learning and surpass the Early Learning Goals before they complete the reception year.

Communication, language and literacy

61. All staff work hard to develop children's communication skills by using incidental and structured opportunities to extend and reinforce speech patterns, vocabulary and understanding of English. Pupils listen eagerly to nursery rhymes and stories such as 'Titch' and 'Handa's Surprise.' Most nursery children can recognise their own name and their topic words 'three' and 'bear' and reception children read many high frequency words. The reception children are given good opportunities to develop their early writing skills and write shopping lists, letters and stories and are developing good early writing skills in topic books such as 'This is me' and 'I know my letters.' They enjoy looking at books or photographs with adult support and are developing good early reading and writing skills. Almost all of the children copy their own names legibly and form letters correctly. They enjoy books and most pupils can read simple words and sentences. They are good listeners and show a growing interest in rhyming, alliteration, sounds and words. Standards of spoken language increase rapidly because the children are encouraged to talk about themselves and the activities they are involved in. They talk about the shapes of areas of the outdoor area and count the different colours of cars and bicycles and participate in role-play in the 'Garden Centre' and home areas.
62. In the nursery class, the teachers and nursery nurses take it in turns to be the 'language person' for the day and provide a wide range of relevant and interesting activities, such as writing invitations to the teddy bear's picnic and signing 'Pip's log' when they take the bear home. In the reception classes, the staff have high expectations and the children respond well by showing good interest and understanding of text, opposites and synonyms. They know that the writing in the big book of 'The Water Melon' tells a story and that the text changes colour to show speech and emphasis. Close teamwork between bilingual support staff and the staff ensures that all children's communication skills are valued and many opportunities are provided for children to develop spoken language through conversations with adults, and amongst themselves, both one-to-one and in small groups. For example, in the nursery class, the children say thank you for the breadsticks in any language they choose and in all classes, activity tables and wall displays have labels in a variety of scripts. By the time they are in Year 1, approximately one third of children have above average standards of speech, using extended phrases and sentences when answering questions. Bilingual assistants give very good support to teachers to ensure that all pupils are fully involved and their language skills are extended. The good and at times excellent teaching enables the children to make good progress and attain the nationally expected standards before the end of the reception year.

Mathematical development

63. Wide ranging activities and opportunities are provided to develop the children's mathematical skills, including counting activities, simple arithmetic, problem solving, number patterns and shape recognition. In the nursery class, the children sing rhymes and use finger play in counting songs. They learn to form numbers to record their counting activities and recognise numbers when using dice and beakers in matching activities. A bilingual assistant plays a 'Goldilocks' game with a group of children, translating their language of home into English numbers as they use counting equipment. Children count the musical instruments and know the name of the triangle and that it has three sides. In reception, the children have a good knowledge of shapes and most understand halves, quarters and repeating number patterns. They count the faces of a cube and show awareness of measures, symmetry and orientation. Challenges are

provided for higher attaining pupils such as 'I estimated 19 beads and then counted 18 so I was one out.'

64. The children make good progress in sorting and ordering and can count from their many attractive and informative wall displays and number lines. Nursery children draw, count and match bowls and spoons for the three bears. Most reception children can sequence objects in order using ordinal numbers such as fourth and fifth and understand patterns with larger numbers. They use counting computer programmes and know why it is easier to count using blocks than it is to count bubbles in the water play area. In their activities the children use specific mathematical vocabulary such as 'more than' and can count out the correct change when selling plants in their 'Garden Centre.' The quality of teaching is good and the children attain the early learning goals by the end of the foundation stage. Overall, children make good progress in mathematical development. Although not all the work is recorded, discussion with the children shows that they have a good understanding of the properties of numbers, size and shape and use of mathematical language.

Knowledge and understanding of the world

65. The children develop a good knowledge and understanding of the world around them. In the nursery class they learn about life in a multi-cultural society by participating in group discussions and looking at a large range of artefacts and multi-lingual books. They take part in a wide range of practical activities which help them to learn to use a range of tools. Very good planning allows the children to encounter creatures, people, plants and objects and staff provide appropriate opportunities for children to talk, draw, paint or model what they see or find using a range of materials. In reception the children plant seeds in socks, grow cress and talk knowledgeably about the parts of a plant. Observational drawings and computer produced diagrams and maps are of good quality. The children record their findings about the weather, investigations about water and clothes and experiences when cooking.
66. The nursery children know how to use the computer's mouse and some of its keys. Reception children use a wide range of programmes with a good degree of competence and show excitement when using a programme about dinosaurs. Staff make very good use of outdoor areas, resources and equipment and this enables the children to explore through play and to gather information to satisfy their curiosity. They gain knowledge from each other in incidental and planned interaction and learn by doing things, for example, using recycled materials to make teddy bears and clocks, by growing seeds and by using malleable and natural materials. Staff are skilled in posing and answering questions, introducing technical language and providing first-hand experiences that encourage problem solving and decision-making. The children gain knowledge of and respect for other cultures by listening to their peers and adults who talk about different religions and customs. There is a good balance between direct teaching of skills and practical exploration and enquiry and the children have above average knowledge and understanding of the world when they leave the reception classes. The quality of teaching is always good or better and the children make good progress in this area of learning.

Physical development

67. The children develop control and co-ordination of their bodies through the use of indoor and outdoor apparatus and when participating in dance. They make good progress in these lessons and when learning simple games skills. A noticeable feature is the very good standard of gymnastics observed in an excellent reception class lesson when the children displayed a very high level of agility, balance and co-ordination when using the

large apparatus in the hall. Good use is made of the accommodation with all classes having access to sand and water, large play equipment and safe outdoor areas. The attractive outdoor nursery area is timetabled so that all reception pupils can use it and this allows the children to have real experiences in a natural environment on a large scale, such as in construction, climbing, pedalling and gardening.

68. A wide range of interesting activities provides physical challenges in a safe and well-resourced learning environment. Children develop finer manipulative skills through careful handling of small objects such as jigsaw pieces, in constructional play, when painting and block printing, using computer keys and listening centre equipment or when using utensils in food technology lessons. They are taught at an early age to build up skills needed for personal autonomy, such as dressing themselves to go out to play and washing their hands after creative activities. The children use pencils, crayons and scissors and learn how to hold these implements and tools correctly. The quality of teaching is good or better and progress is very good. Physical development is well provided for and ensures that the children attain and usually exceed the early learning goals before they leave the reception classes.

