

INSPECTION REPORT

DUKESGATE PRIMARY SCHOOL

Little Hulton

LEA area: Salford

Unique reference number: 105920

Headteacher: Mrs Sandra Darley

Reporting inspector: Keith Edwards
21190

Dates of inspection: 16 – 19 September 2002

Inspection number: 250915

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:	Infant and junior
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	Earlesdon Crescent Little Hulton Salford
Postcode:	M38 9HF
Telephone number:	0161 799 2210
Fax number:	0161 799 7585
Appropriate authority:	The governing body
Name of chair of governors:	Mr Peter Morris
Date of previous inspection:	2 March 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21190	Keith Edwards	Registered inspector	English as an additional language Information and communication technology	What sort of school is it? How high are standards? a) The school's results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9189	John Horwood	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
22274	Vera Rogers	Team inspector	English Art Design and technology Religious education Special educational needs	
23004	Christopher Taylor	Team inspector	Mathematics Geography History Music	
8420	Valerie Roberts	Team inspector	Science Physical education Foundation stage Educational inclusion	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

Cambridge Education Associates Ltd

Demeter House
Station Road
Cambridge
CB1 2RS

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	7
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?	11
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?	15
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	17
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	18
HOW WELL IS THE SCHOOL LED AND MANAGED?	19
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	20
PART C: SCHOOL DATA AND INDICATORS	22
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	27

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Dukesgate Primary School serves a suburban estate in the village of Little Hulton on the western fringes of Salford and draws almost all of its children from the immediate locality. Many houses have been demolished in the area. Numbers on roll have declined since the last inspection and are continuing to fall. There is a high incidence of pupil mobility. In addition to the 21 children who attend the Nursery, there are 169 full-time boys and girls. Currently, 68 per cent of the pupils have an entitlement to free school meals which is much higher than the national average. The school has an almost all-white population and almost all come from homes where English is the first language. The school participates fully in the Excellence in Cities project and other initiatives to raise standards and boost the community.

Attainment on entry to the Nursery is much lower than usual, although there is a wide spread of ability. Almost all of the pupils who attend the Nursery class transfer into the Reception class a year later. Forty-seven per cent of the pupils are on the school's register for Special Educational Needs, mainly because they find it harder to learn than usual. This is well above the national average. Three pupils have a statement of special educational need. The school has a ten-place learning support unit that helps pupils with learning difficulties in other local primary schools.

HOW GOOD THE SCHOOL IS

The school is doing a reasonable job in difficult circumstances. Although standards in English and mathematics are well below average at the age of eleven, this school provides a satisfactory standard of education. The pupils who remain in the school from the infant classes through to Year 6 achieve appropriately. The leadership provided by the headteacher and the quality of teaching are sound. The school has a positive ethos in which each pupil is valued as an individual. The pastoral care is good. The school provides satisfactory value for money.

What the school does well

- The school provides a good level of care for all of its pupils based on the high quality of relationships.
- The school makes full use of the richness and diversity of the local community to enhance the learning of its pupils.
- The school provides well for the moral development of its pupils and the standards of behaviour are good.
- The learning support unit provides good support for the pupils.
- The provision for the pupils' personal, social and health education is good.

What could be improved

- The quality of teaching to raise standards, particularly in English and mathematics
- The use of assessment information to guide what is taught
- The roles and duties of staff who have management responsibilities

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has met most of the recommendations of the last inspection successfully and the improvement in results in the national tests has broadly kept pace with the national trend. Schemes of work have been introduced to inform what is taught in each subject in each year group. A thorough programme of staff training combined with the introduction of a new computer suite has greatly enhanced the school's capacity to teach information and communication technology successfully. Furthermore, the internal and external accommodation has been improved and the school has improved its security. The school has strengthened its community links and has developed an effective learning support unit. However, although the school has developed the role of the subject co-ordinator and does monitor teaching and learning, there is still scope for further development and these remain issues for the school. The loss of two of the senior management team through long-term illness has adversely

affected the rigour of its work. There is a lack of focus in the analysis of classroom practice to ensure that the quality of learning is improving. For example, the school collects detailed information about each pupil but has not refined its assessment procedures to ensure that this information is used to set clear learning objectives for individuals or groups of pupils. Overall, the school has made satisfactory progress since the last inspection.

STANDARDS

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

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

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

The children start in the Reception class with standards of attainment that are well below average; in their communication skills and awareness of number many children have very low attainment. The children make good progress in the Foundation Stage, particularly in their personal and social development. However, by the start of Year 1, the children's attainment is still lower than usual, notably in their language, communication and mathematical development and in their knowledge and understanding of the world. In Years 1 to 6, although the pupils make satisfactory progress in English and mathematics, standards are well below the national average by the time the pupils leave school. In the 2001 national tests, the pupils did not achieve as well as pupils attending similar schools at the age or seven or eleven. The results show a further decline in the 2002 results and the school did not meet the targets it set for its Year 6 pupils. There are many factors beyond the school's control that contribute to these weak results but the school could make more of assessment data to raise the expectations for all of its pupils. Statistical evidence shows that standards are similar to those at the time of the last inspection. The pupils achieve appropriately in the school in most subjects. The school has rightly identified writing as a particular area of weakness and needs to do more to expand the range of the pupils' vocabulary. With the exception of art and music, where standards are average, standards are below average in the other subjects of the curriculum at the end of Year 6.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Satisfactory. Pupils are happy at school, where there is a strong sense of social inclusion. Most pupils try hard to join in the activities and accept the responsibilities that are available for them.
Behaviour, in and out of classrooms	Good. Behaviour is good throughout the school with only small numbers of pupils presenting challenging behaviour which is well managed.
Personal development and relationships	Satisfactory. Pupils are friendly and polite. Pupils have satisfactory relationships with each other and good relationships with all adults in school. There is a strong sense of social inclusion.
Attendance	Poor. Attendance is well below the national average, with unauthorised absence similar to the national average. The school is working hard to

	promote good attendance and the actual figures have improved since the last inspection.
--	---

TEACHING AND LEARNING

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

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

The quality of teaching in the Foundation Stage is good. It enables the children to make good progress, particularly in their personal and social development and in their communication skills. The standard of teaching in the learning support unit, where the pupils with Special Educational Needs receive good support from specialist support staff, is good. The overall quality of teaching in the infant and junior classes is satisfactory. It is an improving situation in the infant classes where the staff work well together and use a range of methods to hold the pupils' attention and to motivate them. Throughout the school, the teachers are acquiring greater expertise in information and communication technology and are beginning to use the new suite of computers to good effect. The teachers maintain effective discipline and work well with other adults in the classroom. However, they do not consistently make enough use of assessment information in their planning to provide challenging work for many pupils, especially in English and mathematics. For example, there is an over-reliance on worksheets and too few opportunities for the pupils to make decisions about how to approach their work. This adversely affects the quality of learning. The quality of marking is inconsistent as in certain classes it seldom informs the pupils about how they can improve.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The provision for the pupils' personal, social and health education is good. The strategies for teaching literacy and numeracy need to be adapted to maximise their impact on the pupils' progress.
Provision for pupils with Special Educational Needs	Satisfactory. The school provides well for those pupils who attend the learning support unit. However, in each class there is a very high proportion of pupils on the Special Educational Needs register and the school provides for them as well as it can.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory. The school provides well for the pupils' social and moral development. The school seeks a range of opportunities to raise the pupils' awareness of other cultures. Although the school strongly promotes a code of values, more could be done to enhance the spiritual development of the pupils in assemblies.
How well the school cares for its pupils	Satisfactory. The school provides a caring atmosphere for its pupils with the pastoral systems ensuring that pupils are well known to staff, that welfare provision is provided and that the school is a safe place for both pupils and staff. Procedures for supporting pupil care are all in place.

The school has developed a satisfactory working partnership with the parents. The involvement with the community is very beneficial to the school and is a real strength.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher has fostered a strong sense of teamwork but the roles of subject co-ordinators and the senior management team require further development.
How well the governors fulfil their responsibilities	Satisfactory. The governors meet all statutory requirements. However, they rely too heavily on information provided by the headteacher and should ask more questions to deepen their understanding of the strengths and weaknesses of the school.
The school's evaluation of its performance	Unsatisfactory. Although the school is well aware of the decline in standards it has not taken sufficient action to redress the problem.
The strategic use of resources	Satisfactory. Educational priorities are supported through the school's financial planning and the school seeks best value in its spending decisions. The school provides satisfactory value for money.

There is an appropriate match of teachers and support staff to the demands of the curriculum. The school has greatly improved its resources and accommodation since the last inspection and these are now good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The teaching is good • The school is easy to approach about problems • Pupils like school • The school keeps them well informed • The high expectations of the pupils by the school 	<ul style="list-style-type: none"> • The amount of homework • How closely the school works with parents* • The progress made by pupils* • The behaviour of pupils* <p>*Note: These areas were only identified by a maximum of 3 parents on the questionnaires.</p>

The majority of parents are very supportive of the school. They believe the school is a very sensitive and caring one where everybody is valued as an individual. They reported that the school is full of good spirit and shows a remarkable determination to carry on in spite of setbacks such as break-ins and the serious illness of members of staff. The issue of homework was the area of greatest concern to parents but the inspection team considers that although there are variations to the quantity and type set, it is generally appropriate to the children's education.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Almost all of the children join the Nursery from the immediate locality. On entry, their overall attainment is well below expectations for their age, though most levels of ability are represented. In areas such as their communication skills and the children's concept of shape and number their level of understanding is poor. The children have a very limited range of vocabulary and find it hard to express themselves. It is clear from the work of the pupils currently at the beginning of Year 1 that they achieve well during their time in the Nursery and Reception classes because of the good provision. As a result, by the time they are due to transfer to the Year 1 class, most children have made good progress. However, it is only in the area of their physical development that the children achieve the expected level. The children show agility in their movement although many pupils have difficulty with movements that require close control, such as using a pencil. The children's personal and social development, their knowledge and understanding and their creative development are below the expected level. In spite of their good progress, the children's mathematical and communication skills are well below average.
2. Judging by the children who have just started in Year 1, they appear to make good progress in all areas, due to good teaching. In spite of this, the majority do not achieve the expected standard in most of the areas of learning. Most children know that books convey meaning but very few recognise words. Very few children can write independently, although a few are forming letters and figures and can copy an adult's writing in their books. The children are beginning to understand number and use mathematical language such as "more than" and "less than". The children currently in the Reception class are making good progress in their personal and social development but, although they play and work along side each other there is little meaningful interaction with their peers. They are learning to share resources and to establish good relationships with the adults who work with them.
3. The results of the national tests for Year 2 pupils in 2001 were in the bottom five per cent nationally in reading, writing and mathematics. In comparison to the performance of pupils in similar schools they were well below average. The 2002 results show little improvement. An analysis of samples of the pupils' work indicates that standards are well below the national average in the basic skills of literacy and numeracy. The pupils with Special Educational Needs are sensitively supported with their learning, particularly in English and mathematics. However, too little use is made of assessment information to ensure that those capable of higher attainment are helped sufficiently to reach their potential. Nevertheless, the pupils are making satisfactory progress in relation to their prior levels of attainment in the infant classes.
4. Results over the past five years at the end of Year 2 and Year 6 indicate that, except for one year (1999), results have remained consistently well below average. There are only small differences in the attainment of boys and girls over this period. The results of the national tests for Year 6 pupils in 2001 were no exception in English, mathematics and science. These results were below average in comparison to similar schools in these subjects and the 2002 results show a further decline. Although many pupils in both key stages do not make sufficient progress to achieve the levels expected at the end of Years 2 and 6, or for the school to meet its targets, the pupils generally make satisfactory progress from a well-below average starting point. It is possible to identify reasons that contribute to the legacy of under-attainment. Since the last inspection, much of the housing in the area has been demolished and the attainment of the children to the school has declined markedly. A very high proportion of pupils has been identified as having special educational needs. Although these pupils' needs are appropriately identified and they have individual plans for learning, their difficulties mean that they are unable to make the rapid rate of progress that they require in order to achieve the national averages. A further contributory factor is the very low rate of attendance, with a much higher than average number of pupils who do not attend school regularly. A significant number of pupils are admitted to the school other than at the usual time of starting school, with many of these having learning problems that have already been

identified by previous schools. However, most of those pupils

who complete their primary education at Dukesgate achieve appropriately and a few achieve well. For example, in 2001 the school had particular success with the percentage of pupils achieving the higher levels (Level 5) in English, mathematics and science.

