

INSPECTION REPORT

FAIRFIELD ROAD PRIMARY SCHOOL

Droylsden, Manchester

LEA area: Tameside

Unique reference number: 106207

Headteacher: Mrs Catherine Dobson

Reporting inspector: Mr Douglas Hayward
21234

Dates of inspection: 11th – 14th November 2002

Inspection number: 246573

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

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Nursery, Infant and Junior

School category: Community

Age range of pupils: 3 – 11 years

Gender of pupils: Mixed

School address: Fairfield Road
Droylsden
Manchester

Postcode: M43 6AF

Telephone number: 0161 3703625

Fax number: 0161 3708306

Appropriate authority: Governing body

Name of chair of governors: Diane Knowles

Date of previous inspection: November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr Douglas Hayward 21234	Registered inspector	Information and communication technology Art and design Design and technology Special educational needs	How high are standards? How well are pupils taught?
Mrs Helen Barter 9052	Lay inspector		Pupils' attitudes, behaviour and personal development Pupils' spiritual, moral, social and cultural development How well does the school work in partnership with parents?
Mrs Gail Robertson 24137	Team inspector	Foundation Stage Religious education	Staffing, accommodation and resources
Mrs Katherine Spencer 30028	Team inspector	Mathematics Music	How well does the school care for its pupils?
Mr Jon Houghton 21085	Team Inspector	English Physical education	How well is the school led and managed?
Mrs Diane Atkinson 12232	Team Inspector	Science Geography History	How good are curricular and other opportunities?

The inspection contractor was:

TWA Inspections Ltd
102 Bath Road
Cheltenham
GL53 7JX

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	16
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	18
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	20
HOW WELL IS THE SCHOOL LED AND MANAGED?	21
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	24
PART C: SCHOOL DATA AND INDICATORS	25
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	30

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Fairfield Road is a large primary school for boys and girls from three to eleven years of age housed in a Victorian building in Droylsden, about four miles from the centre of Manchester. Most of the pupils are white, although about 10 per cent are from other ethnic backgrounds, including Indian, Pakistani and Caribbean. A lower than average number of pupils speak English as an additional language, although a recent increase in the number of pupils who are refugees means that some pupils are at an early stage of learning English. Seventy-four pupils (a higher proportion than average) are entitled to free school meals. A lower than average number of pupils has been identified with special educational needs, and a higher than average proportion of these have a Statement of Special Educational Need.

Currently there are 383 full-time pupils attending school. There are also 44 children attending the nursery on a part-time basis, either for morning or afternoon sessions. Children start in the nursery at the beginning of the year in which they are four years of age. Many have attainment below that expected of children at this age. A significant number of pupils join and leave the school each year. For example, last year the figure was just under 20 per cent of the total number of pupils in school.

HOW GOOD THE SCHOOL IS

This is a school that pupils describe as a happy and caring place. It works hard to develop tolerance and respect. It helps seven and eleven-year-old pupils to attain standards in national tests in English, mathematics and science that are equal to those in most other schools. There is a clear commitment to ensure that pupils' education continues to improve. The school provides satisfactory value for money.

What the school does well

- The headteacher provides good leadership.
- It provides good teaching. Teaching is at least good in just over half the lessons and very good in about one lesson in six. Teachers work well as a team and have good relationships with pupils.
- It helps pupils to develop good attitudes to school and to their learning.
- It stresses the importance of good behaviour. Pupils say that behaviour in the school is good and that it has improved considerably in the past year.
- It emphasises the importance of caring for each other and is good at helping pupils to become confident and responsible members of the school.
- It helps pupils with special educational needs to make good progress.

What could be improved

- The ways in which teachers find out what pupils can do to make sure that their work is suitably challenging, and especially geography where standards are low.
- Planning to help pupils with English as an additional language.
- The part that governors play in monitoring the work of the school and planning how it should move forward.
- Opportunities for outdoor play for children in the nursery and reception classes.
- The part that subject co-ordinators play in monitoring and developing their subjects.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1997. Several areas identified as weaknesses in that inspection have not been successfully addressed. For example, assessment of pupils' work is still not carried out thoroughly enough. Subject co-ordinators have not had enough opportunities to monitor teaching and pupils' work. It is only recently that initiatives have been started to deal with these issues. The school is in the process of introducing new assessment systems and co-ordinators have begun to monitor planning and, in some cases, the quality of teaching. Standards in information and communication technology are much higher now than they were in 1997. In this inspection standards for eleven-year-olds in English and mathematics are higher than they were, and the way in which the school helps to develop pupils' spiritual, moral, social and cultural awareness has improved. The school is well placed to move forward.

STANDARDS

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

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

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

There has been a marked improvement this year in the results of national tests for eleven-year-olds. This was a result of identifying pupils who needed to be taught in small groups, as well as in their classes, to improve their work. In tests for seven-year-olds, results were average in reading, writing and mathematics compared with those in all schools. Most children are expected to achieve the Early Learning Goals by the time they leave the reception classes, except in the development of their vocabulary. The school's targets for pupils' attainment at seven and eleven are sufficiently challenging for most pupils, although they are not high enough for more able pupils. During the inspection standards for infant pupils met national expectations in reading, writing and mathematics. Standards for pupils in Year 6 were above expectations in English and mathematics and were in line with expectations in science. Standards were the same as in most schools for seven and eleven-year-olds in information and communication technology, design and technology, history, music, physical education and religious education. They were lower than expected in geography for pupils in Year 2 and Year 6. They were higher than expected in art and design in the infants and juniors.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils like school and are proud of it. They say that ' <i>We like seeing our work on the walls and that cheers us up</i> '. In lessons, pupils settle quickly and work well together. Most parents say that their children like coming to school.
Behaviour, in and out of classrooms	Pupils behave well in lessons and around the school. They say that behaviour in school has improved considerably in the last few months and that the headteacher will not tolerate bullying. Parents agree that behaviour in school is better now that it used to be.
Personal development and relationships	Pupils get on well with each other. Older pupils say that they enjoy the newly introduced opportunities to take responsibility around school, for example as members of the school council or the 'buddy system'.
Attendance	Attendance is similar to that in most other primary schools.

TEACHING AND LEARNING

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

During the inspection 75 lessons were inspected. Teaching was satisfactory or better in 93 per cent of lessons. Five lessons were unsatisfactory. In those lessons work was not suitably planned to keep pupils interested and, as a result, they did not learn or behave well. In 52 per cent of lessons teaching was good and in 13 per cent it was very good. The teaching of literacy and numeracy is good and has a positive impact on pupils' learning. Teachers have good relationships with their pupils. Pupils say *'We can talk to teachers about anything and they will help us'*. There is a good team spirit and teachers have worked hard to take on new responsibilities. In the best lessons teachers plan work at just the right level to make it interesting and challenging. In lessons where teaching is sound, but not quite as effective, teachers' expectations of what some pupils can do, especially more able pupils, are not high enough. The teaching of pupils with special educational needs is good and helps them to make progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory for infants and juniors. There are good links between subjects, for example English and history. Good displays on walls around the school show a range of different subjects. There are not enough opportunities for children in the nursery and reception classes to play imaginatively outside.
Provision for pupils with special educational needs	Good. Their work is well planned and they have good support in small groups and when they work individually with adults.
Provision for pupils with English as an additional language	Unsatisfactory. The school does not plan enough work at the right level for pupils who are at an early stage of learning English.
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	Good. Pupils are well aware of what is right and what is wrong. The school has done a great deal recently to recognise and reward pupils' achievements and to give them lots of good opportunities to take responsibility. Pupils feel that this helps to <i>'believe in yourself'</i> .
How well the school cares for its pupils	Pupils say that the school is a safe place and that adults look after them well. They say <i>'We can just talk to teachers if we've got a problem and they will try to do something about it'</i> . Older pupils say that the headteacher is very good at listening to them and that <i>'She treats everyone the same'</i> . The school's systems for assessing pupils' work are not good enough.

There are good links with parents. Pupils' annual reports are much better than before and provide good advice about how pupils can improve. In response to parents' wishes the school has started to provide information at the beginning of each term about the work that classes will do.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The recently appointed headteacher provides good leadership and management. Pupils agree that since she arrived, behaviour in school has improved and they now have much more responsibility. The headteacher has made changes that have given the school a clear sense of purpose. Teachers with responsibility for managing subjects have been given more support and opportunity to improve the way that they monitor work.
How well the governors fulfil their responsibilities	The governors are aware that there is a lot more that they could do to monitor the work of the school effectively. In the past they have not had enough opportunities to develop their role and responsibilities.
The school's evaluation of its performance	The school has a good understanding of its strengths and weaknesses but makes only limited use of assessment data to improve pupils' performance.
The strategic use of resources	The school uses its budget appropriately. However, the way that the school plans to spend its money and use its resources is not well established.

There is no immediate access to outdoor play for children in the Foundation Stage. There are enough teachers and resources for learning. Constant vandalism has been costly.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Twelve parents attended a meeting with the registered inspector before the inspection and 80 parents returned questionnaires. This is a small sample of parents' views.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Most parents feel that teaching is good and that their children make good progress. • They feel that the school has high expectations and that it helps children to become mature and responsible. • Most parents think that their children like school. • Most parents are comfortable approaching the school with a problem or concern. 	<ul style="list-style-type: none"> • A number of parents believe that behaviour is not good. • Some parents do not agree that their children receive the right amount of homework. • Some parents feel that they are not well informed about how their children are getting on and that the school does not work closely with them. • Some parents feel that there is not an interesting range of activities outside lessons.

Inspectors agree overall with parents' positive comments. Inspectors and pupils feel that behaviour is good. The quality of pupils' annual reports is good and they meet requirements. Parents at the meeting felt that the school has become more 'open' and said that they can usually see the headteacher and staff at short notice. Although there are few clubs for pupils, they enjoy a range of visits to places of interest.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

Children in the Foundation Stage

1. Children normally enter nursery in the September after their third birthday on a part time basis only. At the end of their nursery year they transfer full time into one of the two reception classes. Early assessments of children's attainments show them to be below the level expected at this age. They make at least sound progress in most areas and, by the end of their reception year, they are expected to attain the Early Learning Goals¹ in most areas, although the range of language they use will be limited.
2. The nursery and foundation classes are housed together within the main school. Until the beginning of this year the nursery was situated in a separate purpose built unit, removed from the main school. None of the classes in the Foundation Stage currently has immediate access to outdoor areas where children can carry out imaginative play as part of their everyday activities. For pupils in the nursery this is not as good as the provision they enjoyed in previous years in their own building.

The infant classes (Years 1 and 2)

3. The results of the 2002 tests and assessments for seven-year-olds show that the percentage of pupils attaining Level 2² was average in reading, writing and mathematics compared with all schools, and above average in science. In comparison with those in similar schools results at Fairfield Road were well above average in reading and above average in writing and mathematics. The percentage attaining Level 3 was average in reading and mathematics, below average in writing and well below average in science. The available data show that there has been a steady trend of improvement in reading and writing since 2000, but a downward trend in mathematics in the same period.
4. During the inspection there was no apparent reason why this should be the case. The National Numeracy Strategy is firmly established and the quality of mathematics lessons in the infants was good. The slight weakness is that there are too few opportunities for pupils to use and apply mathematics in practical situations. From a scrutiny of work, results for the pupils currently in Year 2 were judged to be average in reading, writing, mathematics and science. In the foundation subjects, standards were as expected in history, information and communication technology, music, physical education and religious education. They were higher than expected in art and design, but lower than expected in geography, where pupils cover very little work and their understanding of geography is not well developed.

The junior classes (Years 3 to 6)

5. The results of the 2002 tests for eleven-year-olds in English, mathematics and science were average compared with those in all schools. This is a significant improvement on pupils' results in 2001 and are the best results in English since 1999. The improved results in all subjects were due to several factors:
 - better targeting of pupils for support in small groups to improve their basic skills;

¹ Early Learning Goals – these are targets for children by the end of the reception year. They refer to personal, social and emotional development, language and literacy skills, mathematical development, knowledge and understanding of the world, and physical and creative development.