Creative development

69. The good quality of teaching enables the children to make good progress in this area of learning. Many children have attained the early learning goals in the nursery and most reception pupils are working at Key Stage 1 levels. They demonstrate good creative and observational skills when drawing and painting or making tissue paper collages. They use paints to create bold illustrations for stories they have enjoyed such as 'Ben and the Bear.' They learn the words and melodies of simple songs such as 'Going on a Bear Hunt' and recite letters and words in 'mood voices.' When dancing the children respond to music and poetry in an imaginative way and co-operate well when clapping and shaking hands in a circle, imitating the teacher's clapping rhythms or sharing the percussion instruments. Pupils are effectively developing the use of their imagination by creating actions that suit the mood of their role play or the words of their songs.
70. Nursery and reception class teachers plan a broad range of free choice and focused creative activities. In the nursery class the children paint bear faces, make models using a large variety of materials and make sandwiches for the 'Teddy Bears' Picnic.' In the reception classes the children carry out a wide range of practical activities with increasing confidence and obvious enjoyment. They explore colour, texture shape and form and design picture frames and gardens as well as making a variety of models from materials such as play dough, cardboard, seeds and large bricks. The very good quality and range of display work in all classrooms and corridors provide first-hand evidence of above average attainment in this area of learning.

ENGLISH

71. Since the school amalgamated nearly three years ago, standards have been rising in both Key Stages. Results in the 2000 national tests show that standards were well above those in similar schools. Pupils achieve standards that are above national averages in reading, writing and listening at ages seven and eleven. Inspection findings confirm the test results.
72. When pupils enter Year 1 the majority have average skills in speaking and listening and reading. However, for pupils with English as an additional language, the very high levels of support and early identification of their needs ensure that they make good progress. Pupils with special educational needs are also very well supported and make good

progress. The school goes to great lengths to ensure that the cultural diversity of the pupils is reflected in the reading books and other teaching materials that are used and this creates a totally inclusive ethos within the school and contributes to the good progress of all pupils. The high standards of boys' achievement is also very much due to the school's conscious and deliberate provision of resources for literacy that specifically interest and motivate boys.

73. The pupils are provided with good opportunities to develop their speaking and listening skills the pupils make good progress, so that by the end of Key Stage 1, most pupils are able to answer questions with confidence and can explain what they mean. This was amply illustrated in a Year 2 lesson, when there was good discussion of the characters of 'Dippy' and 'Dolly', modern versions of the Ugly Sisters, in Stan Culimore's Cinderella, following a reading of the book.
74. The school also provides many opportunities for the pupils to develop their confidence and ability in public speaking in both Key Stages. Year 6 pupils develop very good skills in empathising and identifying with a speaker's point of view when they discuss and extract from a text arguments that a farmer, who supports fox hunting, might use to argue his case. They achieve high standards of public speaking when they present them to the class. Public performances such as 'Joseph and his Amazing Technicolour Coat' and 'Jumping Jive' are well remembered by pupils and increase public speaking skills and confidence as do class assemblies to the whole key stage and parents.
75. Standards in reading are above average in both key stages. In Key Stage 1 all pupils including those with special educational needs and those for whom English is an additional language, make good progress in their reading. They are very well supported by a range of classroom assistants who are very effective at using strategies and well prepared resources such as materials from story sacks to develop the pupils' listening and reading skills. Great emphasis is placed by the school on the pupils learning letter sounds and developing a good understanding of how these are put together. For example, in a Year 1 class, the range of interesting and stimulating activities, such as the use of sound fans, labelled toys with clues as to the letter sound and very good direct teaching of phonic skills, all ensured that the pupils make good progress in their reading. A highly structured reading scheme with a very good range of books and a strong homework policy that encourages almost every pupil to read regularly at home ensures that many pupils by the end of Key Stage 1 have above average reading skills.
76. By the age of eleven all pupils have made good progress in their reading and an above average number are achieving at the higher levels. Higher ability pupils read with interest and confidence and are able to discuss why for example they prefer Tolkien's books to those of Jacqueline Wilson or J K Rowling. Visiting poets and authors, reflecting the ethnic diversity of the pupils, talk about their work and stimulate the pupils' interest. A good selection of books to appeal to all pupils and such events as book fairs, also enhance the pupils' interest and appreciation of books. Those pupils of lower ability and pupils with special educational needs make good progress as they receive more individual support especially when benefiting from the input of well trained classroom assistants delivering highly structured programmes to improve phonic skills. When pupils are taught in specific ability groups, such as in the comprehension sets, they make better progress than when taught in mixed ability classes and the school is considering whether to extend this to all aspects of English teaching.
77. By the end of Key stage 1 standards in writing are above average. Pupils of all abilities, including those with special educational needs and English as an additional language, make good progress. Most pupils in Year 2 are able to write high frequency words correctly and can compose a sequence of sentences in longer pieces of work. In Year 2

the pupils write well-structured interesting accounts of famous people such as Pablo Picasso or Queen Elizabeth 1. Other subjects such as geography, science and religious education are used as vehicles for the pupils' writing. Some good work, for example in Year 2 described the pupils' own 'Dream' following work on Martin Luther King's famous speech. The pupils' work is well spelled, employs good vocabulary and shows logical development of structure and plot. Throughout the school, written work is well presented and handwriting is consistent in shape and size and many pupils are developing a cursive style.