5. There is scope, however, for the school to do more to improve standards. Although there are systems for tracking the progress that pupils make, this information is not used sufficiently well by the teachers to ensure that pupils of all abilities are given work that is matched to their capabilities, nor is there a sharp sense of direction on how the information gained from these assessments can be used to ensure that the curriculum is planned, to enable pupils to make the step by step progress that they need.
6. The pupils make satisfactory progress in speaking and listening but standards are still well below average and the pupils are unlikely to achieve the expected standard by the end of Year 6. Most pupils listen satisfactorily and speak clearly but they lack a range of vocabulary and a few have difficulty in making themselves understood. This impacts adversely on the pupils' learning in all subjects. Although the pupils make sound progress in learning to read, standards are well below average at the end of Year 6. Only a few of the oldest pupils have developed satisfactory library skills to be able to locate reference material in the school library. Many take little interest in reading and only a minority can refer to different authors or genres. At the end of both Years 2 and 6, the pupils' attainment in writing is well below average. Their spelling and punctuation are well below expected levels. There are a few good examples of writing, in which pupils use a wide range of punctuation marks, including inverted commas, but these are the exception. Standards of handwriting and presentation are weak throughout the school. Few of the pupils have developed a neat joined style of handwriting.
7. The attainment of pupils with Special Educational Needs is often very poor. Pupils on the higher levels of the register for Special Educational Needs experience considerable difficulty with spoken and written English and find it hard to apply their limited skills in their work. However, they make satisfactory and often good progress when they are being supported in specialist groups outside the classroom, for example in the Learning Support Unit. Throughout the school, pupils with Special Educational Needs are set clear and appropriate targets and make steady progress towards meeting them. Their achievement is satisfactory in relation to their prior attainment. They are well supported by class teachers, the learning support assistants and support staff for pupils with Special Educational Needs, who work closely together to ensure that the pupils are provided with work that is appropriate.
8. The standards reported in the last inspection in mathematics have declined. The school has introduced the National Numeracy Strategy and has more assessment information available. Although the pupils make satisfactory progress in the infant and junior classes, standards in the work seen are well below average. By the age of eleven, most of the pupils are able to use percentages and fractions and are reasonably confident when drawing graphs and charts. Although most pupils are below the national average in Year 6, this represents satisfactory progress for these individual pupils compared with the results they gained at the end of Year 2.
9. Standards in science are below average at the end of Year 2 and by the time the pupils leave school. In the 2001 national tests, the pupils' results at the end of Year 6 were below those achieved by pupils in similar schools. However, the pupils achieved a higher percentage of the higher grades (Level 5s) in comparison to those pupils attending similar schools. Current standards continue to be below average but inspection findings show positive progress as teachers take a more practical approach to science.
10. The pupils' understanding of information and communication technology is below national expectations. The teachers plan a systematic range of opportunities for the pupils to use the new information and communication technology suite to assist their learning. The regular timetabling for pupils to work there is having a marked effect on raising standards, particularly in the infant

classes, where good teaching and learning was seen. However, the benefits have yet to work their way through to the achievements of the older pupils. Furthermore, too little use is made of information and communication technology to support learning in other subjects, and some teachers lack sufficient expertise and confidence to teach well.

11. Standards in religious education are average at the end of Year 2 and by the time the pupils leave school. The pupils have a basic understanding of Christianity and different world faiths and this understanding of the beliefs of major faiths and the consideration of how these affect the way we live are strong features of the pupils' work.
12. Standards are satisfactory in art, history, geography and in physical education, except in swimming, where records show that fewer than half of the pupils become competent swimmers. Standards in history and geography are well supported by visits and visitors to broaden the pupils' first-hand experiences. Standards in design and technology are below average because the teaching is too prescriptive and much of the work set lacks challenge. Standards in music are below average at the end of Year 2 and at the end of Year 6. This is because the school lacks a specialist teacher and opportunities are missed, for example in the daily assemblies, to develop the pupils' musical understanding and skills.

Pupils' attitudes, values and personal development

13. Most pupils have positive attitudes to the school and to learning. They arrive at school in a quiet, orderly manner and are clearly happy to come to school. Pupils are polite and well-mannered when moving around the school and this leads to a well-disciplined community. The pupils' attitudes are mainly satisfactory, with most paying attention in lessons and working hard. The pupils show interest in the activities available to them, with a good level of participation in after school and lunch-time activities such as the School Council. The breakfast club and homework clubs are very good facilities for the pupils.
14. The attitudes of the children in the Foundation Stage are good. They enjoy coming to school. Most are keen to learn and settle to work well. On entry into the Nursery their rapid acceptance of routines is commendable. A few children in the Reception class are periodically disruptive but overall in class activities most children have positive attitudes to school and take turns to share materials and equipment appropriately.
15. Pupils with Special Educational Needs generally show positive attitudes to their work and good levels of concentration when they are well supported in group or individual tasks. They try hard and take a pride in their achievements, particularly in the small group situations. Where additional support is not available their levels of interest and attitudes to work wane and this sometimes leads to less than satisfactory behaviour.
16. Behaviour of the pupils in the school is good. In almost all lessons it is at least satisfactory and it is frequently good. When incidents of behaviour that are not consistent with school expectations do occur, the teachers' good classroom management skills successfully deal with them. Around the school, including break and lunch-times, the behaviour is good, with no evidence of any bullying or other type of oppressive behaviour. There is adequate supervision at all times during the day. There has been one fixed-term exclusion this year which later resulted in a permanent exclusion - this is unusual for the school where every effort is made to avoid exclusions.
17. Relationships between pupils are satisfactory and are good between the pupils and adults in the school. Staff and pupils communicate well and the good relationships allow the pupils to talk to staff about individual problems. The school is very inclusive and the pupils play and work well together. There is a friendly and family-type environment within the school, where there is mutual respect and trust. The pupils' personal development is a high priority and the pupils clearly become more sensible, polite and respectful by the time they reach Year 6. The pupils' personal development is well supported through the personal, social and health education provision as well as the good support provided by the learning mentor system and the learning support unit. The personal, social and health education and the religious education course together with issues

addressed during assemblies help the pupils to understand the feelings, values and beliefs of others as well as the impact of their actions on them. The school supports this well by using its very good community links to enable children to have contact with other faiths. The pupils have limited opportunities to take responsibility but they willingly take on duties such as taking registers to the office or handing out equipment. Some of the older children support the education of younger children by going into their classrooms to show and explain the work they have done.

18. Attendance figures have improved since the last inspection but are still well below expected levels. The incidence of unauthorised absence is similar to the national average. The school is working hard to improve the attendance through many initiatives including rewards systems and close monitoring and analysis of attendance data as well as direct contact with families. The attendance for 2000/1 was 90.3 percent but school data indicates that there will be an improvement of about 1% for 2001/2. Whilst these figures are still low they are an improvement from the 88.6% at the time of the last inspection and also compare favourably with other local schools. The main factors affecting the attendance are the mobility of many families, the low priority that some families place on attendance, economic circumstances encouraging parents to take family holidays during low-cost periods and sickness. The punctuality of the majority of pupils is good.

HOW WELL ARE PUPILS TAUGHT?

19. The overall quality of teaching is satisfactory and it enables the pupils to make sound progress overall. This is particularly the case in the infant classes, where it is an improving situation. In 90 per cent of lessons throughout the school, the teaching was satisfactory or better. In almost half of the lessons, the teaching was good and in four lessons it was very good. The teaching in the Foundation Stage is good. However, although the quality of lessons observed during the course of the inspection was sound with a strong element of good teaching, a close scrutiny of the work in the infant and junior classes provides evidence of weaknesses identified in the last inspection. These include unhelpful marking, low expectations and over-prescriptive teaching. The overall quality of teaching is not as good as that described in the last inspection and this is because the school is missing the work of two senior teachers who have been absent through illness for a long period of time.
20. The teaching in the Foundation Stage is good. The teachers' planning is of a good quality and addresses the six areas of learning for young children. Both the Nursery and Reception classes are organised into well-structured learning areas. The wide range of interesting activities and attractive displays provide a welcoming environment where the children feel secure and are motivated to learn. There are high expectations of good behaviour, which provides a good learning atmosphere in most lessons. Where there is challenging behaviour the teachers handle individuals well. The teachers make ongoing observations of the children efficiently. This is effective in increasing their knowledge of pupils' progress but does not always track the rate of progress of different ability groups as well as it might. However, the teachers are alert to the needs of the children within their classes. For example, they have recently identified a need for speech and language intervention. This assessment has led to a successful bid for training and professional input from the speech therapy service. As a result of the good teaching most children make good progress towards the expected standards, particularly in their personal and social development and in learning to speak and listen.
21. The staffing ratio throughout much of the school is good. Teachers and classroom assistants work effectively together and maintain effective discipline. In many lessons, particularly in lessons for the younger pupils, adult support within the class is effectively deployed to help small groups of pupils. The teachers understand the requirements of the National Literacy and Numeracy Strategies and a characteristic of many introductory sessions is the good use of questioning. However, the teachers are less successful in using the plenary session to establish what the pupils have learned and to identify areas of confusion. Furthermore, the teachers lack confidence in adapting these strategies to meet the needs of the pupils in their classes. This means that assessment information is not used as effectively as it might be to ensure that the work set for different groups of pupils is pitched at the right level. This is a major contributor to

the low standards of attainment in English and mathematics. Most of the work in the pupils' books is marked. However, the quality of marking is inconsistent in providing pupils with information on how they might improve their work. Although class, group and individual learning targets are in place, there is little evidence in the planning documentation or lessons that they are used to promote learning or to inform pupils of how well they are doing.

22. Overall, the teachers have secure subject knowledge. The teachers are gaining in confidence in the use of the information and communication technology suite and most are using this resource to good effect. However, the class-based computers tend to be underused to support learning in different subjects. Furthermore, many of the teachers lack confidence in teaching music and this impacts adversely on the pupils' progress. Homework is used satisfactorily to support learning in the basic skills of literacy and numeracy.
23. The quality of teaching in the infant classes is sound. The newly formed infant team works closely together in the open plan area. This supports their planning, use of resources and knowledge of the pupils. Classroom displays are attractive and informative and provide useful vocabulary and guidance for the pupils. The behaviour of the pupils is managed well. The teachers maintain effective discipline and use a range of techniques to maintain the interest of the pupils and to keep them motivated. For example, in a Year 1 literacy lesson, the teacher used a range of techniques including a puppet, songs and "brain gym" activities to hold the interest of the pupils. The teachers understand the requirements of the National Literacy and Numeracy Strategies and reading and writing are taught systematically. A characteristic of many introductory sessions is the good use of questioning. The teachers ensure that all of their pupils are able to make a contribution by pitching questions at the appropriate level. However, the plenary session is often too short and many lessons lack a formal check on what has been achieved.
24. The quality of teaching in the junior classes is satisfactory overall. In the good lessons seen, the teachers asked searching questions to test the pupils' prior learning and to arouse interest. The lessons are then conducted at a challenging pace so that no one loses interest. In a good mathematics lesson in Year 4, for example, the teacher explained clearly the rules of an addition game involving dice. Because the pupils clearly understood what was expected of them and the lesson involved a practical activity, the pupils responded enthusiastically and were able to complete a number of calculations in good time. The pupils continued the activity in groups, with the teacher intervening appropriately. The whole exercise was conducted within time constraints to concentrate attention and her expectations were high. However, in some lessons in the junior classes, the teachers do not introduce appropriate challenge for pupils of differing abilities in the numeracy and literacy sessions. This is because the teaching of basic skills often lacks the rigorous use of assessment and this leads to underachievement. Furthermore, there tends to be an overuse of mundane worksheets and the pupils are allowed to get away with unsatisfactory presentation and incomplete work on too many occasions.
25. Through a local initiative the school provides support for those pupils in Years 5 and 6 who have been identified as being gifted and talented. These pupils meet for one afternoon each week and are helped to reach their full potential. Although the scheme is in its early stages, there are encouraging signs that it is effective in raising attainment and celebrating success.
26. The quality of teaching in the learning support unit is good as the lessons are conducted at pace and the teacher uses a range of methods to motivate the pupils. However, the quality of teaching for those pupils with Special Educational Needs is similar to the time of the last inspection and satisfactory overall. The support that these pupils receive is guided by appropriate education and specific teaching plans. Pupils are well integrated into the life and work of their class groups, although there are occasions when pupils miss some lessons or parts of lessons in the non-core subjects as they are withdrawn for teaching in basic skills. Pupils with Statements of Special Educational Needs are well supported by well-trained and experienced classroom assistants specifically assigned to them. However, teachers cannot always give the necessary time required to other pupils who have specific learning needs.