² Levels – by the end of Year 2 pupils are expected to attain Level 2 in reading, writing, mathematics and science. Those who attain Level 3 are, therefore, attaining above nationally expected levels. By the end of Year 6, pupils are expected to attain Level 4 in English, mathematics and science. Those who attain Level 5 are, therefore, attaining above nationally expected levels.

- using adults for the first time to 'read' test papers in science so that pupils were not restricted by an inability to read and understand the questions.
6. Compared with those in similar schools, results at Fairfield Road were above average in mathematics and science, and well above average in English. The percentage of pupils attaining Level 5 was average in English and science, but below average in mathematics. There has been a gradual trend of improvement in the school's results over the last four years that has been broadly in line with the national trend.
 7. During the inspection, standards for pupils currently in Year 6 were judged to be above average in English and mathematics, and average in science. The difference between these judgements and last year's results is because they apply to different groups of pupils. In the foundation subjects, standards were as expected in history, information and communication technology, music, physical education and religious education. They were lower than expected in geography and higher than expected in art and design.

Across the school

8. Despite attainment on entry that is lower than in many other schools in Tameside, seven-year-old pupils have done well in national tests and assessments for a number of years. Results for the last three years have never been lower than 'average' compared with all schools and, in some cases, have been above average or well above average. This suggests that many pupils make at least satisfactory progress, and in some cases, good progress. For example, the following table shows how results at Fairfield Road compare with those in other schools in the local authority.

2002 test results for seven-year-olds	% of pupils attaining Level 2 or higher at Fairfield	% of pupils attaining Level 2 or higher in all Tameside schools
Reading	89%	85%
Writing	93%	87%
Mathematics	94%	91%

9. Results for eleven-year-olds have not shown the same degree of progress as those for younger pupils. The school has been aware of this apparent discrepancy, but has explained that it is because of the significant number of pupils who move into or leave the school each year. There is no doubt that pupil mobility has been a factor in results for eleven-year-olds in the past. Some pupils leave Fairfield Road during Key Stage 2 to join schools which transfer pupils to popular secondary schools. For example, in the school year 2000 – 2001, 32 pupils joined the school during the year and 31 left, a 'mobility factor' of 16 per cent. The school feels that many of the pupils who leave are from families that have high academic aspirations, and who were predicted to do well in national tests at the end of Key Stage 2. This seems to be supported by the table below showing that eleven-year-old pupils' progress, compared with that in other schools in Tameside, is not as consistent as for younger pupils.

% of eleven-year-old pupils at Level 4 or higher

	School results		Tameside results	
	2001	2002	2001	2002
English	67%	82%	73%	73%
Mathematics	61%	82%	69%	73%
Science	84%	92%	86%	87%

10. The number of pupils from different minority ethnic groups who join the school has also increased, and particularly pupils who have refugee status and whose families are

seeking asylum, many of whom have a limited knowledge of English and who might stay only a short time.

11. However, although pupil mobility can be a factor in a school's results, Fairfield Road is not in a strong position to draw the conclusion that it adversely affected them. For example, although the local authority produces detailed test data each year, the school does not monitor its own results by mobility or by ethnicity. It does not track pupils' progress thoroughly through school from the time they start, and the year in which they join the school. Therefore it is not able to say whether those pupils who have been at the school for the longest time do better than others who join later. That is, it does not work out the 'added value' that it makes. Similarly it does not monitor whether pupils from different ethnic groups, including those with English as an additional language, do better or worse than other pupils of the same age. Occasionally, there was a lack of challenge in work for more able pupils. This did not occur in all lessons or subjects, but when it did, pupils' prior progress had not been sufficiently well assessed to plan new and challenging work.
12. Many pupils with special educational needs make good progress overall as a direct result of the good support and carefully planned work they receive individually and in small groups. Much of this is due to the good organisation of the co-ordinator for special educational needs. Pupils' individual education plans are well thought out. They contain a manageable number of targets for literacy, numeracy and behaviour and are easily measurable so that pupils, parents and teachers can see how much progress has been made. The school has done well to take on the revised code of practice for special educational needs. For example, individual education plans are flexible, sometimes containing only one target, which can be reviewed within a few weeks of setting. Older pupils are involved in the reviews of their individual plans and this is good practice. It means that pupils' work is set at an appropriate level to challenge them, but will lead to success. This also helps to raise pupils' self esteem.
13. Pupils with special educational needs also receive positive support from assistants in class. They work closely with pupils, explaining details about their work and ensuring that they stay on task. Pupils with statements of special educational need are well supported. Although assistants carry out informal assessments and have a good understanding of the pupils' needs and progress, they do not currently carry out regular written assessments, for example noting the number of times pupils respond to questions or whether they disturb other pupils. Thus, important information for all concerned is not made available in writing and pupils' reviews are not furnished with on-going written assessments.
14. There are 21 pupils with English as an additional language, and their identification by the school and the support it provides are unsatisfactory. The situation has been exacerbated recently since a significant number of pupils with refugee status joined the school at short notice. Some have left just as quickly, with little having been achieved in terms of identifying and supporting them. Despite this, it is important to acknowledge that the school is very positive in its attitudes to including and welcoming them and there is a firm desire to include them in all aspects of the school's work. However, the school has no register of pupils with English as an additional language and has no way of knowing their stage of language acquisition. For example, adults are not able to identify how well pupils are able to communicate or know what particular strategies are appropriate to help pupils develop their understanding of English.

Pupils' attitudes, values and personal development

15. Since the last inspection, pupils have maintained their good attitudes to school and their good standards of behaviour. There is a happy atmosphere in the school and this has a positive impact on pupils' attitudes to their learning. Most parents feel that the standard of pupils' behaviour is good and that the school helps their children to become mature and responsible. Parents say that pupils care for each other and are kind towards those who have individual difficulties. They say that the recognition of their children's achievements is having a good impact on their personal development. As a result of recent initiatives, such as the introduction of the 'buddy system', parents say that their children are much happier, and this was expressed by the pupils themselves during the inspection.
16. Overall, pupils' attendance at school is satisfactory. While very slightly below the national expected level of 95 per cent, rates of absence are similar to those in most other primary schools. Although most pupils arrive in time for registration and the start of school, there are a small number of pupils who are often late.
17. Pupils have good attitudes to school and most are enthusiastic about their work and activities. They concentrate well in lessons, maintain interest and listen well to their teacher. Pupils try hard and show good levels of personal motivation to improve their work. This makes a significant contribution to their success and the progress that they make. Even when they are noisy, it is often because they are enthusiastic about what they are doing. They enjoy sharing their ideas and working together, for example in a science lesson when pupils in Year 6 predicted what would happen when different solids were mixed with water. When work is not well matched to their abilities and when teachers do not manage pupils' behaviour well, they do not know what to do, lose interest and become restless, distracted or behave inappropriately, such as talking over the teacher. Examples of this are infrequent, however, and pupils usually maintain positive attitudes to their work.
18. Pupils' behaviour is good and is fostered through the school's consistent approach to behaviour and its emphasis on positive praise. In the majority of lessons, most pupils behave well all of the time, particularly when they are interested in their work. Pupils are clear about the expected standards of behaviour around school and move sensibly around the building. They are friendly and speak readily about their work and lives at school. At lunchtime, it is difficult for pupils to be sociable with one another because the acoustics in the dining hall make conversation very difficult. In the playground, their play is happy, although sometimes boisterous. Although some pupils fall out with others, no incidents of bullying or unpleasant behaviour were observed during the inspection. There have been no exclusions from the school in the past year. Pupils say that the headteacher has made a difference to behaviour and that children are much happier now because any bullying is '*sorted out*'.
19. Pupils are making good progress in their personal development and relationships. Pupils and staff all work together in a caring atmosphere and this has a positive impact on the quality of pupils' learning and the school's atmosphere. Pupils respond well to opportunities for taking responsibility, for example helping in the classroom and taking registers to the office. A focus on opportunities for responsibility has given older pupils the chance to carry out many duties around the school as 'buddies' and as members of the newly formed school council. Pupils are proud of these roles and they act responsibly and sensibly. They are proud of their school and are learning to discuss how they can make further improvements, such as the provision of more playground equipment and how the 'quiet area' can be better used. Pupils are learning to appreciate the opinions and ideas of others. In personal and social education lessons, they listen to others talking about their feelings and sensibly discuss moral issues of war and pollution.

20. There are no significant differences between the attitudes and behaviour of different groups of pupils. Pupils say that boys and girls are treated equally and fairly and that they all have the same opportunities to participate in activities. Pupils say that Fairfield Road Primary is *'a happy school where you make friends easily, where lots of people care for you and where there are lots of jobs'*.

HOW WELL ARE PUPILS TAUGHT?

21. During the inspection, 75 lessons were observed. Teaching was at least satisfactory in 93 per cent of lessons. It was at least good in 53 per cent of lessons and very good in 13 per cent. Teaching was unsatisfactory in five lessons. The quality of teaching in this inspection was slightly better than during the first inspection. In 1997 under half of all lessons were judged to be good, compared with just over a half in the current inspection. Many of the strengths identified by that inspection are still apparent, for example teachers' subject knowledge, lesson planning and use of questioning.
22. Many changes have taken place in a relatively short time and teachers have adapted to new expectations. For example, a significant number of teachers have changed year group responsibility this year, and with it their expectations of what pupils can do. Teachers have risen to the challenge of change and a good team spirit exists in school.
23. Satisfactory and good teaching in the Foundation Stage and in the infants and juniors both contain strengths and areas for development. Good teaching, in comparison with satisfactory teaching, is usually 'sharper' and involves pupils more. Satisfactory lessons can often mean that pupils sit and listen for too long, rather than doing. Lesson planning was usually good in both types of lessons, but clearer opportunities to assess how pupils are learning often differentiate good from satisfactory teaching. Resources were often very well used in lessons and enabled pupils to learn more easily once information was displayed in different ways. For example, teachers' use of overhead projectors and the interactive whiteboard had a definite impact on the way that they were able to get knowledge across to pupils.
24. Teachers have good relationships with their pupils. They like them and care about how well they do. They want them to experience success and plan work that is usually well matched to their abilities. In lessons with pupils whose first language is not English, teachers try hard to involve them at all times, despite the fact that they are not fully aware how they can effectively help pupils make progress in their learning. Work is not consistently planned to challenge more able pupils. A scrutiny of pupils' books shows that there are regular occasions when pupils of all abilities do the same work and that there are too few activities which involve more able pupils in exercising independence or making decisions for themselves.
25. There is a genuine willingness on the part of all teachers to encourage pupils to join in and to try to answer questions or to offer ideas. Teachers are very positive about wanting pupils to answer and they use praise constantly to reward and motivate pupils. Comments such as *'Ooh! I like your number! Excellent!'* and *'Lovely reading! Was there something in there that made you read the dialogue like that?'* do a great deal to build up pupils' confidence and self-esteem.
26. Good examples of teachers' questioning show how well all pupils can be involved in lessons. Questions to the whole class and to individual pupils such as *'What do you think?'* and *'Why do you think that?'* encourage them to *'have a go'*. Even when they give a *'wrong'* answer the teacher will ask *'Are you sure?'* to give them time to answer again or, if the pupil is *'stuck'*, will say *'Can anyone help him?'*

27. The common theme that runs through good and very good lessons is that of high expectations on the part of the teacher. To achieve that teachers plan their work carefully, pose searching questions to find out how much pupils know, manage their behaviour well and keep up a fast pace with interesting, exciting information.
28. In the best lessons the learning intention is made clear to pupils. Teachers explain at the start of the lesson what they want pupils to learn. The learning objective is written on the board and occasionally referred to as the lesson progresses. It helps to focus the main points of the lesson in order to help pupils understand; and it helps the teacher to find out whether pupils have learned what was planned at the beginning of the lesson. In good and very good lessons teachers use correct and precise subject vocabulary, for example the use of '*magnetic force*' and '*poles*' in a science lesson, and the teacher asking infant pupils '*Who can show me a phoneme?*' In these lessons teachers have carefully assessed how much pupils know from previous lessons and completed work. They then use that information accurately to plan work at a suitably challenging level for all abilities.
29. In the few unsatisfactory lessons weaknesses outweighed strengths and a number of different factors affected the impact of the lesson. For example, in two lessons teachers' assessments of what pupils could do were not accurate. This results in occasions when work is not challenging enough for all abilities. This slows the lesson if work is too difficult and causes frustration if it is too easy. Pupils became bored, resulting in a lot of noise and disturbing others. In another lesson, resources were not used well enough to make a positive impact on the lesson.
30. The quality of marking varies between staff. In the best examples teachers are positive and perceptive and offer good advice. The least effective examples of marking are usually restricted to a single word or short phrase, offering pupils no real idea of how they can improve and not reflecting the warmth and encouragement of teachers' oral praise. In their pre-inspection questionnaires, just over 30 per cent of a small sample of parents expressed concern about the school's homework setting arrangements. The main worries were that it was not consistent across the school and that the school's expectations about homework and when it was to be set and returned were not clear. The school accepts the parents' concerns and plans to reiterate its homework policy. However, during the inspection, older pupils had completed homework that made a positive contribution to their work in school and had enjoyed doing it. Many pupils' reading diaries were regularly completed by teachers and parents, and formed a useful dialogue about pupils' progress.
31. Pupils with special educational needs benefit from well planned and well organised support in small groups or individually. In these sessions work is well targeted to their needs and appropriate books and worksheets are used. In infant classes pupils are well supported during lesson introductions and in group work to make sure they understand. Because there are very few support assistants in junior classes few pupils receive the level of help that would benefit their progress. Teaching for pupils with English as an additional language is unsatisfactory. Despite teachers being genuinely interested in helping pupils to make progress, their limited expertise makes this very difficult, and they are often stuck for ideas about how to help pupils.