78. These good cross-curricular links are continued through Key Stage 2 where every opportunity is exploited to write for different audiences and purposes. For example, in Year 6 the pupils write stories about King Arthur to appeal to Year 2 pupils then test this out by reading their stories to them. They write Anglo-Saxon Riddles, Haikus and inspired by Primo Levi's Shema write their own Holocaust Prayer. The pupils are constantly challenged to broaden their vocabulary and develop their imagery when, for example, in Year 5 they are attempting to describe Princess Savitri's extreme beauty with words such as 'exquisite', 'ravishing' and 'eyes like diamonds.' By the time they are eleven many pupils have developed a confident and fluent writing style and are achieving at an above average standard. All pupils make good progress and those lower ability pupils and pupils with special educational needs are well supported by classroom assistants and make good progress.
79. The quality of teaching in English ranges from satisfactory to excellent and is good overall. Expectations are high and questions and tasks are matched well to different levels of attainment. The management of the pupils' behaviour is of a high standard throughout the school and very good relationships ensure all pupils are highly motivated. In the majority of lessons seen, the teachers plan their lessons very well, used interesting, well-focused questions and well prepared resources. Overall the teachers have a thorough knowledge of the National Literacy Strategy. A particular strength is the way in which pupils are targeted with work that matches their ability but also extends and challenges them. Support staff play a full and effective part in lessons enabling lower achievers, pupils with English as an additional language and pupils with special educational needs to take a full and active part. In every aspect of the teaching and provision of learning materials, the school's diverse ethnicity is deliberately and successfully reflected. The marking of written work and feedback to the pupils is constructive and lays out clear targets for improvement.
80. The subject leaders have overseen the effective implementation of the literacy hour. They conduct annual audits of the curriculum and identify appropriate priorities that are passed on to the Senior Management Team who monitor the quality of teaching and learning. However the subject leaders' role in supporting and developing the teaching of English throughout the school needs strengthening and the school is aware of this. The tracking of the pupils' performance through a comprehensive range of data and the setting of individual targets is organised and effective. Through these records and assessments the school has a clear picture of the pupils' attainment on entry and the subject leaders are able to monitor standards year-on-year. Attractive and well-produced displays of their written work in all subjects provide very good examples of standards achieved by the pupils and enhance the learning environment of the school. Information and communication technology is used effectively to write stories, poems and accounts.

MATHEMATICS

81. In the 2000 National Curriculum tests, the Year 2 pupils achieved standards similar to the national average although the proportion achieving a higher than expected grade, was above average. Year 6 pupils achieved standards above national average with the number achieving a better than expected level being well above average. When compared to similar schools, the number of younger pupils reaching the expected standard was above average and the number of eleven year olds was well above average. Inspection evidence shows that standards, at both key stages, are above the national expectation. All pupils, including those with special educational needs, high achievers and those with English as an additional language, make good progress and they achieve as well as can be expected.
82. By the age of seven, all pupils have a good understanding of pattern in number and place value. Higher achievers handle large numbers well and understand the concept of inverse operations. All pupils make reasonable estimates of length and capacity but only high and average achievers can confidently and accurately use standardised units of measure. The pupils' understanding of the properties of two-dimensional and three-dimensional shapes is secure and higher attaining pupils are working towards making generalisations about the relationship between the number of corners and sides. They can perform addition and subtraction using practical apparatus as well as pencil and paper methods with numbers up to 99. They write these calculations in a good variety of ways. They have confidence in their knowledge of multiplication as a combination of 'sets of' and of division as repeated subtraction. They have a good understanding of simple fractions related to parts being equal and can calculate half of an equal number of beads or counters. They confidently solve word problems related to all of these number based sums. By the age of eleven, most pupils have a well-developed understanding of place value to tens of thousands. This provides the foundation for their ability to work confidently with the relationship between fractions, decimal fractions and percentages and to solve problems using long multiplication and division. They can identify and measure the perimeter of a variety of polygons and use protractors to draw angles. Higher ability pupils have a good understanding of how angle determines shape. Pupils interrogate a number of different types of graphical representation and construct their own bar charts. They have limited understanding related to which type of graph might best represent a particular set of data. This is because they are given limited opportunity to collect, represent and then interrogate any information gathered.
83. Overall, the quality of teaching throughout the school is good. The National Numeracy Strategy is well managed by the teachers. Lesson objectives are shared with the pupils so that they have a good understanding of what they are learning. The start of the lesson is consistently used to develop the pupils' mental mathematical skills. During this part of the lesson, good attention is paid in most classes, to extending pupils of all abilities and to reinforce their mathematical vocabulary. In one very good lesson inspected, the beginning of the lesson was made very good fun by the teacher with quick, challenging questions matching the different abilities of the pupils. In another very good lesson, games type chanting of multiplication tables consolidated learning and created excitement. Teachers' explanations are always clear but sometimes lack enthusiasm. When teachers are enthusiastic, pupils are inspired to apply themselves well and to work hard. Higher achieving pupils are usually given work that is appropriately challenging. In a further very good lesson the teacher manages to make the written task so exciting that the pupils can't wait to start. Most teachers evaluate their lessons effectively during the final part of the lesson by highlighting things that have gone well or identifying pupils who had difficulty with a concept. This is good practice: however there are one or two teachers who do this less effectively. Scrutiny of pupils' workbooks and exercise books shows an inconsistency in the quality of marking. Work is always marked, but in a small

number of classes there is little evidence of either congratulatory comment or clear identification to individual pupils as to what they should do in order to improve. In other classes, marking is very good and standards of presentation improve as a result.

84. The behaviour of pupils during mathematics lessons is good overall and most pupils really enjoy mathematics. When behaviour is excellent or very good, it reflects the high quality of teaching.
85. The joint subject co-ordinators have been in post for five years. One is a trained mathematics specialist and both have attended a good number of in-service training courses for mathematics. They are keen advocates of the National Numeracy Strategy and have successfully involved all teachers in implementing its principles. Their role is as yet under-developed as they have no opportunity to monitor the planning, teaching and learning in their given area of responsibility. The subject is well promoted through good classroom displays reflecting the current area of mathematics being focused upon. In Year 6, information and communication technology is being used well with graphical representation of European Countries' population figures and pupils' favourite horror films. Assessment procedures are good and the school has a good view on the progress that pupils are making. Assessment information is well used to influence future planning and to identify what areas of the curriculum will need reinforcing when they are revisited in the numeracy strategy. Results of these valuable assessment procedures are also used to identify those pupils who could benefit most from after school Booster Classes for Year 6 and Springboard Mathematics lessons for Year 5. These, well planned lessons, form an important addition to the school curriculum. The good arrangement of setting by ability for upper junior pupils supports the progress of higher achieving pupils well. In Year 6 however, the small number of disruptive pupils who are shared between the other two mixed ability sets, has a negative affect on the progress of the large majority of pupils who want to learn.
86. Resources for the subject are well organised. There is a very good range of class - based equipment accessible to the pupils, as well as two central resource areas.