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

27. There has been satisfactory improvement since the last inspection. The school provides a broad and balanced curriculum. Policies and schemes of work, based on the Qualification and Curriculum Authority units, have been adopted to support the teachers' planning. However, there is scope for further revisions to include guidance for teachers on Special Educational Needs, inclusion and spiritual, moral and social development. The provision for the pupils' personal, social and health education and the relationships between partner schools are particularly good. Notably, the contribution the community makes to support the curriculum is very good.
28. The curriculum for those children from three to five years old is satisfactory and reflects national requirements. A well-planned range of activities continues through to Reception, where the children are presented with a range of stimulating activities that are designed to develop personal growth and prepare them well for future learning.
29. A soundly based curriculum is provided for pupils in Years 1 to 6. Schemes of work are now satisfactorily in place to provide the progression which was judged to be lacking in the last inspection. Whilst the National Literacy and Numeracy Strategies are satisfactorily in place, their impact on standards is disappointing because they have not been adapted sufficiently to meet the needs of the pupils. The provision for those pupils with special educational need is satisfactory. The requirements of the new Code of Practice are fully understood and targets set for the pupils are appropriate and reviewed regularly. Teachers are well aware of the variety of needs, including behaviour, which hinder pupils' learning and these are clearly identified in the pupils' Individual Education Plans. As a result the curriculum is suitably inclusive and the pupils from the homes of travelling families, for example, are fully supported. An impressive number of support services and community links are connected with the school and the pupils benefit from the services they offer the school. Pupils with Special Educational Needs are mainly taught in small groups within the classroom. However, where pupils are withdrawn for small group teaching this sometimes takes place during the teaching of non-core subjects and pupils then miss the same subjects.
30. The school has very good links with the community and this makes a significant contribution to the pupils' learning. For example, pupils of higher ability have benefited from connections with Excellence in Schools initiatives and standards for this group of pupils have been raised. Equally, a service which provides learning mentors to pupils has encouraged the attendance of supported pupils. Business partnerships have provided talks to pupils about the world of work as well as mentorship in reading. School health services support *Healthy Eating* curriculum projects as well as aspects of sex education and the misuse of drugs. The school is actively involved in the Salford Business Partnership and benefits from specific activities such as BUPA staff coming into school to talk to pupils and local accountants constructing the Nursery garden funded by their company. There are many visitors who come into school, such as the local vicar, a rabbi, visitors from other faiths and an African storyteller. The school organises many visits to places of interest such as local theatres and art galleries, all of which are paid for by funds raised by the school to ensure all children are included. Older pupils have the opportunity to attend an annual residential trip.
31. The school has a constructive relationship with its partner schools. The local primary schools are supportive of each other and have regular contact. The Nursery staff have good links with a local day Nursery from which a few children come and the school has good links to the secondary school through the headteacher, the Year 6 teacher, the Special Educational Needs co-ordinator and the learning mentor. Normal induction procedures are in place for pupils transferring to the secondary school, including visits and meetings, and the school is always very efficient at supplying pupil information at an early stage to ensure a smooth transfer.
32. The school provides a modest programme of extra-curricular activities. The Sports Development initiative offers coaching for sporting skills and football. High school students offer dance during the school year and learning mentors support the homework club. A very positive feature of

activities before school is the breakfast club, where pupils can have a snack and then join in board games and play with small toys or equipment. This has had a significant impact on the attendance of some pupils as well as improved punctuality.

33. The emphasis school places on personal, social and health education has a significant impact on pupils' personal development. Planned time is given to this area of the curriculum, which enhances pupils' understanding of self-worth and relationships with others in and out of school. It specifically enhances the pupils' moral and social development.
34. Provision for pupils' personal development is satisfactory overall. The provision for the pupils' social and moral development is good and stronger than the provision for the pupils' spiritual and cultural development. The school endeavours to raise awareness of values and beliefs through assemblies and religious education and to some extent pupils gain a simple understanding of the themes, such as *Caring* and *Sharing*. The separate arrangements for infant and junior assemblies, however, fail to contribute to the sense of spirituality within the school and the hall's use, as a thoroughfare, is disturbing on these occasions. The sparkle that could be expected here is more evident in times such as Breakfast Club and with the work associated with learning mentors where pupils can spend time with their friends before school begins.
35. The teachers use assembly opportunities and lessons for pupils to appreciate their own cultural traditions and those of others. Famous people such as Martin Luther King and events such as the death of Stephen Lawrence are included in the programme as are discussions on the progress of the school's foster child in Kenya. Visiting musicians and representatives of other cultures and faiths visit the school, such as performing arts groups and a visiting rabbi and Hindu priest. The school raises the pupils' awareness of the cultural diversity within the community. For example, a Muslim junior pupil and his family have been happy to talk about their faith and aspects of their life style. Associated displays of the artefacts of Islam, poetic prompts on the perspectives of skin colour and the connections with Kenya satisfactorily increase the pupils' understanding of the multicultural nature of the outside world.
36. The pupils' moral and social development are good. The pupils are clear in their understanding of right and wrong within the school and feel supported by the values of the adults in the school. As a result, the behaviour in lessons and around the school is good overall. There is clear guidance on expectations of positive behaviour in each classroom and adults in the school take time to explain the consequence of misbehaviour when they apply sanctions. Good behaviour and positive actions are rewarded at merit assemblies where pupils of all abilities can be recommended for the special tribute award. Relationships between pupils and teachers are good and these play an important part in pupils' social development. Pupils are aware of the good relationships that exist between the adults in the school, and there is an atmosphere of wide-ranging good-will. Pupils get on well with each other in the playground overall and co-operate well in shared activities in class.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. Since the last inspection the care of pupils has continued to be a strong feature within the school. The school provides satisfactory care for its pupils and has sound procedures for child protection. The child protection officer is well trained and named in procedures. All staff within the school receive good training in child protection issues and the staff handbook gives guidance on what to do if issues arise.
38. The school has a sound approach to health and safety but, whilst adequate measures are always taken to look after the pupils, the practice and procedure do not always match. The health and safety policy has been reviewed to remedy this situation following a recent health and safety audit. The site and activities throughout the day are adequately supervised. The school carries out fire drills and alarm tests on a regular basis and good records are kept. The school has satisfactory provision of medical facilities including qualified first aid staff.

39. The welfare of the pupils is underpinned by the close relationships within school ensuring that pupils are well known to staff and that the pupils know whom to contact about any problems. There is satisfactory personal development of the pupils as they move through the school. All activities during the day are adequately supervised.
40. The school monitors attendance very closely and analyses data to enable issues to be addressed. There is regular analysis carried out by the learning mentor, who is active in promoting good attendance through a range of initiatives such as rewards and a breakfast club. The attendance figures are well below the national average but they are now better than at the time of the last inspection. The area has undergone many changes in the last few years with a very mobile population which is clearly producing attendance issues but the school is making every possible effort to promote improved attendance and recent analysis indicates that the procedures are increasingly effective. Registration takes place at the start of the morning and afternoon sessions and the procedures are followed well. The school follows up any unexpected absence at the earliest opportunity. There has been a significant improvement in the monitoring and promoting of attendance since the last inspection through the introduction of the learning mentor system. The learning mentor involves the pupils in monitoring their attendance and also talks to the families wherever possible. The school receives good support from the education welfare officer.
41. The behaviour policy is well known to staff and pupils. Teachers use good classroom management skills to apply the procedures and they are clearly effective. The pupils are encouraged to talk about behaviour and what is acceptable. The school is very strong and consistent in its control of bullying. The learning mentor and the learning support unit support any pupils who do have behaviour difficulties.
42. The school's procedures for assessing pupils' attainment in English and mathematics are satisfactory overall. In contrast, practice in science is not adequate, with no clear set of procedures for keeping a systematic check on what all pupils have achieved, and what they still need to achieve. The school uses a selection of standardised tests at regular intervals to assess the progress that pupils have made in reading, mathematics and English. At present, the school uses the information it gathers to track individual pupils' performance, to identify trends in performance and to make predictions for individual levels of attainment at the end of each year group. More recently the school has started to use the information to set individual targets in writing and mathematics, which are shared with the pupils. However, assessment information it gathers is not sufficiently used to inform curriculum planning. Based on the assessment information available and teachers' day-to-day assessments, lower-attaining pupils are identified for additional support in literacy and mathematics. This aspect of the school's work is good, but is less successful with regard to raising the attainment of the average and higher-attaining pupils, as it is not used consistently through the school. Consequently, progress for some groups of pupils is not as good as it could be because teachers do not set sufficiently accurate and challenging tasks. At the time of the previous inspection the inspectors noted that assessment was not always used effectively in other subjects. This remains the case as there are currently no formal arrangements for the assessment and recording of pupils' achievements outside English and mathematics.
43. The procedures for assessing pupils' Special Educational Needs are sound. The class teachers set appropriate targets for their learning in Individual Education Plans, which are translated into specific learning plans. This is done with the co-ordinator for special needs. Parents are consulted and informed of their children's progress and what they can do to help. The pupils' progress is regularly reviewed and the plans adjusted accordingly. The school provides appropriate levels of support in the form of classroom assistants. The few pupils with Statements of Special Educational Needs receive their entitlement to support. However, the school has identified a number of other pupils who require statements but who are awaiting the formal processes of statementing before they can receive the appropriate support.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. There is a satisfactory partnership between parents and the school. A home/school agreement is in place and the school welcomes parents into school. Parents' views of the school, expressed through the questionnaires and the parents' meeting, are very supportive and raise no significant concerns. The most pleasing aspects for parents are the quality of teaching, the approachability of the school, that their children like school, the information they receive about their child and the high expectations of children by the teachers. The only area in which a significant number of parents would like to see an improvement is the amount of homework. The inspection team judged the homework provision to be satisfactory.
45. The school sends out its own questionnaires to ensure that it knows parents' views and can take account of them but, although there is evidence that the school has 'listened', the results of the survey are not reported directly to parents. Direct communication with the school is available to parents through the school's open door policy and welcoming environment.
46. The information provided for parents is satisfactory. The school sends home regular letters to parents about issues and events. There are two school brochures – one for the main school and one for the Nursery – which are well presented and informative. The reporting system to parents on progress is satisfactory and comprises parents' meetings and an annual report which provides comments about the child and progress. In some subjects the comments are clearly personalised but in others all children get a similar comment. The reports could be improved by ensuring that pupils are given unique comments in all subjects as well as comparative data for parents to assess how well their child is achieving compared to expectations. The governors' annual report to parents contains good information for parents and meets requirements.
47. The school tries hard to ensure that the parents of pupils with Special Educational Needs are consulted regularly about their children's needs and the progress they make. The parents are kept well informed and invited to attend review meetings. They are kept informed of targets set in their children's Individual Education Plans.
48. There is no formal Parent Teacher Association at the school but there is a group which supports the school by organising fund raising events. The group raises funds for the school through events such as the Christmas fair, fashion shows and raffles. Much of the funds raised are used to finance the school visits to ensure all pupils benefit. A few parents help in school on a regular basis whilst others are school governors; other parents help on school trips and support events. Parents support their children's education by encouraging homework and by attending parents' meetings.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The quality of leadership and management is satisfactory. There have been significant improvements in the quality of the educational provision since the last inspection but academic standards have fallen. The headteacher has established an attractive working environment for the pupils. She has been successful in maintaining the tone of the school that was reported in the previous inspection. This is based on the ethos of social inclusion and high expectations of the pupils' behaviour and courteousness. Pupils of all abilities and backgrounds are happy to come to school; this is reflected in the positive response of the parents in the questionnaire and at the meeting prior to the inspection. The school has a good reputation within the community. The headteacher has successfully involved the school in a range of local and national initiatives that have seen a creditable improvement in the level of resourcing for the pupils but as yet this has not been reflected in improved standards in English, mathematics and science.
50. The school has a commitment to develop the pupils' individual talents and to ensure equal opportunities for all pupils. In practice, the work of the school reflects its aims well on the pastoral side but is much less effective in terms of academic success. The school is successful in meeting its aims which focus on the personal security of each child. The ethos of the school, which is strong on the pastoral aspects of the curriculum, is sound. The school has successfully

integrated pupils from a range of difficult social backgrounds. The school copes well with the high mobility of its pupils. Statistical evidence shows that those pupils who complete their entire primary education at Dukesgate achieve well.