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

32. The quality and range of learning opportunities for infant and junior pupils are satisfactory. The curriculum for pupils in the infants and juniors meets the requirements of the National Curriculum. The curriculum for children in the Foundation Stage is not fully in place, because of the lack of a suitable outside area for imaginative and challenging play. The school has deliberately targeted pupils' behaviour, alongside improvements in English, mathematics and information and communication technology to good effect. The curriculum for English, mathematics, science, information and communication technology and religious education meets statutory requirements. Discussions with pupils and a scrutiny of work show that there is only superficial coverage in history and geography. As a result, geography standards are lower than expected and the coverage of both subjects is too sketchy. Overall, the school has made satisfactory progress in improving its curriculum provision since the last inspection.
33. The school has adopted national subject schemes of work. These provide a good framework for systematic progress in the acquisition of skills and knowledge. The teachers' plans for a term's work, identifying the subject to be covered in a unit of work, are sometimes too brief, giving little indication of the depth and breadth of the material to be covered. This is an area that the school has been trying to improve. Planning for design and technology, art and design and the use of computers by some year teams indicate success, resulting in good work and effective learning. The best units of work are planned so that many subjects come together to create a rich fabric of experience, which is a relevant and exciting way of studying a subject. This is particularly true for the history project in Year 6, in which aspects of life in Britain during World War 2 are explored through English, science and information and communication technology. As a result, pupils are eager and keen to do more and more work on the subject with the higher achievers well challenged.
34. The computer suite has had a very positive impact on pupils' skills, which are put to increasingly effective use across a wide range of subjects. Where pupils are actively engaged in practical experiences and investigations, as in art and design, design and technology and some science lessons, they recall and retain information better. This focus on practical activity is not as evident in some other subjects and pupils' recollection of information is inconsistent.
35. The time allocated to the various subjects differs in some respects to common practice. That allocated to science in Years 5 and 6 is less than normal and at a stage when appropriate investigations at this age are more complex and time consuming. History and geography in particular are briefly covered. The timetable provides a very reasonable amount of time for other than the 'traditional' curriculum subjects. The school uses part of this to good purpose for personal and social development, known as 'circle time'. Some subjects are paired and taught in alternate terms, which is sensible, but the limited amount of time given to foundation subjects often means that subject knowledge and skills are explored too superficially to make an impact and are quickly forgotten. Lengthy guided reading sessions often follow or precede an hour of literacy, which in some cases may limit the effective impact of both.
36. Literacy and numeracy lessons follow the guidelines of the National Literacy and Numeracy Strategies. The school is pleased with the progress made in mathematics, manifested in the improved test results in the juniors in 2002, but pupils do not always apply their understanding of mathematics effectively. Some have difficulty in handling and interpreting data in science. English too has improved, although the school still identifies this as an area for further development. In some subjects and in particular year

groups opportunities are seized very effectively to create situations for independent writing in a variety of styles.

37. The provision for pupils with special educational needs is consistently good across the school. In the nursery, reception and infant classes there is often additional adult support, which is effectively planned for by the class teachers. There is not as much in-class help in the junior classes. At times pupils are withdrawn, sometimes for individual sessions with an adult. These are well focused and matched to a pupil's specific needs as identified in their individual educational programme. When the context of the lesson is practical, as in science or design and technology, pupils may work in pairs or small groups and are often supported by talking about the task with friends. The degree to which written tasks are designed and shaped to these pupils' particular needs varies from class to class. Last year the school made good use of national programmes to boost pupils' reading, writing and mathematical skills and provided adult readers to help pupils with the science tests. This enabled pupils to demonstrate their scientific understanding, no longer handicapped by difficulties with reading. In all three curriculum areas in the juniors standards improved markedly. As a result, pupils with special educational needs have access to all areas of the curriculum and are fully integrated.
38. The school sets considerable store by the way it provides equality of access and opportunity for all. The headteacher '*sees cultural diversity as a way to enhance rather than impede learning*'. The school provides a warm and caring environment for all pupils including an increasing number of refugees. These pupils do not have English as their first language and for some the start of school is their first contact with the English language. The school does not have systems in place to assess their language needs and monitor their progress. Boys and girls work well together and for the most part show an equal interest in and aptitude for all aspects of the curriculum. Their relative progress is carefully monitored.
39. The personal, social and health education programme is well planned, but relatively new. It covers social, moral and personal issues. Now there are regular, weekly sessions timetabled for all classes. Issues such as drug awareness which bring together health, moral and personal perspectives, are addressed. In Year 6, the school nurse joins staff to assist with the sensitive area of physical development and sex education. The school seeks to involve parents as much as possible. The concept of the school as a centre of healthy living, where the members have a regard for environmental issues is fostered by the school's recent decision to join the Eco-School scheme. The School Council is a relatively new development. Council members report back to all classes including the infants. They listen and respond to their views. The various elements relating to health and personal and social development are an integral part of the ethos of the school. It is a friendly place to which pupils respond enthusiastically.
40. Until this term the school offered a good range of clubs and after school experiences. These, for the most part, have been put on hold for this term as the school is undergoing some quite significant changes. Last year the science and computer clubs were particularly popular and provided considerable enrichment and challenge. The school rightly prides itself on the use of the immediate area, the range of field trips and the visits made to museums and places of local interest that bring many subjects to life. The school welcomes members of the community who help in school and talk with children about previous experiences. Pupils in Year 6 have the opportunity to visit secondary schools on an open day and last summer some benefited from a summer school. There is not a tradition in the area of staff from the two schools collaborating in joint ventures at the transition stage between primary and secondary school.
41. The provision for pupils' spiritual, moral, social and cultural education is good overall and has improved since the last inspection when it was judged to be sound. All pupils benefit

equally from this provision and, as a result, their attitudes, values and personal development are good.

42. The provision for spiritual development is good. Assemblies provide good opportunities to develop pupils' spiritual awareness, recognise their achievements and raise their self-esteem. Pupils are able to reflect on what they have heard and they enjoy singing together. In religious education, pupils respect different peoples' values and beliefs. They explore the emotions of loss and sadness when discussing Remembrance Sunday. Pupils are thoughtful when writing about peace and showed this in phrases and sentences such as *'No more war and no more arguing'* and *'We want a nice happy world'*. In a history lesson in Year 2 pupils watched a video recounting a soldier's memories of being in the trenches. They were quiet and subdued and understood the implications of what they had seen and heard. There are good displays of pupils' work throughout the school. Pupils are proud that their work is valued and well presented for all to see.
43. The provision for pupils' moral development is good and is strengthened by the good relationships that adults have with pupils and the positive role models that they provide. Clear and consistent displays throughout the school remind pupils of the *'golden rules'*; reward their efforts and achievements with stars and points and set targets for them. The weekly *'Blitzing Challenge'* encourages pupils to think about their actions; for example, during the inspection, pupils were reminded of 'politeness and helpfulness to others' and tried hard to follow this. In personal and social education lessons, pupils discuss class rules, safety and environmental issues, such as pollution and recycling. They understand that they need to look after the world in which they live, and to care for themselves and for others.
44. Pupils are provided with good opportunities to further their social development. Older pupils appreciate the opportunity to care for others in the playground when they act as 'buddies'. Through the newly developed school council, junior pupils are learning about aspects of citizenship such as voting, listening to others' views and making purchases which will benefit every pupil, for example playground equipment. Pupils are encouraged to help themselves by bringing in 1p a week to raise funds for the school council budget. Pupils say that because bullying is dealt with very well and that school and class rules are clear, they all get on much better with each other and that the school is *'friendly and a much happier place'*.
45. Pupils' cultural development is promoted satisfactorily, for example through studies in history, art and religious education. There are more positive images of ethnic diversity around the school than was reported previously and some use is made of pupils' own experiences, for example celebrating Diwali in the Gulf, to extend their awareness of other cultures. This is a feature, however, which is under-developed. Some visits outside school are now made to extend pupils' awareness of their local culture, for example to the Stockport Shelters, Chester Zoo and the Manchester Museum, although pupils' experiences and knowledge of the wider world and its cultures, through studies in geography for example, are very limited.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

46. The school provides pupils with a caring environment, whatever their gender, background or needs. The confidence that this gives them has a positive impact on their learning and their personal development. Pupils say that *'Lots of people care for you'* and they are confident that adults will look after them.
47. Parents say that the school is *'a caring place'* where the teachers are approachable and where the headteacher deals with any concerns straight away. They are pleased that the school has improved its procedures for promoting pupils' behaviour and that it now deals

well with any bullying. They appreciate the way in which their children's personal development is supported when they are given responsibilities and are more involved in school life.

48. The school has maintained its overall sound provision for the care and welfare of pupils since the last inspection. Although the health and safety policy is now due for review, there are satisfactory procedures in place to ensure that any possible hazards are reported and dealt with quickly, that fire drills take place and that accidents are reported. A satisfactory number of staff are trained in first aid and give caring and sympathetic support to pupils. The school follows child protection procedures correctly, although the policy is now due for review. The headteacher, as designated child protection co-ordinator, ensures that pupils' welfare is discussed at regular staff meetings and that concerns are correctly recorded. While staff understand the correct procedures, training has not been undertaken for some time. The school has a satisfactory understanding of its responsibilities for those children who are 'looked after' and maintains appropriate links with carers and support agencies. It has a very good Internet safety policy, which parents are aware of and have signed and returned to school.
49. The school has satisfactory systems for monitoring pupils' attendance and for following up any absences. Weekly class rewards for the highest levels of attendance encourage pupils to attend whenever possible and these have had a positive impact on attendance.
50. The school has good procedures for the promotion of pupils' behaviour and for dealing with bullying. The newly introduced behaviour and anti-bullying policies have been successfully and consistently introduced and have had a significant impact on standards of behaviour. Pupils themselves say that the policies work. Displays around the school of rules negotiated with pupils, the '*blitzing challenge*' and class behaviour objectives such as '*table co-operation*' help pupils to understand what is expected of them. Pupils know that the headteacher will deal very quickly with any worries that they may have about bullying. Individual pupils with significant behaviour difficulties are supported well and this helps them to make progress.
51. The school has good procedures for monitoring and supporting pupils' personal development. Staff know pupils well and support their personal development through the programme for personal and social education. Pupils know that they are doing well and maturing because good use is made of systems such as the roll of honour, star of the week and achievement certificates to reward their behaviour, attitudes to work and improvement in learning. There are regular opportunities to share in pupils' achievements and successes in school assemblies and these raise pupils' self-esteem and encourage them to do better.
52. The school's procedures for assessing pupils' attainment are unsatisfactory. An outdated policy means that there is no clear structure for teachers to understand what they need to do. The school is aware of the weaknesses in this area and a detailed improvement plan has been written recently to address the issues identified in the previous inspection. Subject co-ordinators are in the process of trying out various systems of recording pupils' skills, which are designed to help track and monitor pupils' progress over time.
53. Teachers use the beginnings and ends of lessons sufficiently well to question pupils about how much they have learned, although opportunities for assessment are not always identified clearly enough on planning documents. In many classes useful evaluations of daily plans are carried out so that teachers can adapt their lessons according to the needs of their pupils. At present, there is too little information kept about pupils' progress on a longer-term basis to inform the next teacher of what pupils can do in different subjects. There are currently insufficient opportunities for teachers to assess pupils' work in terms of National Curriculum levels. Planning documents do not identify

National Curriculum levels for different groups of pupils. Therefore, teachers do not have a sharp enough focus on what levels their pupils are attaining and what they are capable of achieving. This especially impacts on the progress of more able pupils, although 'sharper' assessments are needed for the work of pupils of all abilities. Some subject co-ordinators are beginning to collate portfolios of pupils' work to provide better guidance for teachers on assessing different levels of attainment.