SCIENCE

87. The overall standard of pupils' attainment in science is above national expectations at the end of both key stages. At the end of Key Stage 1 teachers' assessments, and teacher assessments and National tests at the end of Key Stage 2, indicate that attainment is higher than in most schools. The current inspection confirms that standards in Year 2 and Year 6 are still above national expectations and pupils are making good progress in both key stages.
88. Pupils' illustrations of growing seeds and plants in Key Stage 1 show that they know the importance of careful observations and recording and they achieve above average standards in this aspect. They label their diagrams accurately and convey meaning through simple, but correct scientific vocabulary. Pupils in Year 2 are beginning to understand the concept of fair testing. They can identify what variables have to be kept constant and what they will measure. In determining how far a toy can travel over different surfaces, they know that the height of their ramp needs to be the same and that toy cars need to be released at the same point in each instance. They record their results in tabular form and draw realistic conclusions. Pupils in Key Stage 2 achieve good standards in their understanding of experimental enquiry. Pupils in Year 3, when finding out if magnets are effective through different materials, realise that different thickness' of materials, such as paper and a glazed tile, might invalidate their results. Older pupils in Key Stage 2 realise the importance of repeated measurements and

record their results systematically. Overall, pupils in Key Stage 2 undertake a good range of experimental work and are able to make sensible predictions. However, there are insufficient opportunities for pupils, particularly the more able, to undertake investigative work that would require them to plan their work and to fully develop their individual thinking skills.

89. Pupils in Key Stage 1 have a good understanding of some of the basic life processes. They can name the principal organs of green plants and can relate structure to function. They know that plants absorb water through the roots, that food is made in the leaves and that flowers produce seed. Pupils can categorise foods based on their importance, such as bread and cereals provide the body with energy and know the importance of a healthy diet. By the end of Key Stage 2, the pupils achieve good standards in their understanding of the life cycle of plants and know the conditions necessary for germination and growth. They can name the major organs of flowers and the part each plays in seed production. Pupils know the importance of a healthy life style. They know the part diet and exercise play in sustaining good health and older pupils realise the potential ill effects of tobacco and other drugs.
90. By the end of Key Stage 1 pupils have a good understanding of the everyday use of electricity. They know that some appliances, such as a torch, use batteries, whilst some, such as vacuum cleaners and kettles, use mains electricity. They know the potential hazards posed by mains electricity. Pupils can name different light sources and can construct simple electrical circuits. They know how different vibrations cause different sounds and can make simple generalisations, such as explaining the that sounds become fainter the further they are from the source. By the end of Key Stage 2, the pupils' knowledge of forces is good. They understand that friction is a force that slows moving objects and may bring them to rest. They can measure forces accurately and determine the relative mass of objects in air and water. Pupils know that sound vibrations can be produced in different ways, such as plucking a string and that the pitch of sounds can be changed by shortening or lengthening the string.
91. By the end of Key Stage 1 the pupils have a good understanding of materials and their uses. They can group different materials based on their properties, such as hardness and shininess. They know the names of a variety of common types of materials such as metal, plastic, wood and glass and can relate the properties of materials to their uses. They know that since glass is transparent it is used for windows and that wood and metal are strong and used in building and furniture. These pupils know that some materials change when stretched or heated and that some of these changes are reversible, such as when chocolate is heated and cooled. By the end of Key Stage 2, the pupils' knowledge of this aspect of science is good. The pupils know that there are three states of matter and that water, for example, can exist in any one of the three states depending on temperature. Pupils use correct scientific vocabulary to describe changes of state and know that evaporation and condensation are complementary processes. They know that mixtures can be separated based on the size of particles, such as particles in soil, and that some solids, such as salt dissolve in water forming a solution. They also know that dissolved solids can be recovered by the evaporation of the liquid from the solution.
92. The quality of teaching as seen in lessons and ascertained from the scrutiny of pupils' work is generally good and occasionally very good. Teachers' subject knowledge is good and lessons are interesting and effectively planned to maintain pupils' interest. Teachers use questioning well to consolidate previous learning and to relate ideas to the pupils' everyday experiences. In a lesson on the condensation of water the teacher developed the idea of predicting which rooms in their homes where they were likely to find water condensing. Good classroom discussion suitably challenged pupils and encouraged

them to think for themselves. In a lesson on magnetism pupils applied themselves diligently and worked independently for sustained periods of time. In general pupils are well managed and time and resources are well used. In these lessons pupils work methodically and record their findings accurately. Occasionally as in Year 6 classes however a few pupils lack self-discipline adversely affecting other pupils' learning. Whilst teachers are vigilant and sustain very good relationships in these classes a few pupils have very limited concentration spans. Overall however, pupils are well-motivated, co-operative and enthusiastic workers. Teachers' planning across the age ranges is very good and all pupils have equality of opportunity. Assessment however to support the teaching and to track pupils' progress is under developed. This is recognised by the school and is currently being addressed.