51. Although there is a strong sense of team work there are weaknesses in the strategic management of the school, which have not been helped by the long term sickness of key members of staff. The curriculum priorities identified in the school development plan are entirely appropriate. However, there remains a lack of rigour in the monitoring of teaching to ensure that the process results in an evaluation of how well the pupils are learning. Furthermore, the role of the senior management team, and the role of the deputy headteacher in particular, needs redefining to improve its effectiveness. Many of the subject co-ordinators are new to their role and still lack confidence and expertise. They do not yet evaluate the teaching and learning in their subject in a planned and systematic way to raise standards and to develop their area of responsibility. There is a shared commitment to improve standards but the leadership has not fully addressed the focus required by the last inspection to develop the role of the curriculum co-ordinators to monitor teaching and learning.
52. The management of Special Educational Needs is satisfactory and due regard has been given to the introduction of the new Code of Practice. Clear communication between teaching and support staff underpins much of the work. Procedures are systematic, organisation clear and records carefully maintained. However, although the progress of individual pupils is monitored by the class teacher, the co-ordinator does not specifically monitor pupils' progress. Annual reviews for pupils with Special Educational Needs are carried out appropriately and meet requirements. The management of the Learning Support Unit is good. The co-ordinator has a clear sense of direction and manages her responsibilities well. She liaises well with her colleagues at Dukesgate and in neighbouring schools and has established the confidence of the parents. This enables the pupils in her charge to make good progress.
53. The governing body is supportive of the headteacher and the school. The committee structure, although informal, is successful in recruiting an adequate number of suitably committed governors. However, much of the work is left to a hard working nucleus who visit the school regularly and know staff and pupils well. The governors fulfil their statutory duties. They have a clear understanding of pastoral, staffing and premises issues but are less well informed about the curriculum and standards. The governing body's role as a critical friend to the school is underdeveloped as the governors rely heavily on information presented to them by the headteacher.
54. Sound financial planning supports the school's educational priorities. The current school improvement plan identifies the most important areas for development, most of which are echoed in this report. Resources and timings are identified, but detailed criteria by which the impact of these developments can be evaluated are unclear. New developments are linked to the annual budget. The school makes sound use of resources allocated to support specific groups of pupils such as those with Special Educational Needs. Funds from the Excellence in Cities initiative are directed appropriately towards raising the attainment of different groups of pupils through projects such as the Gifted and Talented Programme, a learning mentor and the Learning Support Unit. The governors monitor the school's budget on a termly basis and satisfactory financial controls are in place. The principles of best value are applied soundly. The school assesses its performance in comparison with other schools, and sets challenging targets to improve standards. It seeks the opinions of parents and pupils by consulting through questionnaires and the School Council. Through competitive tendering, it receives sound value for money when making major spending decisions. Day-to-day administration is efficient and computers are used effectively for storing pupils' personal details, placing orders and paying invoices, though they are not used to maintain pupils' assessment records. All the recommendations in the recent internal audit report are currently being implemented.
55. The school's staffing levels, accommodation and resources are good. The school deploys the many adults who work in the school satisfactorily. The accommodation is good. The building is well maintained and is very clean. The grounds are relatively small with little space for ball games

but a high fence ensures that the area is secure. The interior is well decorated and welcoming with many recent improvements – examples being refurbished toilets and additional interior walls to improve teaching areas in what was originally an open plan area. The total area is adequate to teach the curriculum but the layout means that it is necessary to walk through some classrooms to get to others and this causes distraction. There is not a dedicated medical room and the library's location and size is inappropriate.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

56. The headteacher, staff and governors should now:
- (1) Raise the quality of teaching to the standard of the best to improve standards in English, mathematics and science. This process should include:
 - making full use of assessment information to match the work set to the different abilities of the pupils (paragraph 24);
 - raising the expectations of the pupils, particularly the higher attainers (paragraph 24);
 - establishing procedures to assess the achievements of pupils in science (paragraph 100);
 - ensuring the marking of the pupils' work is consistent (paragraph 21).

- (2) Improve the quality of learning. This process should include:
- providing more opportunities for the pupils to work independently (paragraph 19);
 - providing more opportunities for the pupils to discuss their work and thus improve their speaking and listening skills and their range of vocabulary (paragraph 74);
 - reducing the amount of worksheets provided (paragraphs 24, 99).
- (3) Continue to develop the role of the subject co-ordinators and those staff with management responsibilities to monitor teaching and learning and to share good practice (paragraph 51)

Minor issues:

- Continue to strive for improved attendance (paragraph 18).
- Raise standards in information and communication technology, music and design and technology (paragraphs 10,12).
- Improve the pupils' handwriting and standard of presentation (paragraph 24).
- Develop the role of the governing body as a critical friend of the school (paragraph 53).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	60
Number of discussions with staff, governors, other adults and pupils	34

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	29	21	6	0	0
Percentage	0	7	48	35	10	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	21	169
Number of full-time pupils known to be eligible for free school meals	N/a	110

FTE means full-time equivalent.

Special Educational Needs	Nursery	YR – Y6
Number of pupils with Statements of Special Educational Needs	0	3
Number of pupils on the school's Special Educational Needs register	1	30

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	26
Pupils who left the school other than at the usual time of leaving	26

Attendance

Authorised absence

	%
School data	9.1
National comparative data	5.6

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
		2001	15	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	9	9
	Girls	10	11	11
	Total	21	20	20
Percentage of pupils at NC level 2 or above	School	66 (74)	63 (87)	63 (83)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	11	13
	Girls	13	13	13
	Total	25	24	26
Percentage of pupils at NC level 2 or above	School	78 (87)	75 (83)	81 (78)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2001	17	16

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	8	13
	Girls	7	8	11
	Total	14	16	24
Percentage of pupils at NC level 4 or above	School	42 (42)	48 (50)	73 (81)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	9	11
	Girls	7	8	9
	Total	15	17	20
Percentage of pupils at NC level 4 or above	School	45 (42)	52 (54)	61 (54)
	National	72 (70)	74 (72)	82 (79)

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
156	0	0
0	0	0
0	0	0
3	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
1	0	0
0	0	0
0	0	0
0	0	0
1	0	0
0	0	0
0	0	0
0	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)	9
Number of pupils per qualified teacher	19.4
Average class size	21.9

Education support staff: YR – Y6

Total number of education support staff	6.5
Total aggregate hours worked per week	229

Qualified teachers and support staff: Nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	21.0
Total number of education support staff	1
Total aggregate hours worked per week	32

Financial information

Financial year	2001-02
----------------	---------

	£
Total income	547,671
Total expenditure	552,457
Expenditure per pupil	2,834
Balance brought forward from previous year	18,858
Balance carried forward to next year	14,072

Number of pupils per FTE adult	10.5
--------------------------------	------

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	3

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	196
Number of questionnaires returned	37

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	22	0	0	3
My child is making good progress in school.	62	30	8	0	0
Behaviour in the school is good.	46	43	3	3	5
My child gets the right amount of work to do at home.	41	43	11	5	0
The teaching is good.	76	24	0	0	0
I am kept well informed about how my child is getting on.	73	24	0	3	0
I would feel comfortable about approaching the school with questions or a problem.	84	14	3	0	0
The school expects my child to work hard and achieve his or her best.	70	27	3	0	0
The school works closely with parents.	65	22	8	3	3
The school is well led and managed.	51	43	5	0	0
The school is helping my child become mature and responsible.	46	49	5	0	0
The school provides an interesting range of activities outside lessons.	49	49	0	0	3

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

57. The school continues to provide effectively for children in the Foundation Stage. The Nursery and Reception classrooms are set out in a way that attracts and engages the children. At the time of inspection there were up to 21 children expected to join the Nursery who presently were attending school part-time. There are 19 children in the Reception class. Children start in the Nursery with weak social skills; their speaking and listening skills are very underdeveloped and their grasp of number is well below expected levels. However, judging by the performance of the children who have just started in the Reception class, they have made considerable progress.
58. The well-planned curriculum provides a wide range of learning experiences that are linked well with the Early Learning Goals children are expected to achieve at the age of five. Judging by the attainment of those children who have just started in Year 1, most children in Reception continue to work below the expected level in their personal and social development, in their communication, language and literacy skills, in their mathematics and knowledge and understanding of the world and in their creative development. The majority of children perform at the appropriate level in their physical development. As a result of good teaching overall, the children have made satisfactory progress overall and good progress in their personal and social development. The teachers have prepared their children well for statutory education at the age of five by skilfully connecting aspects of the Early Learning Goals with the expectations the National Curriculum. Where appropriate, the children with Special Educational Needs are identified early and good support is given.

Personal and social development

59. Children are happy as they come into school, although a few are still at a stage where their parents need to stay for a while at the beginning of the session. The children quietly explore the activities and with increasing confidence join others in role-play activities such as being firemen or policemen and women. They are curious about the use of binoculars and how tools work. Within a secure and caring environment in Nursery and Reception, the children begin to learn class routines well. Nursery children know how to form a circle with their chairs and wait for their turn at snack time as one of their groups gives out the milk. They remind each other to say "Thank you", and are sufficiently aware of others to alert them to spilt milk. Most children develop independence through the tasks they are asked to do such as giving out milk and tidying the cartons away for the next activity. Reception children are sufficiently familiar to enter school, hang up their coats and sit quietly for registration. They know how to form a queue ready to walk to the hall in an orderly manner. In Reception the activities are so arranged to enable the children to easily tune into the task which has been discussed in the carpet session. Children are readily attracted to the well-organised home corner where they warmly invite visitors to sit and wait for "chicken soup, strawberry and cream pies and coffee".
60. Teachers are skilled in raising children's confidence to participate actively in these activities and appropriately use these opportunities to encourage independence. They are caring and supportive where children are anxious about new settings or activities. They constantly support children's good behaviour and manage challenging pupils especially well. This impacts positively on the children's personal, social and emotional development.