54. The school uses voluntary and compulsory National Curriculum tests to obtain information about pupils' academic achievements. A useful analysis of these tests has been carried out by subject co-ordinators to identify weaknesses, although this information has not yet been shared with the whole staff, thus reducing its effectiveness. The school has recently begun to trial a system of individual target setting for pupils in Years 2 and 6. It is intended that an evaluation of this process will inform teachers of how they can set targets with individual pupils to give them a better indication of what they can do to improve. A computer software programme has recently been introduced to track the progress of individual pupils, although it is too early to gauge its impact on raising standards.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

55. As reported at the last inspection, the quality of the partnership that the school has with parents is satisfactory. Parents are particularly pleased that their children make good progress because of good teaching and that the school helps their children learn to behave well and to grow up. Nearly all parents say that their children like school.
56. While nearly all parents say that they are comfortable about approaching the school with a problem or a concern, some feel that it does not work as closely with them as it might and that they would like more information about how their children are getting on. However, at the meeting with parents before the inspection, they said that the school has become more 'open' and that they can usually see the headteacher and staff at short notice. Overall, parents say that these aspects of the school are much improved.
57. The quality of information provided for parents is satisfactory. They appreciate the monthly newsletters and information on noticeboards about events and activities taking place in school. In response to parents' long-standing request for more curriculum information, the school has just introduced year group letters to tell them what their children will be learning and to encourage them to be involved with their children's learning at home. In their questionnaires, a significant minority of parents criticised the information that they receive about their children's progress. The inspection team's view is that parents receive good information about their children's progress through improved end of year reports and that termly consultation meetings allow parents to discuss their concerns. The school encourages parents to speak to teachers if they have any worries about their children's progress, although not all take this opportunity.
58. The school makes a good commitment to a positive relationship with parents through its home-school agreement, which most parents have signed to indicate their support. It encourages parents to keep in regular contact with teachers at parents' evenings, at meetings and when they meet staff informally at the beginning and end of the school day. Some parents are critical of the school's provision for homework. The inspection team's view is that this is satisfactory and supports pupils' learning, but that some parents may not be as clear as they might be about the school's homework policy and the expectations for pupils to complete their homework regularly.
59. Parents give satisfactory support to the work of the school and to their children's learning. Some parents regularly hear their children read, help with homework activities such as spellings and provide children with resources to bring into school to support work in the

classroom. Suggestions made to parents about how they might help their children at home are a good feature of the end of year reports. Some parents also support the school by helping in the classroom with activities such as reading and design technology and accompany pupils on visits outside school. Some parents are involved with the organisation of a range of fundraising and social activities held by the parents' association, which are usually well attended. The association raises good sums of money to improve the resources of the school, such as the recent purchase of an interactive white board for the computer suite. All these things have a positive impact on pupils' attainment and progress.

HOW WELL IS THE SCHOOL LED AND MANAGED?

60. The headteacher was appointed to the school in March 2002. The deputy headteacher had been appointed a term earlier. The new chair of the governing body has been appointed this term and so the school is in a period of change. Although for the 2000/2001 period there was a detailed development plan, many of its targets and projects had not been completed. Indeed the significant and rising budget underspend from last year was due to major development projects not being completed or undertaken as planned.
61. The current headteacher has quickly and accurately judged the school's priorities and gives good and effective leadership in managing change and achieving goals. The hastily produced school development plan provides only a brief outline of projects and few of the outcomes are stated in terms of clear pupil attainment targets. However, there is a strong sense of whole school commitment and purpose to achieving them, they are well led and are positively influencing attitudes, teaching and learning. The biggest impact so far has been on pupils' behaviour and personal development, higher expectations and in literacy planning and teaching. Parents have noted improvements in standards of behaviour. Pupils talk enthusiastically about the success of the changes to behaviour management and their own increased levels of involvement and responsibility. They see the headteacher as approachable, interested and effective.
62. As part of the process of giving the school clearer direction and purpose, the headteacher has successfully reviewed the school's mission statement and aims. The new statements are more direct and focused and give clearer expectations and outcomes. The staff and pupils share them and the school's developmental work has been geared to achieving them and this is helping to raise attainment.
63. The role of the governing body is unsatisfactory and governors who spoke to the inspection team are aware that they are not taking a full or appropriate role in the school's development. The new headteacher and chair share a desire to improve their involvement and to develop their leadership role. Governors have not previously had sufficient opportunities to develop their responsibilities. With a few exceptions, such as the allocation of the school achievement award, they felt they did not have the knowledge, perspective or confidence to challenge proposals or suggest changes. They do have a committee structure to manage much of their work. For example, the curriculum committee receives and accepts copies of policies rather than participates in their development. Consequently, opportunities to develop their understanding are not taken. The full governing body's meeting agendas are so full (32 items at the last meeting) that opportunities for discussion are very limited.
64. The governors' annual report to parents does not fulfil statutory requirements in a number of ways. It does not inform parents about the implementation of the school's special educational needs policy. With regard to teachers' professional development, there is no mention of how it has affected teaching and learning. The targets for junior pupils in national tests are not published.

65. The impact on standards of subject co-ordinators is good in some subjects but not in others. Some have a good knowledge of their subjects and how effectively they are developed in the school. They monitor teachers' planning on a regular basis to ensure coverage and effectively manage the development of resources. They currently undertake little monitoring of teaching. Co-ordinators in subjects such as English, information and communication technology and history recognise the central role that they have in the school's development plan and are working hard to implement change and to raise standards. In other subjects such as physical education and art and design, co-ordinators are keen to see developments in their areas, even though they are not a high school priority. The pace of change since the appointment of the new headteacher has increased.
66. The provision for pupils with special educational needs is good and is well managed by the co-ordinator. The requirements of the Revised Code for Special Educational Needs has been fully implemented and pupils' individual education plans are concise and appropriate. This means that their work is well planned and at the right level.
67. The school's budget planning has been based on how money is usually allocated, rather than reviewing its effectiveness and relevance. The school has used its funds to support its development aims, but there is no clear prioritisation of the many competing demands on its resources. While competitive quotations are obtained for major expenditure, the school has not yet begun to operate along the principles of best value. That is, it does not yet compare its own performance sufficiently well with other schools to be able to judge its own effectiveness securely.
68. Overall, the level of staffing in the school is satisfactory. Teachers' experience and qualifications match the demands of the National Curriculum and the primary age range. This term many of the teachers are gaining additional experience by teaching a year group different from that taught in the past. Most teachers are managing this change well. There is a developing team spirit amongst the teachers and they offer each other mutual support.
69. There are satisfactory procedures to help teachers who are newly qualified or new to Fairfield Road to help them settle into new routines and get to know the pupils quickly. The school's arrangements for managing the performance of its teaching staff are established and are satisfactory. The school offers sound opportunities to trainee teachers and student classroom assistants to gain confidence and expertise.
70. All support staff provide valuable assistance. Classroom assistants in the Foundation Stage are well deployed and work closely with the teacher. They provide good quality assistance, particularly when supporting children who have special educational needs. An appropriate number of classroom assistants in the infants support pupils' learning well in class and in small withdrawal groups. The number of learning support assistants in the juniors is insufficient to ensure that all pupils with special educational needs and English as an additional language make sufficient progress.
71. The accommodation is unsatisfactory overall. This is because there is no immediate access to the outside environment for children in the Foundation Stage. They have no regular daily programme to develop their gross motor development and their learning about the outside world. The school has identified the Foundation Stage outdoor provision as a priority but it does not appear in this year's school improvement plan. The surface of both playgrounds is in poor condition and the edges of the infant playground, where part of a wall was removed, needs immediate attention to ensure pupils' safety.

72. Nevertheless, the school has had much needed improvements carried out in the past few months, for example new double glazed windows and parts of the school have been redecorated and refurbished. These have helped to improve staff and pupil morale and the internal appearance of the school and make it more conducive to learning.
73. Vandalism is a constant concern and is the cause of many costly repairs. The damage they cause to the roof causes damp penetration in classes and affects the appearance of class display. There is little for the children and pupils to do in the playground and few markings that enable them to play structured games. There are good wall displays throughout the school and in particular in the school hall. These demonstrate the value the school places on pupils' work. It helps to enrich the environment. The building is clean and constantly maintained by the caretaker and his staff.
73. The range and quality of learning resources are satisfactory overall. The last report stated that resources in information and communication technology and music needed extending and this has been done. Resources for English, information and communication technology, physical education and mathematics are good. The resources for geography and history however are unsatisfactory in quality and quantity to deliver the curriculum.
74. Taking into consideration:
- the good leadership of the headteacher in introducing change;
 - the sound standards in national tests for seven and eleven-year-old pupils and the improvement in results for juniors this year;
 - the pupils' good attitudes and behaviour;
- the school provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

74. In order to build on the positive developments that have already been introduced, and to raise standards still further the governors, headteacher and staff should:

make effective use of assessment data to raise standards by:

- using a common form of assessment that takes account of National Curriculum levels;
- analysing information provided in statutory and non-statutory tests and assessments to identify weaknesses in pupils' skills and knowledge;
- using information from tests and assessments to judge how successful the school is in helping pupils to make progress;
- ensuring that the best quality marking of some teachers is adopted by all teachers;
- ensuring that teachers use information from all assessments to plan their lessons so that work is well matched to pupils' abilities and provides challenge;

(see paragraphs 9, 11, 13, 17, 20, 29, 52-54, 103, 115 of the main report)

ensure that pupils with English as an additional language make progress by:

- introducing a register of pupils with English as an additional language and identifying their stage of English acquisition;
- monitoring their progress and planning activities that can support their language development in class;
- using the services of appropriate agencies whenever necessary and reviewing the level of adult support that the school provides in class;

(see paragraphs 11, 12, 14, 30, 37 of the main report)

review the arrangements for outdoor play for children in the Foundation Stage to:

- ensure that the arrangements comply with the requirements of the Early Learning Goals;

(see paragraphs 31, 71, 79 of the main report)

improve monitoring and management responsibilities by:

- ensuring that the governing body is fully informed about, and involved in, the work of the school including the school improvement plan, and monitoring of standards and finances in order that they are fully aware of 'best value' principles and able to develop their role of 'critical friend' to the school;
- ensuring that the governors meet statutory requirements regarding the publication of required information in their annual report to parents and the school prospectus;
- ensuring that existing accommodation issues relating to outdoor play issues are included in the school improvement plan;
- developing the role of subject co-ordinators to ensure that they have regular opportunities to monitor teachers' planning, lessons and pupils' work to help raise standards;

(see paragraphs 63-65, 68, 71, 73, 115, 123, 130, 135, 143, 156, 159 of the main report)

The following minor points for improvement should be considered as the basis for an action plan:

to review curriculum time allocations to ensure even coverage of subjects;

(see paragraphs 33 & 35 of the main report)

to ensure that staff training and policies in health and safety procedures are up to date;

(see paragraph 48 of the main report)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	75
Number of discussions with staff, governors, other adults and pupils	35

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	10	30	30	5	0	0
Percentage	0	13	40	40	7	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	44	383
Number of full-time pupils known to be eligible for free school meals		74

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		61
Number of pupils on the school's special educational needs register		9

English as an additional language	No of pupils
Number of pupils with English as an additional language	21

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	32
Pupils who left the school other than at the usual time of leaving	31

Attendance

Authorised absence

	%
School data	5.4
National comparative data	5.4

Unauthorised absence

	%
School data	0.6
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	33	21	54

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	27	29	30
	Girls	21	21	21
	Total	48	50	51
Percentage of pupils at NC level 2 or above	School	89 (86)	93 (96)	94 (94)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	28	30	31
	Girls	21	21	21
	Total	49	51	52
Percentage of pupils at NC level 2 or above	School	91 (86)	94 (86)	96 (92)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	27	33	60

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	24	25
	Girls	28	25	30
	Total	49	49	55
Percentage of pupils at NC level 4 or above	School	82 (67)	82 (61)	92 (84)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	24	25
	Girls	27	25	30
	Total	49	49	55
Percentage of pupils at NC level 4 or above	School	78 (61)	82 (59)	92 (84)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

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

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
347	0	0
0	0	0
0	0	0
6	0	0
2	0	0
3	0	0
0	0	0
7	0	0
3	0	0
0	0	0
0	0	0
0	0	0
0	0	0
3	0	0
9	0	0
0	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	16.2
Number of pupils per qualified teacher	24
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	30

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	18
Total number of education support staff	1
Total aggregate hours worked per week	16
Number of pupils per FTE adult	9

FTE means full-time equivalent.