ART AND DESIGN

93. Pupils' attainment in art and design is above the expected level at the end of both key stages and they make good progress throughout the school. There are good examples of pupils' work on display in corridors and classrooms. In the lessons seen it was clear that teachers and pupils value art and design.
94. By the end of Key Stage 1, pupils show a good level of competence in some aspects of art and design, mainly in painting. Sketchbooks are used and are a valuable aid in allowing the pupils freedom to try out their ideas before committing them to a final version. Many pupils have a sense of colour and have been able to mix and match paints and other media in their work. The pupils' work throughout the key stage reflects a good use and investigation of techniques and materials and pupils are acquiring a sense of the relationship between art and the beauty of the world around them. In the work on display, Year 1 pupils have produced pictures based on characters from stories such as The Owl and the Pussycat and a collage based on the story of the Old Woman in a Shoe. Good cross-cultural elements are also present and some pupils have produced paper lanterns for the Chinese New Year. By recording from first hand observation pupils have addressed aspects of art that link with their work in science and mathematics and with Religious Education through the making of Easter cards. Pupils in one Year 2 class were observed making very good observational drawings using magnifying glasses as aids to their work. By the end of Year 2 pupils have developed a good range of skills in drawing, painting, cutting and sticking. Pupils have been encouraged in freedom of expression and they are acquiring an awareness of the work of famous artists. They know that art may be found in a variety of expressive forms and although their knowledge is mainly within the framework of the European tradition they have looked more widely at, for example, areas such as aboriginal art.
95. By the end of Key Stage 2, pupils have made good progress in developing their painting skills and by Year 6 they are handling colour with a high degree of confidence. Some of the work in the style of Picasso shows a strong empathy with the style of the artist but pupils have not had the opportunity of further exploring the many facets of Picasso's work in the field of sculpture and printing for example. Pupils have a good knowledge of the work of a range of famous artists. They have a sound understanding of the changing movements and fashions in art and, in discussion, can express a preference for the art of particular periods in time. Pupils use sketchbooks on a regular basis in the key stage but mainly for hard-line drawings rather than exploratory sketches. The sketchbooks show evidence of opportunities for experimenting with shading, line, texture and contrast that might further improve pupils' final work in art and design. In one Year 6 class pupils were engaged in drawing and pastel work based on wooden masks and the standard of the work produced was high. Some pupils were especially committed to reproducing the 'essence' of the masks and were doing so with considerable skill. By the end of the key

stage pupils have had the opportunity of using a wide variety of malleable and resistant materials in the development of their artistic confidence.

96. Only a limited number of art and design lessons were observed during the course of the inspection but the teaching was never less than satisfactory and, on the basis of all the evidence available, is good overall. Teacher's expectations are high and this elicits a good response from the pupils who are frequently enthusiastic about their artwork. As a direct result of the quality of teaching, pupils with special educational needs also make good progress. In one Year 5 class pupils were observed enthusiastically preparing to create a tapestry based on their reading of the story of Odysseus and the Cyclops. The policy and scheme of work for art and design is effective as a guide to planning. Planning, which takes place in year groups, offers a good opportunity for support and development in the teaching being delivered across both key stages. Resources are generally satisfactory but there is a lack of some more specialist items for printing and graphics work for example.
97. A very good selection of artwork is on display around the school and makes a major contribution to the creation of an attractive teaching and learning environment. At present too few opportunities are available for pupils to visit art galleries and museums although most will make at least one visit during their time in the school

DESIGN AND TECHNOLOGY

98. Standards in design and technology are at the level expected at the end of each key stage. Pupils are making good progress and as the recently adopted scheme of work embeds itself into the school curriculum it is likely that standards will rise further. The good progress being made is a reflection of the good quality of the teaching, which also ensures those pupils with special educational needs and those for whom English is an additional language make progress commensurate with that made by their peers.
99. Pupils in Key Stage 1 are provided with a range of activities to develop their design and making skills. The majority of pupils have a preference for 'making' over 'designing' but they are encouraged well to discuss and evaluate their work by the teachers. This was very apparent in the Year 2 lesson observed where the teacher provided a range of activities, including modelling and designing and making a Mothers' Day card, during which pupils discussed their efforts in a serious and sensible manner. The pupils make satisfactory progress and they achieve as well as can be expected for their age. Good cross-curricular links are established with art and design, especially in the cutting, shaping and joining of materials. Pupils' breadth of experience is increasing and, with the purchase of a number of new resources they will now have access to a greater range of resources.
100. By the end of Key Stage 2, the pupils are achieving in line with national expectations. They have further expanded their knowledge of the design process, and are more committed to making successful designs as well as functional outcomes. Pupils in Year 3 were observed during food technology activities and in their initial discussions and careful planning they were very involved in the need for good quality design work. At the upper end of Key Stage 2, the pupils are making good progress in the range of activities they have undertaken. Older pupils are clearly familiar with the process of evaluation and teachers expect that they should establish clear links between the finished product and the initial design.
101. On the limited evidence available it is clear that teaching of design and technology is never less than satisfactory and is usually good. The resources are used effectively and

the pupils are given good opportunities to make and to improve models. Teachers' planning is beginning to reflect the newly adopted scheme of work and planning in year groups provides security for those who feel themselves to be non-specialists in this subject. Increased funding has recently been available and a large quantity of new material has now been purchased.

GEOGRAPHY

102. By the end of Key Stage 1, standards are above those expected for pupils of similar age. Pupils, including those with special educational needs and those for whom English is an additional language, make good progress. By the end of Key Stage 2, pupils' attainment is in line with national expectations and their progress is satisfactory. Although the quantity of work in pupils' workbooks does not clearly demonstrate the extent of their knowledge, good examples of displayed work, good teaching and a range of educational visits to support learning have enabled pupils to make good progress.
103. At seven, the pupils have a good knowledge of the local area, which is extended by visits to local amenities such as the shops and the park. They know what they like and dislike about the area and can talk about its features. Pupils in Year 1 have a secure knowledge of the animals, people and conditions in the desert and recognise that the climate there is much different to their own. In Year 2, the pupils have a good knowledge of the world. They study artefacts from various countries and find some of their origins in atlases. They also use them to identify rainforests in South America, South East Asia and Africa. They understand the need to conserve water in some of these countries, and compare and talk about how their own area has different environmental issues. The good teaching is often well supported throughout the key stage by effective use of information and communication technology, such as map research skills. Pupils find their work interesting and respond well by sharing in good discussion and by sustaining concentration and interest throughout lessons.
104. At the end of Key Stage 2, the pupils talk clearly about the journey of a river, using appropriate technical terms such as tributaries, source, estuary and flood plains. They are unsure about the meaning of coastal plains but can explain why many settlements are situated on or near rivers. They are able to debate sensibly the environmental issues arising, when, for example, they discuss the reasons for and against the development of a seaside resort. Whilst pupils can name a number of hot countries and talk about conditions in them, their knowledge of Europe and the British Isles, is unsatisfactory. For example, they name the countries and some rivers of the British Isles, but most are not able to locate major towns and cities. In discussion, some pupils have a hazy idea of the geography of key places such as Manchester, London and Leeds. A few European countries could be named but some wrongly included such places as New York, South America and Brazil.
105. The teaching is satisfactory overall. In Key Stage 1 the teaching is good and is often well supported through the effective use of information and communication technology, such as map research skills. Pupils find their work interesting and respond well by sharing in good discussion and by sustaining concentration and interest throughout lessons. Teaching at Key Stage 2 is satisfactory and the work covered is often supported in other subjects of the curriculum, such as in religious education when pupils learn about other faiths and customs or when studying Indian dance. Some good additional support teaching is provided for pupils with English as a second language and for pupils of ethnic minorities. A residential visit to Northumbria is planned for later in the year, when Year 6 pupils will have an opportunity to experience and study a contrasting environment.