Communication, language and literacy

61. Although children are likely to have well below the expected levels in language and literacy by the time they leave Reception, they are beginning to make good progress in these skills. In the Nursery they join in a telephone conversation about *Bob and his friends* using very simple terms in reply to their teacher. Whilst shy with visitors, they are lively in simple talk with their friends when building with large bricks. "Look out!" "It's ready to fall on you". They make a positive start

in recognising their name in print. In Reception, the children talk with adults about their family and their friends with increasing confidence but their speech remains immature and they have a very limited vocabulary. When sharing books with their teacher they are often passive and only a minority positively respond to the teacher's questions, generally in very simple statements. They know about books and understand what the dream bubble means in a story in their Big Book. Their book knowledge increases as they are introduced to sharing a book with their teacher for the Literacy Hour but their letter recognition is at an early stage of development. Most children write their name in a recognisable form, a few higher attainers begin to make a sentence to describe their pictures.

62. The teaching of language and literacy is good with particularly strong support in Reception. There is well-matched planning for the Nursery assistant to reinforce word and sound work on the computer and clear observations are made of children's progress. Teachers take time to talk to children, promote their learning of sounds and work closely with them when practising their handwriting. They use hand puppets to encourage the naming of sounds as well as rhymes and songs that will assist children to remember their new learning. Good links are made between information communication technology and the reading schemes and stories children will encounter after they leave Reception

Mathematical development

63. The children's standards are well below the expected levels for their age. The children start the Nursery with very limited number skills although a few count confidently up to five without support. However, they readily begin to understand order as they count the number of people in their snack circle and count the number of milk cartons and straws when they take turns to be monitor. They work hard at recognising numbers up to five during their outdoor number games but their number knowledge is limited. When ordering numbered gnomes in the garden several children had difficulty with the idea of "next to". In Reception their number confidence gradually increases with activities based around number rhymes such as *Five little monkeys* and games involving models previously made. When "serving" sandwiches in the home corner, the children count up to eight utensils confidently and make up a number of sandwiches up to five without support. Most can name their colours but few are confident in recognising and repeating patterns. However they make clear progress in the recognition of shapes and most of those observed can recognise and name *circle, rectangle and triangle*.
64. The teaching is good and teachers understand the needs of this age range well. Periodically the aspirations of the teacher do not match the low level of younger children's skills. However the majority of activities are well planned to meet the needs of all children and these are well supported by Nursery assistants. Teachers incorporate number skills well in their activities with children, in stories such as the *Great Jam Sandwich* and songs and number rhymes reinforce children's number vocabulary. Support staff equally make opportunities to practise the language of number during such activities as planting bulbs and when making prints of fruit and vegetables.

Knowledge and understanding of the world

65. As the experiences of children are very narrow when they enter school, most children by the age of five achieve standards below those expected at this age. However, judging by the attainment of those children who have just started in Year 1, they have made steady progress in the Foundation Stage. Younger children are curious about the resources they encounter but few understand their purpose initially. They need careful guidance when planting bulbs indoors and out and support as to the purpose of tools. For example, they confuse a screwdriver's purpose with that of a knife. Only the very few higher attainers are fully confident when naming their colours – one child choosing to use "beige" when naming colours on the computer. By the time children reach Reception they are keen to use resources, such as binoculars, to investigate insect life outdoors and the different textures on the bark of trees. They are more able to use the tools presented to them for cutting and joining. Both groups of children are interested in the computer and they use the mouse at a simple level. Their experience of information and communication technology is limited. Children from both groups can talk simply about their family members. Walks and visits

feature significantly in the scheme of work for this age range; photographs indicate the enjoyment and value gained from past visits. However, the

enthusiasm shown by the Reception children when exploring outdoor areas of the school for insect life indicates a potential for growth in this aspect of learning. Presently their geographical knowledge is mainly confined to their journey to school.

66. Teachers plan well for these experiences and give children good opportunities to exercise their skills and knowledge. On their return from assembly teachers question the children about stories they have heard and encourage them to be 'caring and sharing' in the classroom as well as develop their understanding about God. Their good planning results in clear demonstration, appropriate pace and good exploratory opportunities in lessons. Teachers have good rapport with their children overall and this encourages interest in the work children do. They consider the needs and abilities of all pupils well and ensure that all groups are fully included in activities.

Physical development

67. In physical development children reach the level expected for their age and children continue to make satisfactory progress. In sessions seen, children are active and energetic in indoor and outdoor lessons. Younger children explore large climbing equipment with enthusiasm and where possible use it in imaginative ways. They ride their three-wheeled bicycle in a lively way – younger pupils willing to carry passengers and older children able to adjust their speed and direction to avoid oncoming traffic. At the end of the play sessions Reception children parked their vehicle in the correctly numbered parking space. During indoor lessons Reception children correctly stop and start on a signal. All but a few have good control for turning, changing direction and taking up a described position. They stretch and imitate the shape of a runner bean appropriately. Their behaviour is very good given the limited number of sessions they have had at this time in the term. Most teachers have high expectations of good behaviour and as a result children move in and out of spaces created by others and are well aware of other children in the group. Their handling of small tools such as scissors, pencils and crayons is developing adequately and many can cut and follow a shape with support. Planned activities give a variety of opportunities for children to mould and make through the use of play dough and small equipment such as construction straws. Children are adept at manipulating malleable materials but some have difficulties with operation on a smaller scale. When working with straws children were able to make fixings but were not always sure what they represented. Whilst several children do have problems with fastenings, the present group of Reception children show increasing control when changing for lessons.
68. The quality of teaching is good, although the planning for their indoor lessons is more effective than that for the outdoor experiences. The teachers ensure the children 'warm up' appropriately and 'cool down' as they slowly join a 'snake', which quietly leaves the hall. They manage their classes well ensuring that children have good opportunities to move freely in space. They talk with children about their actions and encourage them to improve so that by the end of the lesson the actions of children show sound progress.

Creative development

69. Judging by the work of the children who have just started in Year 1, their attainment in creative development is below expected levels but the children have made satisfactory progress. They experience a sound range of opportunities to explore sound and music and explore a variety of art and colour activities. Nursery children paint with a reasonable amount of control but need support with printing activities. In Reception, the children are more confident and print outlines of their fruit and vegetable with more independence for their harvest topic. Their use of colour in free painting is equally confident and their figures of themselves on the way to school present a vibrant display in the classroom. They are beginning to build a repertoire of Nursery rhymes and songs related to the activities planned for them. Younger children are not as familiar with these rhymes as would be expected but readily begin to learn the words to well known rhymes. They listen well to the

sound of the instruments, and sometimes wait sensibly for their turn to play. In a short time they have learnt the names of simple instruments.

70. The teaching is good in creative development lessons. Teachers plan well to give children enjoyable and meaningful learning opportunities and much of their successful efforts can be seen displayed around the classroom. They incorporate creative activities in their planned topic work effectively and children gain recognition of colours quickly and learn to make choices for their pictures. Both classes provide good opportunities in the Nursery for role-play.

ENGLISH

71. Inspection judgements indicate that overall standards are well below those expected of seven and eleven-year-olds. This suggests that standards have declined since the last inspection when it was judged that standards were in line with national standards, but this judgement was not substantiated by the 1998 National Curriculum results.
72. Inspection findings are similar to the results achieved by the pupils in the national tests at the end of Years 2 and 6 in 2001. These show that at the end of Year 2, the pupils' achievements were very low in both reading and writing when compared with the national average and well below average when compared with similar schools. The results indicate that there were few pupils achieving the levels expected in both reading and writing with too few pupils achieving higher levels in reading and no pupils achieving the higher levels in writing.
73. There have been some improvements in English since the last inspection as a result of the introduction of the National Literacy Strategy and the subsequent training for staff. The pupils have gained significantly from the more systematic approaches used to teach basic skills. However, in the lessons seen there were shortcomings in the teaching as most time within the Literacy Hour was given to developing pupils' writing skills. In only one of the lessons observed was time given to group reading, which was carried out by a volunteer helper. As a result pupils have insufficient time to develop their appreciation and knowledge of books or apply the skills that they have been learning separately. There are shortcomings within the school's overall planning; the school is too rigid in focusing its planning on the work expected of an average pupil at each age range, ignoring the fact that a significant number of its pupils are not capable of achieving this. Additionally, coverage of areas such as speaking and listening skills, drama, writing in different contexts and links with information and communication technology are not adequately co-ordinated.
74. Standards of speaking are well below those found in the majority of schools for seven-year-olds. The majority of pupils have very limited vocabulary and find it difficult to answer in sentences. Many lack the confidence to share their opinions and struggle to describe in any detail their everyday experiences. From this low starting point, although pupils maintain steady progress as they move through the school, by the time they are eleven the standards achieved by the majority of pupils remain well below average. Listening skills are satisfactory. The teachers manage their pupils well so that they listen attentively, although a few have a tendency to call out spontaneously without listening to others' viewpoints. Although teachers provide opportunities for pupils to talk and listen through some discussions in lesson times and in activities such as 'circle time', there are too few opportunities to promote speaking and listening within other areas of the curriculum. This limits the pupils' exploration of technical language and subsequently their writing powers. Opportunities to promote the pupils' speaking and listening skills through drama, debate or role-play are not planned frequently enough.
75. In reading, standards overall are well below those expected nationally at the end of Years 2 and 6. Although this is largely the consequence of a very high proportion of the pupils being on the Special Educational Needs register, there are too few opportunities for pupils to practise their reading skills or develop an interest and enjoyment in books through group reading sessions. The teaching does not extend the capacity of higher and average attainers to read longer and more challenging books, particularly in the junior classes. The range of fiction and non-fiction offered to pupils is limited, particularly in Years 3 to 6, and pupils often have a reading book for long periods. As a result, many do not have a breadth of reading experiences and lose interest in books.

76. When reading aloud, the higher-attaining pupils in Year 2 are fluent and confident and begin to use expression, paying attention to punctuation to add meaning to what they read. They understand the plot of the story. They make effective use of letter sounds and pictures to work out unfamiliar words and discuss the content of the story. The average-attaining pupils read accurately and carefully from simple text but without expression. Their understanding of the plot of a story is less secure. The below average pupils are at the early stages of reading. They read from simple text independently but their reading is hesitant and lacks fluency. They make many mistakes when reading and are insecure when meeting new words; they use the pictures when describing events in the story.
77. Junior pupils in general do not express a great love of reading and their knowledge of books is impoverished. Many find it difficult to quote a favourite author or book and those who do generally mention 'Harry Potter', but cannot talk knowledgeably about any of the books. The range of reading is narrow, usually confined to the books that are available in school. Home-school contact books are used to encourage the participation of parents and carers in their children's reading. However, these are mainly used to record the books that the pupils have read and not used sufficiently to communicate pupils' progress or as a dialogue between home and school. Hardly any pupils have properly developed library skills. Pupils in Year 6 cannot locate a book in the library as there are no charts or aids to explain the classification system. When finding information they know how to use the contents page but need reminders about using the index to locate a specific topic in a reference book. The school's library is situated between two classrooms and is not easily accessible, particularly to the older pupils and most classes are not able to use the library as well as they could to enable pupils to develop pupils' reference and study skills and independent learning. There are too few non-fiction books in the school library and there are some omissions in the range of available books such as in art, music and books which reflect the minority ethnic cultures in society.
78. The small number of above average eleven-year-olds and average ability pupils read with accuracy and fluency but lack expression when reading aloud. The higher-attaining pupils respond to the text with understanding and interest, particularly the humour. They enjoy reading and discuss their preferences for types of books such as adventure stories. The average-attaining pupils do not enjoy reading and, although they understand the plot of the story, are reluctant to discuss this in any depth. The lower-attaining pupils are reasonably confident when reading aloud. Their reading lacks expression and although they make some mistakes, they use the sounds of letters to help them work out words that are new to them.
79. Pupils' attainment in writing at the end of both key stages is well below average overall. At the end of Year 2, pupils of above average and average ability are beginning to write independently, putting their ideas in a logical sequence. The higher-attaining pupils use capital letters and full stops correctly to denote sentences and are generally secure when spelling simple words. Pupils who are considered average for the school do not always use full stops and capital letters when writing. Spelling is often inaccurate, such as *soor* for *saw* and *licll* for *little*. The below-average-attaining pupils are at an earlier stage of development. They struggle to write sentences to match pictures that they have put in order. Pupils write for a range of purposes including story telling, instructions, letters and telling of their experiences. Handwriting, although correctly orientated, is not always well formed and pupils print rather than use the cursive style of writing. The presentation of pupils' work is generally untidy.
80. Pupils' attainment in writing is below the standard expected at the end of Year 6. Pupils in Years 3 to 6 write for an increasingly broad and imaginative range of purposes. They write stories, responses to literature, letters, reports, persuasive writing and simple plays. By Year 6 higher-attaining pupils are in line with the national average. Writing is technically competent from these pupils, with correct use of punctuation. They organise their ideas well and express their ideas clearly, often using descriptive language effectively to make their writing more interesting. Letter formation is accurate and the presentation of work is neat. Average ability pupils have similar opportunities for writing but their sentence construction is insecure and they use a limited range of vocabulary. Letters are generally formed correctly but the presentation of their work is generally

untidy. Below average pupils write their ideas in order and are beginning to use full stops and capital letters when writing sentences. Their handwriting and the presentation of their work are untidy. Most pupils in the junior classes do not use joined writing in their daily work and there is insufficient emphasis placed on neat presentation of work. Although pupils learn the skills of word processing, computers are not used as an integral part of literacy lessons either as a teaching aid or to help with presentation.