Financial information

Financial year	2001 / 2002
----------------	-------------

	£
Total income	863,930
Total expenditure	845,239
Expenditure per pupil	2,047
Balance brought forward from previous year	62,183
Balance carried forward to next year	80,874

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	3
<hr/>	
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	400
Number of questionnaires returned	82

20% return rate

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	42	4	2	0
My child is making good progress in school.	45	49	5	0	1
Behaviour in the school is good.	30	47	12	5	6
My child gets the right amount of work to do at home.	23	41	22	9	5
The teaching is good.	46	51	1	0	2
I am kept well informed about how my child is getting on.	21	52	21	2	4
I would feel comfortable about approaching the school with questions or a problem.	54	38	8	0	0
The school expects my child to work hard and achieve his or her best.	43	49	4	1	3
The school works closely with parents.	17	54	20	7	2
The school is well led and managed.	25	52	5	4	14
The school is helping my child become mature and responsible.	37	57	4	0	2
The school provides an interesting range of activities outside lessons.	15	37	22	9	17

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

76. The Foundation Stage is sound. No overall judgement was made in the previous inspection. Currently there are 38 part-time nursery children and 50 of reception age in the Foundation Stage. Children normally enter nursery in the September after their third birthday on a part time basis only. They leave the nursery in the September following their fourth birthday. Children and parents are well prepared before they enter Fairfield Road. Arrangements include meetings for parents, and visits to the school for children and parents. All this helps children to settle quickly.
77. Most children start school with below average skills in all areas of learning and this is confirmed by the nursery teacher's informal assessments. The majority of children make at least sound progress during their stay in the Foundation Stage and some make good progress. All children achieve appropriately over time. They reach the Early Learning Goals in all areas except certain elements of language development by the time they leave the reception classes. A strength of the Foundation Stage is its work in promoting children's creative development. Children attain a good standard in work with colour, textures and shapes.
78. Since the previous inspection the nursery has been moved from a separate building to the main school (**see paragraph 71**). The teachers and classroom assistants have tried hard to develop an exciting environment for the children, but there are many practical difficulties caused by a lack of space; for example, adults frequently walk through it on their way to the staff toilets. Nevertheless, adults are developing a flexible pattern of working to try to get the best out of the accommodation.
79. The curriculum offered does not fully meet requirements at present because the school cannot consistently offer relevant outdoor activities. The children take part in the school's physical education programme in the hall and use the infant playground for playtimes. All other areas of learning are covered, including parts of literacy and numeracy strategies in the reception classes. The staff endeavour to give children good experiences in their learning. They plan work together to ensure that children will not repeat the same activities in reception that they will do in the nursery. Parents are fully informed of their children's work and progress through informal discussions and formal interviews. Parents also receive thorough information about the work that their children will cover during the term. Parents are pleased with the Foundation Stage provision and comment favourably on the nursery now being part of the school.

Personal, social and emotional development

80. Children's attainment in their social and emotional skills is lower than expected when they enter the nursery. They make good progress in the nursery and satisfactory progress in the reception classes. The majority of children develop appropriate personal, social and emotional skills and are on line to attain the Early Learning Goals by the time they join the Year 1 class. They are happy and able to establish effective relationships with other children and adults. They settle well and show a good understanding of daily routines. Children sit quietly and are well behaved during registration or when adults are talking, sometimes for extended periods of time. They learn to work in groups and pairs, taking turns and sharing toys and equipment co-operatively although they are not always willing to help each other. They show good attitudes to their work and are interested in the activities they are set and eager to explore new learning. They demonstrate independence in dressing and personal hygiene. They understand from an early age the principle of standing in a queue. They can use their own initiative in nursery and reception classes in selecting their own activity but independence in selecting their own resources is not developed sufficiently. They use their initiative to solve problems and

seek help only when needed. This is particularly encouraged in one of the reception classes. Children take a long time to clear away, however, and become very noisy and boisterous during this time.

81. Adults insist on good manners and all staff are consistent in their high expectations of the children's behaviour. They set clear boundaries and take every opportunity to reinforce these standards. Children are taught to respect and care for each other. Their ideas and work are valued and positive feedback is given, which enhances their confidence and self-esteem. Celebrations, for instance Diwali and Christmas, develop the children's awareness of cultural and religious differences. Children in the reception classes are expected to join in whole school assemblies, although this is not totally appropriate at this time in the school year. They lose interest and have little understanding of the issues being discussed. Children in the reception classes join the infant pupils at lunchtime. Most have good manners and are polite to lunchtime staff.

Communication, language and literacy

82. By the age of five the majority of children's attainment in communication, language and literacy is just below average for their age. Overall, children make satisfactory progress in speaking and listening skills, although a significant number continue to have below average skills especially in speaking, and do not reach the expected level by the time they are five. They listen well when the teacher introduces the teaching session and during story time. However children do not always listen carefully to instructions at the end of the sessions, particularly when insufficient time is given to tidying away resources or bringing the children together to discuss what they have learned. Approximately half the children are able to talk confidently about their experiences and the teachers use their time effectively to encourage those who are less confident to express their opinions and feelings at every opportunity.
83. Teachers provide a wide range of practical and purposeful activities that encourage children to express their ideas and observations. For example, children look closely at the books with the teacher at the end of snack time. They describe what is happening in the pictures and confidently '*read the story*'. They take part in role-play, for example going to a 'birthday party'. Children in the nursery and one reception class have very good role-play opportunities. Children in another reception class do not have the same opportunities to create imaginative language. The good range of well-planned and imaginative activities helps children to widen their vocabulary, practise speaking in sentences and gain confidence in speaking in a group.
84. Children make good progress in reading and writing in the reception classes especially considering their attainment on entry to school. Many children are able to read familiar books with a good level of understanding by the age of five. They are able to describe their favourite stories. The quality of teaching of literacy skills is good. Teachers have good subject knowledge and introduce the teaching of sounds and common words in a systematic way that ensures that children have learned a good range of strategies and skills by the age of five. Children accurately trace over and copy sentences and write their own names. In the nursery children are encouraged at every opportunity to put their names to pieces of work. They use mark making and some children are beginning to form letters, particularly for the initial sounds of their name. Proper emphasis is placed on ensuring that children practise correct letter formation, although the pencil grip of some children is not always corrected. Good opportunities are given for children to write independently; for example, children write invitations to a party in the writing area.

Mathematical development

85. Children's attainment in mathematics is at least average for their age when they begin the National Curriculum, and for some it is above. Boys and girls make good progress, particularly in number skills. Almost all can count and make sets confidently to nine. The majority can count to 20 and a few well beyond. The children are able to match words and numerals during a class game session and are given appropriate opportunities to form numerals correctly on the blackboard and in books. The quality of mathematical teaching is good. Teachers have good understanding of the needs of young children and provide appropriate mathematical experiences, which ensure that children, practise the essential skills of counting, pattern making, measuring and exploration of shape. Good examples include the use of games to establish the meaning of '*how many more are needed?*', the use of the water tray for emphasising essential mathematical vocabulary such as '*full*' and '*half empty*' and creating repeated patterns in paint and on iced biscuits. The strong emphasis on the use of correct mathematical vocabulary ensures that children can apply this knowledge well in other situations. A child asked for a '*cuboid*' to create a robot and another described how she had made '*a repeated pattern*' on her biscuit. Teachers use assessments of individuals well to plan work carefully to match their different abilities.

Knowledge and understanding of the world

86. Children's attainment in this area on entry to the nursery is below that expected for their age and their general knowledge is poor. Teachers provide good opportunities for the development of children's knowledge and understanding of the world even though they cannot fully use the outside area for exploration. Teachers use early mornings, the period after lunchtime, snack times and ends of sessions to talk about families, homes and past and present activities in their lives.
87. The whole Foundation Stage at the time of inspection was buzzing with talk of parties, for example what food they would have, what they would wear and the presents they expected or planned to give. Children in the reception classes show some understanding of the wider features of their community, for example the local canal and shops. Children have been for a walk into the local area looking at the different types of houses and in the past been further afield to the airport when they studied travel. Staff make sound use of the school, the local environment and visitors to enhance the children's knowledge and understanding of the world. A developing part of the school's philosophy is that children should learn from direct experience. For example, children in the nursery have an interactive autumn display. They search through the fallen leaves, compost and dead wood for creatures. They enjoy checking the wormery, looking for worms and signs of their movement. In the reception classes children make '*jelly*' for the party, watch it dissolve and marvel at the water changing colour. One boy thought the bowl had also become orange!
88. Children are appropriately encouraged to learn through practical experiences and by direct use of their senses. Each day children have a different snack. Staff think of different foods for them to try. Children smell and taste cheese, bread sticks, fruit and jelly. They know what they like and offer opinions readily. Children learn about Christianity and other religions. They love the Old Testament Bible stories and learn about Christian and Jewish harvest celebrations. Children have experiences of using technology, although at the time of the inspection the computer in the nursery area was not working. Children in the reception classes use the computer suite to familiarise themselves with the equipment. They have used a mouse for control to dress '*Teddy*' and they thoroughly enjoy watching their work being printed out. Children make good progress and many are on course to attain the expected standards by the end of the reception year.

Creative development

89. This is a strength of the Foundation Stage. The work produced and the attractive displays are a pleasure to see. Staff and children work really hard and thoroughly enjoy exploring and using all the resources provided.
90. Children's attainment on entry to the nursery is similar to that expected nationally, except in hand control which is below average. The teachers keep a range of interesting resources that are used well to extend the children's creative development. All children have good opportunities to develop their use of colour through painting, collage and modelling, for example their delightful 'Guy Fawkes Night' pictures. They explore a wide range of natural materials, for example leaves, sticks, stones, buttons, shiny paper and string. Children frequently take part in the role-play areas and in one reception class this was their favourite activity. They enjoyed creating an imaginary party and wore party hats, played appropriate games and spontaneously sang 'Happy Birthday'. Children enjoy singing and they sing number and nursery rhymes well. Children in the reception classes learn new songs and hymns with older pupils. They learn about different instruments and listen carefully to the different sounds they can make. Children show developing skills and evident enjoyment. Teachers link this area of learning very closely to the Foundation Stage topic or books they have read. All children are on target to reach the Early Learning Goals by the time they enter Year 1.