106. The co-ordinator has a good knowledge of her subject and is able to provide appropriate informal help to her colleagues. However, she is not provided with sufficient opportunities to monitor her subject nor to develop appropriate assessment procedures to more effectively assess the progress of pupils. Resources are appropriate to help teachers in the delivery of geography.

HISTORY

107. Standards in history are above those expected at the end of both key stages. The school is adapting its scheme of work to meet the most recent national curriculum guidelines and has a good programme of topics in place. The pupils, including those with special educational needs and those for whom English is an additional language, make good progress as they move through the school.
108. By the end of Key Stage 1, pupils have developed a good sense of the passage of time and they know that there is a significant difference between things that are old and things that are new. They are able to use simple timelines and construct chronologies from pictures of objects. In recounting journeys they can incorporate geographical and historical knowledge in describing the local area. They have examined aspects of the lives of famous people and have an embryonic understanding of some of them, William Morris for example, in an historical context. In their books they do not always record their historical investigations separately, but instead they incorporate them into a topic-based framework. In the work seen it was apparent that pupils are being encouraged in the development of their literacy skills when carrying out their work in history. The good progress made in this key stage is due to the good quality of teaching and the good coverage of the subject.
109. Pupils continue to build upon their knowledge as they progress through Key Stage 2. By Year 6 they have a firmly embedded sense of chronology and are able to apply this to their study of change over time. Pupils' workbooks show good attention to detail and to the transfer of skills from literacy in all year groups. Displays in all classrooms promote the study of history and engender pride in work amongst the pupils. In discussion, Year 6 pupils were able to link the plight of present day refugees with the mass movements of population at other times during the course of history, and they have clear ideas concerning the moral dilemmas of settlement and invasion. Through their study of Britain in more recent times pupils are able to engage with the rapid progress made since Victorian times. In one Year 3 class good progress was observed as pupils discussed the differences and similarities between schooling in Victorian and modern times. Although opportunities for fieldwork are relatively, limited, pupils have a grasp of the importance of using the environment around them to study aspects of history. Investigative skills have been underdeveloped thus far.
110. The overall quality of teaching is good. During the inspection teachers were observed promoting a sense of history for their pupils through the effective use of resources and materials. They encourage their pupils in understanding the importance of small events as well as large ones in the movement of history. Recording in workbooks is neat, tidy and well marked and reflects a transfer of skills from literacy to the study of history. Resources are satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

111. Overall the pupils' attainment is in line with the national expectation at the end of both key stages. There has been a concerted effort to drive to improve the pupils' word processing, publishing and spreadsheet skills and the school has been successful in these aspects. The development of the computer suite has significantly improved the opportunities for the pupils to learn new computer skills and the quality of teaching during taught sessions in the suite are usually at least satisfactory. The school recognises the need to improve the pupils' control and monitoring skills which are not as high as they could be at the end of both key stages. The progress of all pupils, including those with special educational needs and those for whom English is an additional language is satisfactory throughout both key stages.
112. The pupils make satisfactory progress throughout Key Stage 1. Overall, the teachers have a secure knowledge of how information technology can be used. The pupils are confident in their use of tape recorders as part of literacy activities. By the age of seven the pupils have satisfactory skills in word processing and in using drawing and painting programs. They know that data can be entered and that graphs can be produced as a result. There is evidence that the pupils have programmed moving vehicles although there are insufficient opportunities for them to develop their skills through the use of computer programs and the pupils do not achieve as well as they could in this aspect.
113. The pupils make satisfactory progress throughout Key Stage 2 and, by the age of eleven, the pupils produce a good range of documents that support their learning in English, including poetry, stories and accounts of visits and activities. They are developing good independence in using computers and understand how to 'open up' and 'close down' programs. The pupils have good word processing skills and know how to correct, insert and 'cut and paste'. They access information from CD-ROM and the Internet and use this information to enhance their work in history, geography and religious education. The pupils have a satisfactory understanding of how to use formulae in their work with spreadsheets. They have limited knowledge of how computers can be used to control apparatus using sensors and the school does not have sufficient resources to enable the pupils to improve their knowledge in this aspect.
114. Since the amalgamation of the infant and junior schools, the school has created a well-equipped computer suite that enables whole classes to be taught specific information and communication technology skills. This is an excellent resource that is being used effectively, although the large number of classes in the school limits the opportunity for use by each. The school is overcoming this to some extent by improving the quality and number of computers within classrooms. Some of the computers in the Nursery and Reception classes are rather dated and do not enable the children to access the wide range of exciting programs that are available.
115. The quality of teaching in both key stages is usually at least satisfactory and occasionally good. The teachers' planning is good and clearly identifies what skills they want the pupils to learn by the end of the lesson. In the lessons observed, the teachers demonstrated a secure knowledge of word processing and desktop publishing and were confident in teaching these skills to the pupils. The task of teaching skills to a whole class would be made easier if the teachers had access to a large screen for demonstration purposes. Overall, the teachers' expectations are appropriate to the pupils' learning and progress although the limited resources and the teachers' lack of knowledge in the use of control technology, inhibits progress in this aspect.
116. The subject is well-managed and the co-ordinator has worked hard to develop the use of information and communication technology. For example, Year 6 pupils participated in a

national drugs programme. This entailed them undertaking tasks at home with their parents, using palm top computers, after information had been transferred onto them from CD-ROM. The co-ordinator has given demonstration lessons to colleagues in the computer suite although she has not had the opportunity to monitor teaching and learning in the subject. The school recognises the need to develop the use of computers to support other areas of the curriculum.