81. Pupils on the register of Special Educational Needs make satisfactory progress towards the targets set for them. Their needs are well identified. Initiatives to improve the skills in reading and writing of those pupils who have Special Educational Needs are used successfully and targeted pupils make sound progress. The good support that the pupils receive from learning assistants within classes ensures that they are given every opportunity to develop speaking and early reading and writing skills.
82. The quality of teaching seen ranged from very good to satisfactory and, while the majority of lessons seen were good, taken with the scrutiny of work, teaching is judged to be satisfactory overall in both key stages. Where the National Literacy Strategy is implemented well, the teaching is more precisely targeted to the needs of individuals and groups of pupils. In response to the low standards achieved in writing, a large proportion of time in the Literacy Hour is given to the development of pupils' skills in writing. However, this limits the time available for the teaching of reading. Teachers have a sound subject knowledge and are clear about what they want the pupils to learn. However, the objectives that they identify are not always clearly or sufficiently based on what pupils already know and can do. As a result, pupils are not always given tasks that are sufficiently well matched to their abilities so that those pupils who find the tasks too difficult lose interest, whilst those for whom the task is too easy lack sufficient challenge. This results in underachievement by many pupils. All teachers establish good relationships and manage the pupils well and as a result the pupils behave well. Pupils' work is marked regularly, although the quality of marking is inconsistent. At best comments are evaluative with clear suggestions for improvement but this is not common practice.
83. The school has developed satisfactory procedures to assess the achievements of its pupils, based on the standardised tests given annually. This information is used to track the achievements of pupils as they move through the school, to make predictions and to set individual targets in writing. However, the information is not always used as well as it might be to plan and set work that is well matched to pupils' abilities within lessons.
84. Since the previous inspection there has been a change in the management of the subject. Two teachers have recently taken over shared responsibility for English. They have begun to evaluate the pupils' achievements in standardised tests and to ensure that resources are adequate to teach the subject. Although they have had limited opportunities to monitor teaching and learning within classes, they monitor teachers' planning. They have a clear idea of what needs to be done to develop the subject further. They have, for example, plans to develop strategies to improve pupils' spelling during the next academic year. Resources to support work in literacy are satisfactory, although there are too few non-fiction books within the school's library. The library is not used as it should be to develop pupils' higher reading skills or to encourage them to become independent learners.

MATHEMATICS

85. Standards are well below the national average at the end of Year 2 and Year 6. This suggests that standards have declined since the last inspection when it was judged that standards were in line with national standards, but this judgement was not substantiated by the 1998 National Curriculum results. The standards observed during the inspection, and those seen in written work from last year, reflect the results of the national tests in 2001 where pupils' scores were well below the national average. In the tests in 2002, standards were even lower. This was due partly to the high mobility of pupils, as some higher-attaining pupils moved away from the area, leaving a very high percentage of pupils with learning difficulties to take the tests.

86. Children enter the school with little spatial and numerical awareness and very limited number skills. By the end of Year 2, a few pupils achieve the nationally expected standard, but most pupils have not caught up with the national average, and a small proportion have very restricted skills. Pupils are keen to look for number patterns and enjoy performing mental calculation games. They place numbers up to 100 in the correct order and develop a sound understanding of number pairs that add up to ten or twenty. They begin to appreciate the properties of common shapes, and measure capacity and length with reasonable accuracy. For most pupils, this represents sound progress from the standards they were achieving at the age of five. The highest-attaining pupils, however, do not always make sufficient progress. This was well illustrated in a lesson where the above average pupils were not given the appropriate resources to enable them to subtract one number from another, and they made little progress as a result.
87. In Year 6, most pupils continue to make sound progress, but the majority still achieve below the expected level and only a few are working at the higher levels. Most are able to use percentages and fractions, are reasonably confident when drawing graphs and charts, and are beginning to work out the area and other properties of a variety of shapes. Although most pupils are below the national average at the end of Year 6, this represents satisfactory progress for these individual pupils compared with the results they gained at the end of Year 2.
88. The quality of teaching and learning is satisfactory overall, though there is some good teaching and an occasional unsatisfactory lesson. The National Numeracy Strategy is well established and teachers are confident in using the framework to provide a good pace to lessons. As a result, pupils make sound progress in their development of mathematical skills as they move through the school. Satisfactory attention is given to investigative work, though there is still room for further development. The school has identified that many pupils have difficulty with problem solving, and it is making a concerted effort to improve this aspect of mathematics. In a Year 4 lesson, for example, pupils working on problems involving money were required to write down what calculations were required before working out the answers.
89. The best lessons begin with a brisk mental mathematics session. This quickly involves the pupils, sets a lively pace and usually reinforces learning from the previous lesson. Questions are often targeted at individual pupils so there is an appropriate degree of challenge, and further questioning requires pupils to explain their thinking and to offer alternative strategies. In a Year 5 lesson on doubling and halving, for example, pupils explained different techniques they employed when doubling three-digit numbers. By using individual number grids and clear plastic 'windows', all the pupils were involved in working out the answers, and gained a firm grasp of the concept. The teacher then built on this understanding, by offering interesting and suitably challenging tasks to pupils of different ability. While higher-attaining pupils used doubling, trebling and quadrupling of numbers on a 'dartboard' to reach target numbers, average pupils halved a sequence of numbers, while lower-attaining pupils practised simpler examples of doubling and halving or played games on the computer to reinforce mathematical skills.
90. Not all teachers, however, target the work sufficiently closely to meet the needs of pupils of different ability, or have sufficiently high expectations, especially of the most able pupils. It is clear from pupils' written work, for example, that higher-attaining pupils often complete more examples than lower-achievers, but do not always tackle work that is more difficult or sufficiently demanding. Sometimes, because higher-achievers often work on their own during group sessions, they make mistakes which are not corrected quickly enough. In a Year 6 lesson, for instance, several pupils made the same mistake, but it was not spotted by the teacher until much later in the lesson.
91. Relationships between staff and pupils are good and teachers manage pupils well. This ensures that there is a productive, hard-working atmosphere and that the pace of learning is generally brisk. Pupils are well behaved in lessons, listen carefully to teachers' instructions, and are keen to join in group activities.

92. Pupils with Special Educational Needs often receive additional help from classroom assistants and make sound progress as a result. Teachers generally take account of their learning needs when setting suitable work. Some pupils are withdrawn during mathematics sessions to work in the Learning Support Unit. These pupils are well motivated by the teacher, who uses a wide range of interesting, short activities to make the most of their limited concentration spans. Other pupils benefit from the additional help provided in *Booster* classes and in *Springboard* groups. Some of the most able pupils in Year 6 are withdrawn for one afternoon each week to work on more challenging activities in the '*gifted and talented*' group. In this session they draw complex symmetrical designs, examine number patterns and tackle simple algebraic problems. This stimulates an enjoyment of mathematical problem-solving and encourages higher-order thinking skills.
93. In addition to mathematics lessons, pupils have opportunities to practise and apply their numeracy skills in other subjects of the curriculum, for instance, when they use map co-ordinates in geography, take measurements in design and technology, or plot graphs and charts to record the results of science experiments. Older pupils also have mathematics homework, and can complete this at the weekly homework club after school if they require assistance. There is some limited use of computers to support pupils' mathematical development, for example, to create graphs or practise number questions; but this is an area that the school is planning to develop further during this year.
94. The subject is well led. There are common procedures for planning lessons and setting out pupils' work, and the co-ordinator monitors planning and teaching across the school. There are satisfactory procedures for assessing pupils' attainment using a range of standardized tests and National Curriculum tests. Teachers monitor pupils' progress and identify which aspects of the curriculum might need more emphasis. Assessment is not used enough, however, to ensure that work set during lessons is always sufficiently challenging, especially for the most able pupils. Since the start of this term, the school has begun to set individual targets for pupils in Years 3 to 6. This should help pupils to improve their standards, though the impact has not yet been felt. The quantity and quality of resources are good and there is a suitable action plan for further development of the subject.

SCIENCE

95. Standards are below average at the end of Year 2 and in Year 6. This suggests that standards have declined since the last inspection when it was judged that standards were in line with national standards, but this judgement was not substantiated by the 1998 National Curriculum results.
96. Infant pupils make an early start in recording their observations and previous work shows them able to describe materials simply and write simple sentences on plant growth. With adult support they label parts of a plant correctly and are aware of the basic conditions required to make plants grow. They begin to understand the process of investigation as they make simple predictions on what may happen next. In Year 2 their investigations lead them to an understanding of how ingredients change when cakes are made. They increase their vocabulary when investigating the nature of flour and sugar and compare them – "flour is soft and fluffy but sugar is gritty". When eggs are mixed pupils consider whether the mix can be reversed and begin to make connections about the mixing of the ingredients forming a new composition. Pupils are keen and interested in the changes they observe but their limited vocabulary inhibits their progress to some extent. A pupil observes "If we don't do it right we might not have something nice at the end".
97. The pupils in the junior classes, including those with Special Educational Needs, are making satisfactory progress, and build upon their observation skills and recording acquired in Years 1 and 2. When observing their own and others' teeth they increase their vocabulary and knowledge about teeth and their purpose. When answering questions from their teacher they use *canine*, *molar* and *incisors* correctly but do not always grasp the purpose or position of certain teeth. Year 4 pupils begin to examine how the body is composed of bone and muscle. In Year 5 junior

pupils continue the themes of a healthy lifestyle by investigating healthy eating. Despite their limited vocabulary pupils understand how different foods meet different needs and which foods are more important for healthy growth. A few higher attainers are able to form their own question for a circuit board quiz based on the knowledge they have just gained. Year 6 pupils understand the principles of fair testing when investigating how quickly solids dissolve. Higher-attaining pupils are able to explain what creates a quicker action and have a simple understanding of the change in simple mixtures but are unable to comfortably complete the accompanying worksheet where a graph has been given insufficient explanation.

98. Although many pupils have difficulties in recording independently, their attitudes to learning are good overall. When satisfactorily engaged by their teachers they listen attentively and respond well to teachers' questions. Younger pupils tend to be more enthusiastic and curious when beginning their scientific enquiries but older pupils are less enthusiastic when the pace of the lesson is slow. Despite the lack of pace in some lessons and occasional challenging behaviour from a few pupils in a few lessons, behaviour is good overall.
99. Teaching for both infant and junior pupils is good overall. Teachers plan their lessons carefully in line with the units of work they have chosen. The management of pupils is good and teachers have high expectations of good behaviour. Lessons are most successful where teachers make a good match between the methods they choose and the abilities of their pupils. These positive characteristics result in satisfactory learning. Teachers recognise the difficulties which pupils have in recording and attempt to use a number of work sheets to overcome these. However, these are not well differentiated for higher or lower attainers. As a result, learning for higher attainers is not extended or firmly established for lower attainers. Whilst some worksheets are successful others reinforce weakness in recording rather than increase understanding. In other worksheets the emphasis put on illustration rather than practical experience is not productive.
100. The management and monitoring of the subject have been on hold during the absence of the co-ordinator and assessment has not been as rigorous as would be expected. As a result, coupled with the high level of Special Educational Needs of some pupils, standards have been affected. The new co-ordinator plans to undertake a review of assessment procedures and to improve standards through careful monitoring. The school does have positive contacts to support higher attainers and good connections with schools that have beacon status. Successful science workshops have been organised for parents and pupils and with new management of the subject the headteacher expects a sharper focus on science improvement.