Physical development

91. Children are well developed physically and most on entry to the nursery show good body control. They do not have immediate access to outdoor play areas but at playtimes go into the playground to take part in the school's physical education programme. If the weather is dry they go into the playground with wheeled toys for play activities. Children move confidently inside and do not bump into each other. In the playground nursery and reception children run, jump over puddles, chase each other and go on a treasure hunt with the teacher. Children from the nursery go into the hall for physical education, but by the time they dress and undress they have little time to develop gross motor skills. They use a good range of small equipment such as scissors, paintbrushes, crayons and pencils. The majority will reach the Early Learning Goals by the time they enter Year 1

Teaching

92. Teaching is satisfactory overall in the Foundation Stage. The teaching in the nursery is nearly always good whilst in the reception classes it is nearly always sound. One lesson observed was unsatisfactory, and this is due to the inappropriateness of the use of resources, rather than teaching skills. There are good working relationships between staff and children. Staff provide good role models and have high expectations of children's work and behaviour. In the nursery, activities are well planned and tasks well matched to the needs of the children. This is not always so in the reception classes. Occasionally the planning is not so well focused and activities are far too complicated.
93. The Foundation Stage staff work hard to develop children's confidence, independence and interest in a time of change in staffing, learning approach and accommodation. The teaching positively promotes the Early Learning Goals and provides a sound foundation for the National Curriculum. The teacher with responsibility for co-ordinating the Foundation Stage, who has recently taken on this responsibility has already had a clear impact on the quality and range of learning opportunities.

ENGLISH

94. Standards in Year 2 are as expected and in Year 6 they are higher than those expected of eleven-year-old pupils. These judgements are in line with the results of the most recent national tests for seven-year-olds and are above those for 2002 for junior pupils,

reflecting a different group of pupils. The judgements are similar to those made on infant pupils in the previous inspection and are above those for junior pupils. Almost all pupils, including those with special educational needs, make at least sound progress and many juniors make good progress. The exceptions are pupils with English as an additional language, whose progress is unsatisfactory.

95. Speaking and listening skills are satisfactory for infant pupils and good for juniors. In Years 1 and 2 pupils listen carefully to the teachers' lesson introductions, explanations and questions, and respond well. In the junior classes their confidence and skills develop well in a variety of situations. Pupils in Years 5 and 6, in conversations with inspectors, answered questions confidently and also added their own opinions and ideas. When a pupil was asked about a display his class had done, he quickly pointed out work by a parallel class and explained how and why it had been done. On the playground when asked about behaviour, a group of pupils gave a detailed explanation of how they felt, what systems were in place to improve behaviour and how and why they worked. When talking about their work, pupils gave full and thoughtful answers. Feelings and ideas often came into conversations. Other subjects are valuable in the development of their skills. In a history lesson when pupils were talking to a visitor who had been a landgirl in World War II, a pupil asked '*It must have made an impression on you because you remember so much. Did it?*' When doing a soil analysis in science a pupil in Year 6 described the process as '*A cloudy whirlwind sinking almost instantly*'. A key factor is that the pupils know that they, and their contributions, are valued and encouraged by the adults in the school.
96. The development of reading and the standards achieved by the pupils are sound in the infants and good in the juniors. Throughout the school, pupils' reading skills benefit from the strong emphasis that it is given. The new phonics programme gives a good start to pupils' reading, and is popular with parents, pupils and staff, which encourages full involvement. All pupils have daily guided reading sessions that are well structured. Teachers support a specific group each day while the other pupils work on a range of reading related activities. However, the activities are often the same for all the pupils, rather than being decided by ability and do not always provide sufficient challenge.
97. Pupils read several books at the same time to provide variety, for example a personal reader, a group reader and a library book. Reading activity books are used well to enhance and fix pupils' understanding and provide useful assessment information for the teacher. Consequently teachers match books very closely to pupils' abilities and therefore they enjoy them and can work independently. By Year 6 pupils have developed good habits and many of them use the local library and talk freely about favourite authors and genres. A number of them were using books and texts that related to their topic on World War II. A pupil who was reading '*Carrie's War*' gave a very succinct synopsis while flicking through the book to point to relevant chapters and sections. She made reference to the book sleeve to indicate what was yet to come and ended by making comparisons with the book '*Goodnight Mr Tom*' which she had read previously.
98. Writing is not as well developed as reading, and standards are those expected for infants and juniors. Pupils' basic writing skills, such as spelling and the use of grammar, develop well and again, there is a clear structure and teachers have clear expectations. By the end of Year 2 almost all pupils' handwriting is neat and correctly formed. However, while many pupils use a cursive script in handwriting exercises, few do in their other work and even by Years 5 and 6 many pupils still print their writing. Spelling is well developed using a variety of strategies. For example, class dictionaries are being developed on the wall in Year 1 and throughout the school dictionaries are available in classes and pupils use them efficiently. The development of vocabulary and spelling is supported by good wall displays. Spelling homework lists are based on spelling rules or relate to other work such as mathematical terminology that has been used in lessons.

99. Most writing tasks are very structured and this focuses pupils' attention on the technical aspects of writing such as punctuation. However, pupils have few opportunities to apply their skills in free or extended writing. Poetry writing in Year 6 on the theme of autumn contained some very good vocabulary and imagery such as '*Autumn is an impressionist, creating her perfect season*', but it was developed using many ideas that came from the teacher. Other work on writing in the style of Robert Louis Stevenson showed very similar content in a number of pupils' books. Yet, when given the opportunity pupils can produce good work. Writing as an evacuee a pupil wrote '*It's ok here, but I want to come home. I've been billeted with Mr and Mrs Robinson, so's Frankie. She loves it and so she should. She doesn't have to do any housework!*'
100. The development of reading and writing is supported by good classroom and school displays. There was an excellent interactive display in a junior class on diet that used the pupils' own writing (annotated and with questions), information leaflets, labels and booklets that inspired pupils to read for information and interest. The displays in the hall use writing in a number of ways that reflect the stage of development of the pupils, although some writing is displayed too high for pupils to read. All classrooms have displays that support the acquisition of literacy skills as well as examples of pupils' writing. Examples of pupils' work given earlier in this section demonstrate the effective use of writing links with other subjects.
101. Teaching at both key stages is good overall and sometimes very good. There is a consistent approach to planning across the school, which is linked very closely to the National Literacy Strategy structure. Weekly plans clearly identify the strategy objectives and the texts and activities selected are both effective and interesting helping pupils to achieve them. '*Elmer the Elephant*' captured the imagination of pupils in Year 2. Pupils in a Year 3 class were writing play scripts from the story of Little Red Riding Hood and, in Year 6, literacy skills were developed by using texts on Winston Churchill related to their history topic. All English is taught in mixed ability classes and while most planning identifies differing expectations, the level of differentiation is often not sufficient to enable all pupils to achieve their best. This sometimes affects the progress of the least able pupils, but more frequently it was the more able who were not stretched. Classes in Year 6 used challenging texts effectively in whole class lessons. In one class information and communication technology was used to provide appropriate work for the least able, but the task was not adapted to provide challenge for the more able. In the parallel class the challenging task was not adapted for the least able and consequently they struggled. However, a display of report writing by pupils in Year 2, who had been on a trip to '*The Chestnut Centre*' shows evidence of different support and structure appropriate to each ability group.
102. Teaching benefits from a good level of subject knowledge that has been supported by in-service training. A number of staff this year are teaching an unfamiliar year group, but they have quickly come to terms with the different demands. Most lessons are well paced, provide stimulating and relevant activities and therefore keep pupils both interested and on task. Teachers are converting the National Literacy Strategy objectives into relevant learning objectives for pupils, which they share at the start of each lesson. In the best lessons these are precisely written, clearly shared and the teaching is tightly linked to them. In lessons where the teaching was less effective, the learning objective was often expressed as the activity and the teaching was more focused on what they had to do rather than learn.
103. The development of assessment was a key issue in the school's last inspection report and this has not been successfully addressed. This means that pupils' progress and attainment is not tracked in detail. The school has recognised this and has drawn up an assessment action plan. While teachers generally have a very good understanding of

what each pupil can and cannot do, the formal assessment procedures are not well developed. Some developments have been introduced, such as the use of optional National Curriculum tests in Years 3, 4 and 5. Targets for pupils in Years 2 and 6 have just been introduced, but it is too early to judge their effectiveness. Work is marked regularly, but it is not necessarily linked to the learning objective of the lesson and fails to provide advice about how to improve. While there is an increasing amount of assessment information available to the school and teachers, consistent and effective use is not made of it.

104. In almost all lessons the relationship between the teacher and pupils was very constructive. Teachers' presentation of work is lively and interesting and pupils respond well to it. Pupils concentrate well and work hard in most lessons. They work effectively in a variety of situations. In all lessons pupils worked co-operatively and effectively in pairs or small groups. Their relationships were good. They take a pride in their work and use resources carefully.
105. Support for pupils with special educational needs is good and especially so when they have support individually or in small groups outside the classroom or direct support in lessons. Their work in small groups is well targeted to their needs and consistently develops their literacy skills. It also has a very positive impact on their self-esteem and motivation, although class teachers are not always sufficiently aware of the work and progress of pupils who work in small groups outside their lessons. The same level of expertise is, unfortunately, not available for pupils learning English as an additional language and those pupils do not make satisfactory progress.
106. The school has a good level of English resources at both key stages. There is a wide range of books for teaching, group reading and individual reading in library and book areas across the school and they are maintained in good condition. Pupils are largely responsible for the day to day running of the library, which makes excellent use of information and communication technology. The balance of classroom computers and the computer suite enables pupils regularly to use technology to support their literacy development.
107. The school has made the raising of standards in English a key target and has taken steps to improve the quality of its work. This work has increased in focus and pace with the appointment of the current headteacher and has benefited from support from the local education authority's literacy consultant. A new action plan was produced by the co-ordinator that identified an achievable number of developments that the school has made good progress on. Key areas are planning, the use of the National Literacy Strategy support programmes and early writing and phonic skills. The co-ordinator has good subject knowledge and provides effective leadership in implementing the action plan.

MATHEMATICS

108. Standards of attainment at the end of Year 2 are those expected nationally. Pupils in Year 6 attain standards that are above average. This is an improvement since the last inspection, when standards were considered to be average throughout the whole school. It is in line with the percentage of pupils attaining Level 4 in the most recent national tests. The reason for this change is that the school has successfully implemented the National Numeracy Strategy. Teachers' termly planning and the format of the daily mathematics lesson ensure a good coverage of the curriculum.
109. All pupils make satisfactory progress in the infants and, by the age of seven, have achieved a sound level of competency in carrying out mathematical tasks. They accurately identify and name two and three-dimensional shapes, have a sound recollection of number bonds to 20 and make reasonable estimates of measure. Because of high quality teaching, pupils in Year 1 make very good progress in developing their understanding of sorting and classifying data. In one lesson observed, pupils quickly learned how to sort *'Mother Bear's washing'* onto a Carroll diagram because of challenging questions by the teacher that encouraged them to solve problems and develop independence.
110. By the end of Year 6 pupils have developed a good understanding of the properties of shape and collate and interpret graphs and charts to a good standard. There is a strong emphasis on the consolidation of mental strategies, which in turn helps pupils to become competent in carrying out numerical calculations. For example, in a good lesson in Year 3 pupils used their knowledge of the ten times table to develop strategies for multiplying larger numbers by ten. One pupil explained that *'the unit moves one place to the left and a zero is added to fill in the space'*.
111. Pupils with special educational needs make good progress throughout the school because of planned work that is specific to their individual needs. Pupils with English as an additional language often make sound progress, because they do not have to rely totally on their understanding of spoken and written language. Numeracy targets are appropriate, achievable and reviewed on a regular basis. Pupils for whom English is an additional language, make unsatisfactory progress because the school does not yet have procedures in place to help them develop the skills or the language they require to carry out mathematical work.
112. The quality of teaching is good overall. Where it is at its most effective teachers plan tasks that are challenging and suited to the needs of all pupils. On occasions, where teaching is not as effective, tasks set for more able pupils are not difficult enough to challenge their thinking and understanding. A scrutiny of pupils' books also revealed that in some lessons, work is not always matched to the different abilities within a class, which means that all pupils are carrying out the same exercises. This is one of the reasons why not enough pupils achieve the higher Level 3 and Level 5 scores in National Curriculum tests for both seven and eleven-year-olds. Teachers' planning is satisfactory with the best examples clearly identifying the intended learning for different groups of pupils. Where planning is not as effective, teachers have only identified the numbers of pages in workbooks that they want pupils to complete and have little or no clear focus about which pupils they intend to work with to extend or support their learning.
113. A good feature of the teaching throughout the school is the way in which teachers make the intention of the lesson clear to pupils at the start. This keeps pupils focused and, when the intention is referred to at the end of the lesson, it enables them to judge their own achievements. Teachers ask searching questions at the start of a lesson to recap on previous work and assess how much pupils have understood. Good relationships between teachers and their pupils create an atmosphere of respect, which gives pupils

the confidence to contribute to and enjoy their lessons. There are good opportunities for pupils to participate in the lesson by sharing their answers with the class and explain the process of their thinking. In a good lesson in Year 6 both the teacher and the support teacher gently persuaded a reluctant pupil to participate in the lesson by praising him for his efforts and clearly valuing his contributions.