MUSIC

117. Pupils' attainment is above national expectations at the end of both key stages. Pupils of all ethnic groups, ages and abilities make good progress overall. The school has recently introduced a new commercial scheme of work to guide teachers' planning, and teaching is most successful in those classes where teachers have been trained in the implementation of the scheme of work. Music has a high status in the school, and is taught regularly in all classes. There are many very good opportunities for Key Stage 2 pupils to take part in instrumental lessons, and for pupils of all ages to take part in extra-curricular activities, including recorder groups, orchestra and choirs. When taking part in choir, the pupils do miss some valuable lessons and a certain amount of disruption is caused to teachers and pupils when the practice takes place in lesson time. Links with local colleges, including a music college, provide additional opportunities for older Key Stage 2 pupils to participate in workshops, and to compose and perform pieces in venues in and around the city of Manchester. These additional opportunities effectively promote and support aspects of pupils' personal, social and cultural development, and promote music as an enjoyable activity.
118. The two co-ordinators, one for each key stage, willingly provide help and advice for colleagues. However, because they have no non-contact time, they do not have the opportunity to monitor the quality of teaching and learning through classroom observation, neither do they check teachers' planning. This means that they are unaware of teachers who are experiencing difficulties in implementing the agreed scheme of work, and are not able to identify strengths in the teaching and learning of music which could be shared with colleagues. Currently there are no assessment systems for measuring pupils' attainment, or for tracking their progress, although this is an area the school has identified for further improvement.
119. By the end of Key Stage 1, the vast majority of pupils have a very good sense of rhythm. Pupils regularly take part in a wide variety of clapping games, which help them to listen carefully, and to copy, repeat and generate short, but sometimes quite complex rhythmic patterns. Pupils know the distinction between rhythm and pulse, and happily change from one to the other when putting a clapping or instrumental accompaniment to their singing. The vast majority of pupils name and recognise a wide range of percussion instruments, and the highest attaining pupils are aware that some instruments are more suited to some sounds and purposes than others. For example, pupils in Year 2 who were asked to create a short repeated pattern on instruments, discovered that fast patterns could not easily be played on cymbals, whilst wooden blocks were ideal. Key Stage 1 pupils have many opportunities to sing, and singing is an activity that they enjoy greatly. Teachers use a good variety of different types of songs, although there are not enough songs in the languages of pupils whose main home language is not English. Activity songs are a favourite of many Key Stage 1 pupils, and they sing these with high levels of enthusiasm and enjoyment, often without an accompaniment. Pupils have a good sense of pitch, and their singing is tuneful and rhythmic. Within most lessons, there are good opportunities for pupils to listen to and appraise recorded music, and the work of their classmates. In a lesson seen during the inspection, Year 1 pupils listened carefully to an extract from the

'Carnival of the Animals' by Saint Saëns. They accurately marked time to the music, and most noticed how the main melody was repeated later in the piece.

120. Many Key Stage 2 pupils receive instrumental lessons, or belong to the Key Stage 2 choir and orchestra, and in lessons, these pupils provide a good lead for their classmates. By the end of the key stage, most pupils know how to compose pieces based on repeated rhythmic patterns, which they are encouraged to refer to by their technical name of 'ostinati'. They use untuned percussion instruments effectively to weave their rhythms into short compositions, and sometimes incorporate tuned instruments, such as xylophones. Teachers provide good opportunities for pupils to perform their pieces to the rest of the class, but in most classes there are not enough opportunities for pupils to critically appraise their own work, and that of others, and to suggest ways in which they might improve their compositions. Most Key Stage 2 pupils have a good sense of pitch, and sing tunefully. They enjoy the songs that are linked to the commercial music scheme, but as in Key Stage 1, pupils have few opportunities to sing songs in languages other than English. Pupils have only limited opportunities to sing songs which are in parts, or which are challenging and technically demanding in terms of rhythm and pitch. Two and three part rounds are performed with high levels of enthusiasm, especially in year group singing sessions, such as the one seen during the inspection where Year 3 teachers spiritedly led their own classes. Most Key Stage 2 pupils enjoy listening to recorded music, and by the end of the key stage express their likes and dislikes about the music they have heard, and pick out important stylistic features. During the inspection, Year 3 pupils who are currently listening to pieces from Mussorgsky's 'Pictures at an Exhibition', demonstrated a good understanding of how music can be used to create an image or mood.
121. The teaching of music is good overall, and some very good examples were seen during the inspection. All teachers present activities with enthusiasm, and this helps to motivate the pupils in their learning. Key Stage 1 teachers and lower Key Stage 2 teachers have particularly good strategies for organising the pupils, often in a circle, so that pupils can easily observe their classmates and teacher. This organisation is particularly effective during class games, when pupils pass rhythms round the circle, or sing short phrases which the person to their left has to repeat to the person on their left until the phrase has passed around the entire circle. Teachers follow the scheme of work activities carefully, and stick rigidly to the prescribed times for the various component parts. This means that lessons generally proceed at a good pace, but there are times when teachers need to spend a little more time than suggested on a particular activity, to ensure that pupils have fully understood the concepts involved, and some teachers are reluctant to do this. In most lessons, there are good opportunities for pupils in both key stages to work independently or in small groups, and most pupils can be trusted to do this sensibly. The vast majority of pupils show good levels of co-operation in group work, although the inappropriate behaviour of a small number of older Key Stage 2 pupils sometimes disrupts the learning of others. Teachers are often effective in promoting creativity, by celebrating original ideas, and encouraging pupils to experiment.

PHYSICAL EDUCATION

122. By the time pupils leave the school they demonstrate standards of skill and performance that are in line with national expectations. Strengths in the subject are games throughout the school and gymnastics at Key Stage 1 whilst dance at Key Stage 2 is a weaker element of the school's provision. Progress for all pupils, including those with special educational needs and those for whom English is an additional language is satisfactory.