ART AND DESIGN

101. Standards in art and design are in line with those expected by the end of Years 2 and 6, as at the time of the last inspection. Progress made by pupils of all abilities is satisfactory overall.
102. In Years 1 and 2, pupils work with a range of tools and materials appropriately. Younger pupils develop their skills in observational drawing when drawing self portraits and portraits of others, using a range of pencils and pastels. They make satisfactory use of pastel colour, the higher ability group mixing this well to match shades. The lower ability group of pupils have difficulty when drawing a portrait and some produce drawings that are at an early stage of development. Previous work indicates that pupils have worked with materials to design a fabric print and have had opportunities to work with clay to produce sculptures. Pupils in Year 2 use their imagination when continuing a picture from given prints, although they find difficulty initially when attempting to visualise the end product. Past work indicates that the pupils in Year 2 use a range of materials to make collage pictures and further develop their skills in observational drawing and painting.
103. By the time they are eleven, pupils carry out an appropriate range of work to build on their skills and techniques using a range of media. Pupils are given regular opportunities to explore the work of other artists and are able to use the techniques in the course of their own work. For example, pupils in Year 6 study the methods and techniques used by the artists Tony Heald and Edward Maybridge to create pictures of figures and forms in movement. Although the pupils lacked initial

confidence and ideas, they responded well and were well motivated. Some of the pupils used the Internet to study the work of the artists and how the techniques of clear and detailed drawings of movement can be used to produce a moving picture. Pupils throughout Years 3 to 6 make successful links with other subjects, for example pupils in Year 5 design and decorate the pots they have made in the style of the Ancient Egyptians, having previously studied the techniques used in Faience pottery. Past work indicates that pupils have had some opportunities to make three-dimensional models and pots using clay. At present the links between art and design and information and communication technology are insufficiently developed. Progress made by pupils in developing their understanding of how computers and accompanying software can be used to develop their understanding of the art and design process is limited.

104. The quality of teaching and learning is satisfactory overall. Some teaching is good as in one lesson where the teacher encouraged very positive evaluation of the work of other pupils through well led discussion. Lesson planning is generally clear, although the lack of secure subject knowledge of teachers means that the plans are not always achieved. Although the pupils have sketchbooks they are not used sufficiently well for pupils to practise their skills and develop early ideas.

105. The subject co-ordinator has recently taken over responsibility for the subject. She has not yet had the opportunity to monitor teaching and learning but does so informally by seeing pupils' completed work on display. The school has adopted the recommendations of national guidelines (QCA), to provide continuity across the school. There are currently no formal procedures for the assessment and recording of pupils' work. However, the school is beginning to build a portfolio of examples and photographs of the work across the school. Resources for art are adequate overall and are easily accessible to both teachers and pupils. The school makes good use of visiting artists, which has had a good impact on the standards that the pupils achieve.

DESIGN AND TECHNOLOGY

106. By the end of Years 2 and 6, pupils attain standards that are below those expected, particularly in planning and evaluating, and their progress in acquiring techniques and skills is slow. This is similar to the findings of the last inspection.
107. Since the previous inspection there have been some improvements in the provision for teaching the subject. The school has adopted the use of national guidelines (QCA) to ensure planned coverage of the required curriculum. However, although there is guidance on the topics to be studied, there is insufficient guidance as to the stage at which pupils are to learn the required skills.
108. In Year 2 pupils are developing their understanding of wheels and axles and how they can be assembled. They understand the difference between those axles that are fixed and those that enable free movement of wheels. When investigating the task, they handle materials and tools appropriately and, with good supervision, use a glue gun to secure joints. Pupils in Year 1 are learning about the nutritional value of food. They are developing a good understanding that some foods are healthier than others. When making fruit salad and spreading butter and jam on the toast, many have difficulty in handling the knives and need much help and support. Pupils in Year 5 are developing their skills in evaluating and describing food characteristics. They classify a range of foods into categories such as appearance, taste, and texture. They use their mathematical knowledge to find out which are the favourite foods and work out the cost per biscuit to help decide the best value for money. However, there are no opportunities for pupils to decide how they can design and carry out such a survey. Pupils in Year 6 learn the techniques needed to strengthen structures and apply these to making two-dimensional shapes using art straws. Although they have opportunities to practise using the techniques there are no opportunities for pupils to experiment to discover which method of strengthening a structure is most successful. Therefore, opportunities for pupils to design their own methods and then evaluate their findings using set criteria are missed.
109. The quality of teaching seen was satisfactory overall. The planning in these lessons was clearly focused, appropriate materials and equipment were well prepared and the management of the pupils was good. The pupils responded well, working with interest. Whilst the pupils often produce products of satisfactory quality, there are few opportunities for pupils to develop their skills in planning, designing and evaluating and modifying their work or opportunities for pupils to decide how to record their work.
110. The co-ordinator who has recently taken over responsibility for the subject has good subject knowledge. She has drawn up a policy and the school has adopted the national guidelines (QCA) as a basis for developing pupils' knowledge, skills and understanding as they move through the school. She monitors teachers' planning but has not yet had the opportunity to monitor teaching and learning. There are currently no formal procedures for assessing and recording pupils' achievements and as a result teachers do not have a secure knowledge of the skills, knowledge and understanding reached by the pupils. This is a subject that could have clear and obvious links with information and communication technology, but its use in the development of design and technology is unsatisfactory overall.

GEOGRAPHY

111. Standards are broadly in line with what is expected nationally at the end of Year 2 and Year 6. This is similar to the standards reported at the previous inspection.
112. The quality of teaching is satisfactory, overall, though there is some good teaching and the occasional unsatisfactory lesson. Teachers are enthusiastic and pupils respond well by working hard and producing sound work. Lessons are planned conscientiously, with clear learning objectives based on national guidelines. The assessment of pupils' knowledge and understanding is underdeveloped, however, and work is therefore not always matched carefully enough to the needs of pupils of different ability. As a result, pupils generally make no more than satisfactory progress. Those with Special Educational Needs are able to cope with the work as they usually receive additional help from classroom assistants. As a result, they make sound progress.
113. Teachers use a good range of maps and other resources to stimulate pupils' curiosity and interest. In a Year 5 lesson, for instance, the teacher made good use of atlas maps to locate the source of the area's water supply in the Lake District. She then compared these small-scale maps with large-scale Ordnance Survey maps of the Lake District, though unfortunately, the task set for most of the pupils was too difficult and they made unsatisfactory progress during the lesson. In a Year 2 lesson, the teacher made imaginative use of a *Barnaby Bear* glove puppet to encourage pupils to suggest suitable clothing to wear in hot and cold climates. She kept pupils' attention well by showing picture postcards sent from America and Spain, and made good use of an Internet site with pictures of *Barnaby* visiting Arctic Norway. As a result, the pupils concentrated well and gained a good understanding of the influence of different climates on people's clothing and lifestyle.
114. Pupils acquire a sound knowledge of contrasting areas of the world. Pupils in Year 4, for example, describe differences and similarities between their own area and a village in Kenya through a study of homes, food, agriculture and schools. Pupils in Year 2 make good use of globes and atlas maps when studying the Caribbean island of St Lucia, while pupils study aspects of life in mountain areas in Year 6 and learn about contrasting climates in Egypt, the Alps and the Amazon rainforest in Year 3.
115. Pupils show a good awareness of environmental issues when studying ways in which the local area could be improved in Year 4. In Year 3, pupils examine the impact that building a new superstore would have on the local area. This builds on some good work in Year 1 when pupils explore the local area, discuss the changes that have taken place, and draw simple maps of the features that they pass on their way to school. The teacher uses the local area well when pupils visit the neighbourhood shops and use some of the items purchased to investigate how a variety of food products are transported from different countries across the world. Residential visits to contrasting areas also consolidate local geographical fieldwork, as when older pupils visit Lledr Hall in North Wales and focus on the development of river systems and mountain scenery.
116. Management of the subject is well developed. The new co-ordinator, however, has only very recently taken on this role, and has not yet had the opportunity to monitor teachers' planning, pupils' work or the quality of teaching and learning across the school. Since the previous inspection, the adoption of a scheme of work based on national guidelines has clarified what should be taught to each year group, though the amount of time allocated to the subject is only just adequate to cover the subject in sufficient depth. The subject policy now sets out suitable objectives, but lacks guidance for teachers on the assessment of pupils' work or how this could be used to match work more closely to the needs of pupils of different ability. Resources are satisfactory, though there is not enough use of information and communication technology resources such as CD ROMs and the Internet to support teaching and learning in most classes.

HISTORY

117. Standards match those expected nationally at the end of Year 2 and Year 6. This is similar to the standards reported at the previous inspection. The pupils, including those with Special Educational Needs, make sound progress.
118. The standard of teaching is good, overall. Lessons are well planned, with clear learning objectives. Teachers explain topics clearly and make good use of question and answer sessions to ensure that pupils understand exactly what they need to concentrate on. Pupils are managed well and, consequently, most pupils have good attitudes to their work and concentrate sensibly. In a Year 6 lesson on Ancient Greek city states, for example, most pupils worked conscientiously when answering questions about the maps and pictures shown on the overhead projector, though the behaviour of a small minority distracted others. The teacher worked effectively by using a range of teaching methods including group reading of short paragraphs and a game to consolidate pupils' learning.
119. Teachers make good use of a wide variety of resources. In a lesson in Year 1, for example, pupils were keen to compare an old pottery doll with its modern counterpart. A good display of old and new toys helped pupils to understand how children played in the past, and a large timeline enabled them to place the toys in the correct chronological order. In Year 5, pupils use a range of artefacts, books, posters and the Internet effectively when researching information on the Ancient Egyptians, while pupils in Year 2 use photographs and contemporary documents when comparing seaside holidays today with those in Victorian times. In Year 3, good use was made of interactive role play to help pupils empathize with the fate of Henry VIII's wives, while pupils in Year 6 use the illustrations on an Ancient Greek amphora to write an imaginative story about a Greek girl. Effective links with other subjects help pupils to appreciate the historical development of art and architecture as, for instance, when pupils in Year 5 decorate ornamental pots in the style of the Ancient Egyptians, or examine the construction of houses in Tudor times in Year 3.
120. Pupils in Years 1 and 2 enjoy comparing their own homes with those in Victorian times. They learn about historical sequence by placing pictures of the Great Fire of London in the correct order, and successfully put photographs of children at the seaside in 1900, the 1950s and today into the correct chronological sequence. They learn about famous historical characters such as Florence Nightingale, and begin to understand how changes in fashion reflect historical changes in lifestyle.
121. The leadership and management of the subject is well established, though the current co-ordinator has only very recently taken on the role on a temporary basis, and has not yet had the opportunity to monitor teachers' planning, pupils' work or the quality of teaching and learning across the school. Since the previous inspection, the school has adopted a scheme of work based on national guidance and this ensures that pupils develop historical skills in a logical order. A new subject policy sets out suitable aims, but it needs to include guidelines on the assessment of pupils' work and how standards could be improved further by matching work more closely to the needs of pupils of different ability. Resources for the subject are good, but too much reliance is placed on worksheets in some topics such as life in Tudor times. Visits to historical sites and within the local area are used effectively to provide first-hand learning experiences.