114. The curriculum for mathematics is good with a strong and appropriate emphasis on developing numeracy skills although an over reliance on published schemes of work and worksheets in some classes restricts pupils' opportunities for investigation. Information and communications technology contributes adequately to mathematics lessons. Pupils learn to draw graphs and charts and use the computer as a tool for practising the skills they have learned. There are only limited opportunities for pupils to use their mathematical skills in other subjects such as science or geography.
115. The management of mathematics is good and the co-ordinator has a clear understanding of the strengths and weaknesses in the subject as a result of monitoring teaching and planning. She had carried out a useful analysis on National Curriculum tests, although the results have yet to be shared with the whole staff to fully address the weaknesses identified. The school has begun to look carefully at ways in which it assesses what pupils can do and how to apply these strategies consistently across the school.

SCIENCE

116. Standards are as expected at the end of Years 2 and 6. In the 2002 test results, the percentage of pupils in Year 2 attaining Level 2 was above average, although a very small number achieved Level 3. The results in Year 6, compared with those in all schools, were similar to the national average. They were above average when compared with those in similar schools.
117. Work in science has improved since the last inspection, especially in the juniors. Pupils make satisfactory progress, developing their enquiry skills and their grasp of scientific knowledge as a result of effective teaching. Staff work hard to provide more practical and investigative work, ensuring that the intentions of lessons are clearly understood by all, and that the appropriate technical vocabulary is understood and used; for example *'attract'* and *'repel'*.
118. In a very good lesson, pupils in Year 3 deepened their understanding of the properties of magnets because the teacher guided them to recall and explain what they had discovered the previous week. *'Can you think why?'*, she asked. When they recalled *'an invisible force'*, she pushed them further, but they often incorrectly used the words *'stick'* and *'sticky'*. A simple demonstration with adhesive tape helped them refine their scientific description and reinforced the ideas of the *'invisible force'*. The quality of teaching was maintained as pupils had to think like scientists, discuss and predict ideas and then, from their results, attempt to generalise about the magnetic properties of metals. The teacher asked *'If it is a metal will it attract a magnet?'* Responses differed. One expressed uncertainty whilst another confidently announced *'No, not all metals attract a magnet. I know because I've been to a science lab and it's not about the strength of the magnet.'* More investigations followed with the fascinated pupils keen and eager to find out more.
119. The previous week pupils in Year 5 had investigated evaporation and were now presented with ice cubes in glass beakers. Each group had to observe and discuss the physical changes that took place, draw their observations carefully and then after a while touch the bottom of the glass. The teacher asked *'Why is the bottom of the glass wet? How has it got wet? Where has the water come from?'* Pupils struggled to find an answer. *'Cold from the ice will travel through the glass,'* said one and another added *'Its got something to do with evaporation and condensation'*.

120. Although investigation is undertaken, opportunities are not always used to involve pupils in discussion about how an experiment might be set up so that it is a fair test. For example, pupils in Year 4 were not totally involved in measuring the change of temperature over time of iced, tap and hot water because too much was decided in advance by the teacher.
121. Pupils in Year 6 build on their prior knowledge of filtering to investigate further how to separate a solid from a liquid. Links were drawn with their work on river water and the resulting sediment. One pupil had previously described clay as '*squidgy, black treacle, watery and thick*' and written of the behaviour of sand as '*a cloudy whirlwind, sinking instantly*'. Some had used digital microscopes to look more closely at the sediment examples. Pupils are enthusiastic, well behaved and work well in pairs, which allows the teachers to circulate and ask good questions in order to refine thinking. They reinforce key words; for example '*dissolve*', '*sediment*', and '*solution*'. One pair said of custard powder '*It will be mostly dissolved with some lumps*'. Higher attaining pupils understand that sugar is still in the solution even when it has passed through the filter paper. With good teacher and peer support, the lower attaining pupils are fully integrated into the activity.
122. In the infants, there is now an increasing emphasis on talking, discussing and reflecting although the school still tends to use too many worksheets. Throughout the school, this has the effect of limiting pupils' opportunities to think and make connections, making it very difficult to judge the real quality of understanding or spot misconceptions. Sometimes, as in Year 2, when pupils were working on '*What uses electricity and how does it get into our house?*', the use of a worksheet on an overhead projector is effective, providing an interactive focus for considerable discussion. In all classes the work in books demonstrates that when pupils are expected to write there is a lot of filling in gaps. There is little evidence of the provision of a range of support strategies to match the needs of the various literacy abilities within a class when pupils are writing independently.
123. The knowledgeable co-ordinator is extremely enthusiastic and feels empowered by recent changes. She has analysed the pupils' responses in the tests and identified concepts, vocabulary and the interpretation of data as key elements that are restricting progress. She has informed the staff and it is clear from inspection evidence that this awareness is already making a positive impact on teachers' lesson planning. She has identified assessment as an area that needs considerable development. End-of-year procedures are now in place, which enable staff to begin work with more appropriate expectations for all individuals within their new class. Her own professional development has provided her with ideas and approaches that she is shaping into a school science assessment scheme. She has had a little time in which to monitor planning and teaching and has shared her perception of the strengths and weakness with staff identifying, for example, that pupils are not always sufficiently involved in deciding how and why an investigation might take a particular form. Resources are satisfactory and, increasingly, new technology such as sensors and digital microscopes linked to computers is making a significant impact on the quality of pupils' learning.

ART AND DESIGN

124. All pupils, including those with special educational needs and with English as an additional language, make good progress and attain standards in art and design that are above those expected of pupils in Year 2 and Year 6. This is a more positive judgement than the one made in the previous inspection, although pupils then were also judged to make good progress. Pupils' art work is carefully displayed in classrooms, corridors and the hall. It helps to make areas appealing and interesting and reflect a range of subjects that pupils learn about, as well as places of interest that they have visited.

125. Pupils learn a good range of skills. Infants use a variety of media effectively, for example pencils, charcoal and chalk to draw carefully observed sketches. They use different colour paints for printing and painting with different types of brushes. They often use art work well to illustrate stories that they have heard and their visit to an environmental centre prompted lots of different types of good work.
126. Infant and junior art work is used very effectively to add colour and warmth to a large hall. It shows good progress in the development of pupils' skills and in their levels of sophistication. It also does much to generate team spirit in the school. Junior pupils in Year 3 draw detailed pencil sketches of fruit using different pencils. One wrote under his drawing '*I tried really hard to show the texture. I used the side of the pencil to do the shading*'. Pupils in Year 6 also drew fruit, but used fine pens and coloured inks very effectively to draw in the tiniest details.
127. Colourful '*autumn leaves*' contained thoughtful pieces of written work and linked art and English very well. History and art work are linked very well in Year 6. Pupils have painted vivid night scenes depicting wartime bombing raids and used shades of grey to portray scenes of air raid shelters. These make an important contribution to pupils' topic work. Very good links between art and information and communication technology are also apparent in colourful '*Bonfire Night*' scenes.
128. Pupils' attitudes to art are good, although the school has not promoted their awareness of different types of art as well as it could. Hardly any use is made of visiting art specialists or 'artists in residence' to inspire pupils and to develop their work in relatively weak areas, for example sculpture and other types of three-dimensional work. Pupils like having their work on display. One pupil said that '*You are proud of your work and it cheers you up*'.
129. No teaching was observed. Art is planned well to 'fit into' other subjects and the good quality of displays reflects the importance that teachers attach to pupils' art work. Pupils' work is best when adults allow them to express themselves in their own way rather than having to complete large friezes that have been drawn for them.
130. The subject co-ordinator is enthusiastic and has had a positive impact on the development of art. Collections of work and photographs from each year provide good evidence of what pupils have done and the standards that they have achieved. The subject is well resourced and teachers' plans are monitored to ensure that there is adequate coverage. The co-ordinator provides good ideas for other colleagues, monitors the quality of display in school and is aware of areas that require attention, for example introducing a manageable form of assessing pupils' attainment in art.

DESIGN AND TECHNOLOGY

131. Standards among seven and eleven-year-old pupils are as expected, and all pupils make sound progress in developing the ability to design, make and evaluate. This is a similar judgement to the one made in the previous inspection. A significant strength of design and technology in Year 6 is the use that is made of digital camera technology in pupils' assessments of their work.
132. Infant pupils choose fruits for making a fruit salad and make a glove puppet. Although their work is carefully done, teacher-prepared worksheets tend to over direct the way in which they do their work and allow few opportunities for personal choice. However, in a very good lesson in Year 1, pupils were provided with very good opportunities to develop independence and to make decisions. Their work on moving mechanisms was carefully considered and well carried out, showing accurate cutting and sticking and careful design. Junior pupils make sound progress and there is a good coverage of work, following

national guidelines. Pupils in Year 6 complete evaluation worksheets of the whole process of designing, making and testing their 'buggies' that demonstrate good attainment. Their evaluation sheets contain detailed designs and comments about the effectiveness of their work, as well as a digital photograph of the finished item, which provides a very worthwhile and accurate record. Their comments included '*I was very pleased with the final buggy. It looked just like a real car, which was just what we wanted.*'

133. Pupils' attitudes are good. They enjoy the challenge of design and technology and show determination in trying to solve problems. Teachers in Year 2 recorded how difficult pupils found modelling using scrap materials for winding mechanisms, particularly at the design stage, when their ideas for designs did not reflect the materials that they had available to them.
134. Teaching is good overall. It is best in lessons where pupils are actively involved in challenging tasks, and when teachers are confident and have a good idea of what they want pupils to achieve, without over-directing them. In Year 6 there are good links between design and technology and history, with pupils thinking very carefully about the most appropriate design for an 'air raid shelter'. The teacher plans at some point to introduce a computer generated design program to extend the breadth of pupils' work.
135. The quality of subject co-ordination is good. The co-ordinator has worked hard to collect and maintain a range of work and photographs that provides evidence of work covered and the standards that pupils have attained. She is aware that subject planning needs updating to ensure that a full range of work is covered and that pupils' skills are systematically developed and has good ideas about how that might be achieved. She monitors teachers' plans and suggests ideas and resources, but has had only one opportunity to monitor teaching.

HUMANITIES (History and Geography)

136. Pupils' attainment in history at the ages of seven and eleven is similar to that expected for their age, but in geography the standards achieved are lower than expected. Across the school as a whole, standards in both subjects are lower than at the last inspection, because too little time has been devoted to them.
137. Geography and history have not been a high priority with the school and there is not much opportunity to work in any depth. Across the school not enough has been done to ensure that pupils acquire the skills of historical enquiry. Factual knowledge is very limited and what pupils remember is often grossly inaccurate as conversations with pupils from different age groups demonstrate. For example, some pupils in Year 5 stated that '*The Victorians could not build good buildings because they did not make good bricks.*' Some pupils in Year 3, when asked if they could remember something about the Tudors that they studied briefly in the infants, decided that '*There was probably a queen then and that it would be Queen Victoria.*' They have little experience to develop their sense of the passing of time.
138. A similar pattern of unsatisfactory knowledge and understanding emerges with geography, with very little solid work undertaken to develop mapping skills. The importance of physical aspects of geography, for example weather, coasts and rivers, is not related in any way to pupils' very limited study of contrasting places such as Chembakolli. Pupils have a very limited understanding of geographical terms and concepts. They have not begun to use these geographical skills for comparing, contrasting and drawing possible conclusions. As a result, they find it extremely difficult to recollect and talk about their previous geographical work even when there are wall displays.