123. In Key Stage 1, pupils develop their physical skills through a well-planned programme. Year 1 pupils use large apparatus well as they explore moving in different directions through gymnastic actions. The teachers provide the pupils with good opportunities to move around the benches, boxes, ladders and climbing frames and they show above average co-ordination. In a dance lesson the pupils move creatively to stimuli such as tambourines, poems and action words such as spin and scatter. Year 2 pupils respond well to music and their movements show contrasts of rhythm, speed and shape as they move in a feline manner. They arch, stretch and pounce and make good use of gestures such as clawing and pawing. In games lessons and in the playground at lunchtime the children use a variety of equipment in an appropriate way. The pupils develop their skills of chasing, aiming, catching and throwing.
124. In Key Stage 2, pupils learn to refine their body management skills and can evaluate both their own performance and that of others. The lessons are planned effectively and Year 3 pupils show a good level of skill when practising hockey techniques and use the equipment well both when working alone and in pairs when sending and receiving the balls. Year 5 pupils show good stick handling when practising skills in small groups. Upper Key Stage 2 pupils participate in dance lessons and respond to taped instructions at a satisfactory level. They follow instructions and clap, swerve and shuffle to an Egyptian theme but some of the movements are rather stilted and few pupils move creatively or imaginatively. Arrangements for swimming are appropriate and discussions with pupils and teachers confirm that nearly all pupils exceed the minimum expectations of the National Curriculum to swim unaided for 25 metres. Pupils participate in a limited range of athletic and adventurous activities.
125. Throughout the school pupils behave well and respond with energy and enthusiasm to all aspects of their lessons. They follow instructions well and try to develop and improve their performance. Key Stage 1 pupils move the large apparatus in the hall in a sensible and mature way. They organise themselves quickly and co-operate well in small groups. They mix well together and no groups or individuals are excluded or isolated. Year 5 pupils show a very good example of collaborative work when they combine to form an 'Egyptian pyramid' which involves the whole class.
126. The quality of teaching is satisfactory with good examples observed during the inspection in Year 1 gymnastics and Year 3 and Year 5 games lessons. Management of pupils' behaviour is a particular strength of teaching. The co-ordinator's monitoring role has a positive effect on standards at Key Stage 1 but monitoring of lessons has not yet taken place at Key Stage 2, with some teachers lacking confidence, particularly in dance. Good use is made of commercial materials to support this aspect of the subject but some of the tasks do not challenge the more talented pupils. The school is fortunate to have the use of three halls and extensive outdoor areas including the adjacent park and satisfactory use is made of the accommodation and good quality resources.

RELIGIOUS EDUCATION

127. At both the ages of seven and 11 years the pupils' knowledge and understanding of religious education is in line with the expectations of the locally agreed syllabus. The pupils in Key Stage 2 show particularly good knowledge and understanding of Christianity and Judaism, but their knowledge of other world religions is not quite as well developed. All pupils including those with special educational needs and English as an additional language make good progress in the subject.

128. By the age of seven the pupils understand that there are special places, for example their home, school, church or mosque. They give reasons why these places are special. The pupils talk about churches and mosques explaining who goes to which one. They know parts of the Christmas story but they find it difficult to recall any other stories about Jesus. The average and higher attaining pupils understand that there are similarities between religions, for example that Christians and Muslims pray in special buildings. The pupils talk about their feelings using terms such as happy and sad. They discuss being kind and helping others. The pupils in Key Stage 2 build well on the work carried out in Key Stage 1, developing a greater insight into the major religions of the world. The pupils in Year 3 are developing their knowledge and understanding of Buddhism, producing their own thoughts based on the 'Noble Eightfold Path'. By Year 6, the pupils have a good knowledge and understanding of Christianity and Judaism and a satisfactory understanding of the other religions studied. The teachers provide the pupils with good opportunities to consider difficult questions such as 'If God created the world, who created God?' and 'What inspired God to make the world?' The pupils with special educational needs and English as an additional language are fully involved in these challenging discussions.
129. The quality of teaching is good overall in both key stages although the limited amount of lessons time, inhibits the overall progress of the pupils. The teachers plan lessons well taking into account the wide and varied religious backgrounds of the pupils. The pupils are invited to talk about their own faiths in lessons and this enables other pupils to have a better understanding of religious rites and traditions. Adults within the school community are also invited in to talk about and discuss their beliefs. In Year 3 a parent talks about Buddhism and in Year 6 a support teacher talks about Hinduism. The use of this support ensures that the pupils receive very accurate information about the faith being studied. Teachers emphasise that what they are teaching about is what a particular group of people believe in. For example, in a Year 1 lesson on Islam, the teacher emphasises several times that this is what Muslims believe. All pupils are involved in the lessons by the teachers asking questions. Teachers link religious teachings and beliefs well to every day life of the pupils, for example by asking them to talk or write about qualities they would like to see in a friend in a lesson on Islam. Opportunities to discuss difficult questions are used well to challenge pupils and develop their learning. There are times in the occasional lesson when aspects of the teaching could be improved. In a lesson in lower Key Stage 2, time was lost when the previous lesson over-ran and the time spent reading a story meant that the time for pupils' practical work was limited.
130. The pupils respond well to the good quality of teaching and this has a positive effect on learning. There are good standards of behaviour in almost all classes. Occasionally in Key Stage 1 a very small number of pupils need reminding about their behaviour and they find concentration difficult. When working in pairs or in discussion groups, for example in years 4 and 6, the pupils listen well to each other.
131. Opportunities to develop the literacy skills in religious education are limited. The relatively small amount of time given to the subject restricts opportunities for pupils to write about and record what they have studied. There is insufficient time for pupils to carry out detailed research on topics. The use of information and communications technology in religious education is unsatisfactory. There are some examples of word processing, for example in Year 3 but these are limited. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development.
132. There is satisfactory co-ordination of the subject. The co-ordinator ensures that the locally agreed syllabus is being followed. She has not had the opportunity to monitor teaching and learning and as a result cannot highlight areas of good practice. Day-to-day assessment in lessons is satisfactory. There is no formal assessment in the subject and

as a result the step-by-step development of skills cannot be guaranteed as pupils move through the school. The school makes good use of resources provided by parents and other faith group members. The curriculum is enhanced by visits out, for example to the Manchester Jewish Museum. The curriculum meets the requirements of the locally agreed syllabus.