INFORMATION AND COMMUNICATION TECHNOLOGY

122. Attainment is in line with the standards expected by the end of Year 2 and below average by the end of Year 6. Although the standards attained by the Year 6 pupils are not as high, the picture is improving as the school has made significant improvements to the level of resourcing since the last inspection. For example, the pupils now benefit from a well-equipped computer suite which allows the pupils to work in large groups on a similar theme. The school has introduced some key programs mainly related to word processing, graphics and data handling. Other aspects of the curriculum are covered, but inconsistencies in staff's level of competence and confidence and lack of technical support are influencing the extent to which information and communication

technology is used to support learning across a range of subjects. The pupils make satisfactory progress in the infant classes and standards are in line with those expected for their age. They continue to make mainly sound progress throughout the juniors but the older pupils have not had enough experience to catch up to average levels by the end of Year 6.

123. In the infants, the pupils have a basic understanding of the component parts of a computer. They use simple word processing and graphics programs to produce text and pictures. For example, they produce nameplates and write captions for their drawings. They save and print their work with support and understand that the computer can be used to change text and reorganise information. The pupils in Years 1 and 2 can manoeuvre a cursor around the computer screen, searching for symbols or words with increasing confidence and skill. They use graphics programs to create a range of colourful patterns. Most can print and a few can save and retrieve their work independently. They display data in a range of formats. For example, the pupils in Year 2 assemble information about favourite colours and pets and display the results of their survey in different graphs. The pupils have an understanding of appliances that make use of new technology and those that respond to directions. For example, they know how to use a cassette recorder and can sequence instructions.
124. In the junior classes, the pupils are making satisfactory progress in word processing and graphics programs. They are provided with regular access to the computer suite, which is improving their basic skills, for example, when arranging text or re-drafting work. The pupils access the Internet to research information on themes such as the Indus valley. They have some understanding of control technology, word processing, data handling and desktop publishing but this is largely related to the teachers' own confidence and competence in the skills required to teach these important areas of the curriculum. The most able pupils in Year 6 make their own multi-media presentations about their lives and their interests. They use a combination of images and sound which they have downloaded from a range of sources to create dynamic exposition. However, such skills are in the minority.
125. In Year 3, the pupils are beginning to use a range of word processing and graphics skills using the computer. For example, they use text and graphics to present information about their school. They have developed their knowledge of the keyboard so that they can change fonts for different effects. In Year 4, these skills are extended so that the most able pupils can cut and paste to edit their work and can highlight their work and use the bold key. The least able are unsure of the function of the return key. In Years 5 and 6, the pupils are using simple data handling programs to support their mathematics and science work. However, computers are not used sufficiently during independent or group work to help them improve in confidence or familiarise themselves with basic skills.
126. The teaching is satisfactory. The teachers and support staff are developing an increasing understanding of how computers can be used to enhance the work that pupils do across a range of subjects and activities, but the suite and classroom computers are still underused, particularly in the juniors. There is willingness from some staff to improve their own knowledge and understanding of information and communication technology and its capability. However, there is no consistency in the school's assessment and record keeping procedures and consequently, most pupils are set the same information and communication technology work regardless of their ability. As a result of technical difficulties, the school is not yet using email as a method of communication with other schools. Furthermore, the best laid plans are prone to frustration because of the lack of immediate technical support.
127. The quality of leadership is satisfactory overall, and the school has made good progress in enhancing the resources and in improving staff expertise. The co-ordinators, one in each key stage, have adopted an assessment scheme that has yet to be fully implemented. An implication of this is that most of the comments to parents in the annual reports refer to the pupils' experiences with computers rather than their level of expertise. The co-ordinators recognise the need to develop the teachers' planning to ensure that class-based computers are used to full effect to support learning across the curriculum.

MUSIC

128. Standards are below those expected nationally at the end of Years 2 and 6. This is not as good as the standards reported at the previous inspection when they were in line with national expectations.
129. Most music is taught by the class teachers, with the exception of Years 3, 4 and 5, where a visiting teacher from the Salford Music Service takes weekly lessons during two of the three terms. While the specialist teacher has good subject knowledge and provides high quality lessons, many of the class teachers lack sufficient musical expertise and struggle to improve pupils' standards. Consequently, the overall standard of teaching is not as good as is usually expected, although there is good teaching on occasions in addition to some unsatisfactory teaching.
130. Teaching in Year 1, for example, is good. The teacher made good use of well known Nursery rhymes such as *Baa, baa, black sheep* as warm-up exercises, then improved the quality of the singing by getting the pupils to vary the dynamics and the pace by following simple hand signals. The pupils enjoyed singing, joined in all the actions enthusiastically and concentrated well; but there was much atonal singing and some shouting in the louder sections, and the standard of singing, although it improved, was not as high as is usually expected for children of this age. In Year 2, the teacher made a good effort to enable pupils to distinguish between instruments that produce a long, sustained note and those that make a short sound. Her limited musical expertise, however, became evident when she was unable to name some of the percussion instruments.
131. In other classes, there is greater stress on using correct musical vocabulary. In Year 6, for example, the teacher used terms such as *discord* and *drone* appropriately, and used her own knowledge of the guitar to demonstrate the use of a *plectrum* to increase the volume. Pupils made a good effort at keeping to their parts when singing *London's burning* as a four-part round, but too few instruments were made available for them to practise a simple instrumental accompaniment, and the standard of singing was not as good as is usually expected from older pupils. The standard of singing in Year 3 was also below average, as the class teacher was unable to give a clear lead to the singing, and did not provide any instrumental or recorded accompaniment to keep the singing in tune.
132. In contrast, the Year 5 lesson taught by the visiting teacher was full of variety and interest. After a simple African echo-song to warm up, the teacher demonstrated the opening bars of Saint Saens' *Dance Macabre* on the violin, discussed the workings of the instrument, and encouraged several pupils to 'have a go' at playing a few notes. Later, pupils were encouraged to choose appropriate percussion instruments to represent features of a haunted house. The teacher made sure that the pupils not only described the sounds made by a *flexitone*, *bongo drums* and a *swanee whistle*, for example, but also used the correct name for each instrument.
133. Pupils develop their musical appreciation by listening to a range of music from different times and places. A variety of calm, classical music is often played as pupils enter the school in the morning, but opportunities to discuss the range of music played when entering and leaving school assemblies are often missed. Pupils sing a selection of hymns and songs during times of collective worship. They sing reasonably tunefully, but could make more effort to improve the quality of their singing.
134. The co-ordinator provides satisfactory leadership of the subject. She monitors teachers' planning, but has not yet been given the opportunity to observe the quality of teaching and learning across the school. Since the previous inspection, the school has adopted a scheme of work based on national guidance and this ensures that pupils develop musical skills in a logical order. The subject policy sets out suitable aims, but it does not contain guidelines on the assessment of pupils' work. The school has a good range of keyboards, untuned percussion instruments and recorded music. There is no instrumental tuition in the school and no regular choir practice or recorder club; but the pupils practise for an annual musical production (*Oliver* in 2001) and sing traditional and modern carols at Christmas concerts. Musicians from the

Salford Music Service come into school annually to perform for the pupils. Pupils also visit the theatre for a pantomime, sing in the local church at harvest time and entertain at a local home for the elderly. This makes a good contribution to their social and cultural development.

PHYSICAL EDUCATION

135. By the end of Years 2 and 6 pupils' standards are close to those expected for their age. The pupils, including those with Special Educational Needs, make satisfactory progress. At this time in the term physical education is strongly supported by Sports Development [SD] initiatives and planning is based upon their foundation stage for developing basic skills. At the junior stage funding allows only Year 4 to benefit from swimming tuition. Fewer than half of the pupils can swim 25 metres unaided by the end of Year 6.
136. Alongside SD planning, the subject benefits from satisfactory planning modelled on schemes recommended by a neighbouring authority. It is suitably enriched by activities such as football, quick cricket and dance. Demonstrations and coaching from professional coaches also take place after school and students from the local high school support dance groups. The school has bought in professional dance groups as well as dance expertise for Years 5 and 6.
137. The sports development is good. The pupils enjoy the contact with visiting personnel and as a result often perform well. They particularly benefit from watching good practice, consistently practising to improve ball skills and sustain energetic activity. The pupils make clear progress in developing sports skills. They respond well to signals, sharpen their ball skills, and generally consolidate their performance. The teachers support groups satisfactorily during these lessons but their lack of suitable kit and level of participation do not always set an appropriate example for pupils.
138. The pupils are enthusiastic and energetic. On occasions the level of their listening skills impedes performance and their limited understanding of some vocabulary affects the pace of the lesson. In a Year 4 session, for example, several pupils had problems with the idea of "opposite". However, most pupils work hard to succeed in competitive activities and higher-attaining pupils particularly perform well where an element of tactical strategy is called for.
139. All staff have benefited from training. The school has used outside agencies to improve playground activities and support health education in school. Monitoring of the subject is not fully active as the co-ordinator is presently on maternity leave. A temporary co-ordinator has recently taken up management of the subject.

RELIGIOUS EDUCATION

140. Standards in religious education meet the requirements of the locally agreed syllabus by the end of both key stages and pupils make satisfactory progress as they move through the school. This is similar to the findings of the previous inspection.
141. Infant pupils make a sound start in developing their understanding of Christianity and Islam. Pupils in Year 2 learn about the significance of special events such as a Christian baptism, whilst younger pupils learn the significance of saying 'Thank You' when learning about the Harvest celebrations. Past work indicates that pupils in Years 1 and 2 are familiar with some of the stories from the Bible, particularly the stories centred on the life of Jesus such as the parables and miracles. They know that Christmas is a celebration of Jesus' birth and how Christians celebrate this occasion. For example, they consider why Christians give gifts at Christmas. They are familiar with the beliefs and customs of Islam; for example, they study the five pillars of Islam and understand that the Bible is a special book for Christians whilst the Qu'ran is a special book for the Muslims.

142. In the junior classes, the pupils further develop their knowledge of Christianity through stories about the life of Jesus and His teachings and reflect on the effect of these on daily lives and relationships. For example, the pupils in Year 6 consider the implications of Jesus' commandment to 'Love thy neighbour'. They consider stories from the Old Testament such as the story of The Creation and understand the significance of the events. They further develop their knowledge and understanding of Christian festivals and celebrations and the symbols relating to these, for example those used in a baptism service. They develop their knowledge and understanding of the beliefs, values and practices of other faiths such as Judaism, Islam and Hinduism.
143. The pupils' learning at both key stages is satisfactory, a good feature being their knowledge and understanding of the beliefs of major faiths and the consideration of how these affect the way we live.
144. The quality of teaching is satisfactory overall with some good lessons observed in Years 1 and 2. The teaching involves pupils in a good level of discussion; for example, the pupils in Year 2 discussed the baptism ceremony. In this lesson, good use was made of resources to illustrate and illuminate the theme. In Years 3 to 6 the teaching is satisfactory overall with just one lesson which was unsatisfactory. In the more effective lessons, good use is made of questioning and discussion; for example, in Year 6, when discussing the sayings that Jesus gave which Christians try to follow, the pupils contributed some profound thoughts and observations about the statement 'Love thy neighbour'. In the less effective lesson, the teacher was less secure in her subject knowledge and in this lesson the pace was slow. Little account had been taken of pupils' earlier learning and knowledge and as a result their learning was slower than it should have been. Pupils' previous work indicates that teachers are consistent in expecting pupils to record their learning either in pictures or in writing. However, the same activities are generally planned for pupils of all abilities, which means that pupils with below average attainment and Special Educational Needs have difficulty in recording their work without support. Teachers' planning follows the locally agreed syllabus, which ensures continuity and progression as pupils move through the school. At present there are no formal procedures for assessing pupils' knowledge and understanding or recording pupils' achievements as they move through school.
145. The co-ordinator provides effective leadership. She monitors teachers' planning and samples pupils' work but has not monitored the quality of teaching and learning on a formal basis. Resources for the subject are satisfactory and cover all the religions adequately. These are enhanced by visitors to school such as the local vicar and a Buddhist and by visits to nearby places of worship.