139. With the exception of the current work undertaken in history in Years 2 and 6 the frequent use of work sheets in both subjects restricts the pupils' opportunities to express their own ideas. Field trips make an impact only when careful work precedes them and the experience is used in further work. Resources are unsatisfactory and apart from library loans they are insufficient to sustain an appropriate level of study.
140. All pupils in Year 6, in contrast to those in other junior classes, were deeply committed to their history studies. The work based on life in Britain during the Second World War came alive for them as they researched, for example the type of work that ordinary people did, how women's work roles changed, living with blackout and rationing, bombing and the changed life of evacuees. In one class, a grandparent enthralled pupils as she described what it was like to be a landgirl. Prefacing a question, one pupil said to her *'It must have made an impression on you because you remember so much'*. They used and developed their notes well to begin the writing of a biography.
141. The teaching is good, challenging pupils to think, question and explore their own understanding through work in other subjects. They use computers as a source of information and as a medium through which to present their recounts, incorporating appropriate digital photographs taken during their visit to the wartime shelters in Stockport. They used a design program well to create posters similar to those produced during the war. They have investigated the effectiveness of materials to block out light using sensors whilst the novel *'Goodnight, Mr Tom'* weaves together effectively in story form many of the things that they have discussed.
142. Pupils in Year 2, reflecting on Remembrance Day, were deeply moved by a well selected video. They watched intently, listening carefully for answers to questions that they had previously discussed. The teaching was good, providing at intervals, opportunities for pupils to raise their own concerns about what they had seen. The range of activities that followed provided the opportunity to record some of the key facts about poppies, and also the chance to write reflectively on elements that had struck them particularly. Challenges were well matched to pupils' capabilities. The following day pupils still had much to share and say about this topic.
143. Two enthusiastic members of staff with good subject knowledge took over the management of these subjects in September. They are working closely together. They have already made good progress in identifying the underlying weaknesses in the approach to planning and teaching in both subjects. They are developing action plans to deal with the lack of resources, the problem with time and the need for a form of assessment that enables teachers to chart the increased understanding and use of the subject-specific skills. Together they are working closely with the local education authority adviser on developing schemes of work suitable for the school, whilst recognising that the older pupils have a deficit of history and geography skills.

INFORMATION AND COMMUNICATION TECHNOLOGY

144. Standards in information and communication technology are as expected for seven and eleven-year old pupils and all pupils, including those with special educational needs, make sound progress. This is a big improvement on the standards seen in the school's previous inspection which were judged to be unsatisfactory. The improvement is due to the following factors:
- the school now has modern computers and a well equipped computer suite that is used by all classes;
 - teachers have received training to help them become confident with different programs;

- the co-ordinator for information and communication technology has a great deal of expertise and provides lots of help for colleagues.
145. Many pupils have little experience of computer programs at home that will help their learning. A significant number use computers for games at home, but their understanding of computer controls is limited and many younger pupils do not have good control of the mouse. Considering the work that pupils in Year 2 were doing, using the mouse to 'click and drag' to 'draw' a fireworks picture, some of them make good progress in developing their hand control.
 146. Pupils in the infants use an appropriate range of programs. They learn how to load and save their work and there is a real sense of wonder as infant pupils print off their colourful pictures. They use data handling programs to record information as graphs and know how to word-process their writing. In the juniors pupils generally make steady progress. On one or two occasions older pupils used programs inappropriately that did not require greater understanding of information and communication technology than infant pupils had, just better developed hand control. In Year 6, pupils use technology extremely well to complement work in other subjects, for example English, history and science. They have a very good understanding of the use of multimedia and it enhances their work. For example, their on-going booklets about the Second World War are very thoughtful examples of how best to combine different types of information to make it attractive and accessible.
 147. Very few pupils are able to access the Internet at home. Older pupils are aware of its potential dangers, but have used it constructively to find information about their history topic. One pupil e-mailed her grandmother to find out about her wartime experiences and was delighted when she received an e-mail describing bombing raids. The use of technology in other subjects is developing well. Pupils use electronic microscopes for their science work and record the results of experiments using light sensing equipment. Infant pupils use drawing programs imaginatively to produce colourful 'art' displays.
 148. Teaching ranged from unsatisfactory to very good and was very good overall. In the best lessons the teachers are very confident and very well aware of the potential of technology. The teachers' developing use of interactive whiteboards is very effective and provides pupils with very good opportunities to extend their knowledge. Computers are not used as effectively in classrooms as in the computer suite. Most teachers generally feel more able to manage the subject better when it is taught as a separate subject, rather than as an additional activity in lessons. In one unsatisfactory lesson, noise levels and unsettled behaviour meant that pupils did not concentrate well on their tasks. Teachers do not always maximise the potential of computers with pupils with special educational needs. There are no set times for them to use programs that can develop their phonic skills or complement literacy or numeracy activities.
 149. Pupils' attitudes are very good except on rare occasions. Despite their lack of experience of educational computers at home pupils are confident and eager learners. They usually work well together in pairs in the computer suite and on the one occasion when this was not the case they were not monitored carefully enough.
 150. The subject co-ordinator is extremely skilled and has played a major part in raising the profile of the subject by resourcing it well, supporting colleagues and using it very effectively in her own classroom. Teachers' plans are monitored to check when programs might be used, and time is spent usefully teaching sample lessons which less experienced colleagues observe. The co-ordinator plans to introduce a very practical system of assessment to ensure that pupils steadily develop their capability and understanding.

MUSIC

151. Standards of attainment are as expected throughout the school and all pupils, including those with special educational needs and those for whom English is an additional language, make satisfactory progress. This is the same judgement as when the school was last inspected.
152. Pupils in Year 2 learn to distinguish between high and low sounds and respond to hand signals to guide them. They have good opportunities to listen to and reflect upon different pieces of music. Pupils describe extracts from 'The Carnival of the Animals' by saying '*It goes up in steps*' and '*Its like a pattern going high and low*'.
153. Although no lessons were timetabled in Year 6 during the inspection, evidence was collated from discussions with pupils and teachers. Pupils have a sound understanding of the names of different instruments and describe the effect they have in creating different moods and images. Pupils in Year 3 learn to associate rhythm patterns with musical notation. They successfully develop the idea of 'ostinato' and maintain their own rhythm pattern whilst another is being played. There is a strong emphasis on teaching pupils to sing throughout the school. Pupils sing with enthusiasm and vigour and, when singing in two parts, do so tunefully enough for harmonies to be clear. An effective and often spiritual display of pupils singing occurs at the end of assemblies when pupils leave the hall and sing on their way back to their classes, often unaccompanied. They carry out this task sensibly and with maturity.
154. Pupils enjoy their music lessons and work co-operatively when required to. They make informed choices about the types of instruments they choose to create the desired effect. When attitudes are less than satisfactory it is a direct result of unsatisfactory teaching which does not motivate or challenge pupils sufficiently well.
155. The quality of teaching is satisfactory. A published scheme of work has recently been introduced to help teachers plan lessons and build progressively on pupils' skills. A strength of the teaching is the way in which most teachers attempt to involve all pupils in the lesson and allow them good opportunities to discuss and reflect upon the music they have created or listened to. There are good opportunities for pupils to learn to play percussion instruments or take turns in being 'conductors'. Teaching is less effective when teachers are not clear enough about the purpose of the lesson and are not able to help pupils to develop their skills and improve their understanding of musical concepts.
156. The curriculum for music is sound and the co-ordinator has recently had the opportunity to monitor teachers' planning. Assessment for music is not yet consistent throughout the school. Extra curricular activities include opportunities for recorder and guitar clubs. Resources for the subject are satisfactory and include a selection of multi-cultural instruments.

PHYSICAL EDUCATION

157. Standards at both key stages have been maintained since the last inspection and are as expected for both seven and eleven year-olds. All pupils, including those with special educational needs and English as an additional language make sound progress. Infant pupils successfully learn what moves and actions their bodies are capable of, how to link them together and how to develop greater control over them. Their work is given greater meaning by linking it to other subjects. In a Year 1 lesson pupils learnt about the effect of exercise on their bodies. In Year 2, a lesson successfully linked the development of physical skills with work in science on forces. Pupils learnt how their skeleton was constructed and how that effected the movements that they could make. Junior pupils build on their awareness of their body and develop skills through a wider range of games,

dance, swimming and other activities. While pupils' physical and technical skills continue to develop, they also learn about the link between co-operation and competition to make team games successful. Pupils behave well in lessons, especially when the pace and structure of the lesson is good, and they co-operate well with each other in activities and try to improve their skills. Throughout the school pupils learn about relevant aspects of health and safety and apply their knowledge well.

158. Teaching in the infants is good overall and in the juniors it is satisfactory. Throughout the school teaching is well planned and the management of pupils and resources in lessons is good. For junior pupils the quality of teaching is enhanced by the use of specialist coaches for a number of sports such as hockey, swimming and rugby which ensures that pupils learn skills and techniques correctly. It also provides opportunities for staff development as the coaches provide lesson plans for future use by the school and teachers can also observe their work directly. The pupils appreciate the coaches and commented that *'They really know what they're doing'*. All lessons are well structured, but there are few opportunities for strenuous activity. Teachers encourage pupils to watch each other, but they rarely ask them to say what was good or how it could be developed.
159. The co-ordinator has good subject knowledge and the development of physical education is well led. An overall curriculum plan ensures a very good balance of activities except that junior pupils only have one opportunity to do an outdoor activity challenge. Lessons benefit from a wide range of planning resources and the co-ordinator regularly monitors teachers' plans. Systematic monitoring of teaching has not yet taken place although it is planned and the proximity of the co-ordinator's classroom to the hall provides good opportunities for informal monitoring. A subject policy is in place, although it provides limited information on how the school plans and teaches physical education. There are many good quality teaching resources that are well organised and accessible and supplemented by the *'Top Sport'* programme. The hall is a good size, but its rectangular shape, and the fact that it is a thoroughfare, hinders good teaching.

RELIGIOUS EDUCATION

160. Pupils' attainment is in line with the requirements of the locally agreed syllabus at the end of both stages. All pupils, including those with special educational needs, are well supported and make satisfactory progress. The school has maintained the standards seen at the time of the last inspection. Pupils in Year 1 speak confidently and share thoughts openly. They recount information about Hindu stories using the correct language, for example *'diva'* and *'Diwali'*. They explore situations that lead to good and bad actions. Pupils in Year 2 have a satisfactory knowledge of the meaning of Remembrance Day. They know that it is *'OK to be sad and we keep items to remember people'*. One said *'We remember my great great gran, my dad has a photograph'*. Their writing is thoughtful and mature. They know many stories from the Old and New Testaments, recalling Noah's Ark and the Parable of the Sower. They are able to offer opinions about the moral of the story.
161. Pupils in Year 3 further develop their awareness of Christianity and its teaching. They explore the meaning of the 'Lost Sheep'. One wrote *'I think the shepherd was like God Because he look for the sheep. I think the sheep was a foolish person he did not want to do it'*. They know that the Bible is a book used for Christian personal study, it is read in churches and spreads the word of God. Their study of Hinduism is furthered when they learn about the symbolism of light and write delightful acrostic poems.
162. Pupils in Year 4 write about the different religions to be found in Manchester and record the places of worship within their local community. Pupils in Year 5 know that they can find stories, news, songs, poems and letters. They begin to explore moral dilemmas and

write stories knowing that choices are based on values. Pupils in Year 6 have a sound knowledge of religious beliefs and teaching and of various practices and some specialist language. They are beginning to ask questions and find their own answers. They study the different texts for different religions and develop an awareness of the relationship between religion and everyday life through discussion.

163. The quality of teaching is satisfactory throughout the school although some very good teaching was observed in the juniors. Teachers have a sound knowledge of the Christian faith and of other world religions which enables them to teach the agreed syllabus. Lessons are clearly planned and pupils on the whole well managed. Expectations of pupils' behaviour and the standards of response to questions are high. Adults and pupils show respect for the beliefs of others. Where questioning is used skilfully, it extends pupils' recall of information, adds to their knowledge and understanding and provides opportunities for the exploration of religious views and a deeper understanding of religious issues.
164. The subject is competently led. The co-ordinator is in the process of updating the policy, and assessment has just begun. Good links with other subjects have been made. For example, pupils in Year 4 write a play script for their favourite Old Testament story using skills learnt in literacy. Pupils have visited local places of worship and parents have come to talk about their religions to further develop the curriculum.