

# INSPECTION REPORT

**Yew Tree Community Primary School, Acorn Nursery  
and Moderate Learning Difficulties Resource Base**  
Dukinfield

LEA area: Tameside

Unique Reference Number: 106223

Inspection Number: 182033

Headteacher: Mr C J Sutcliffe

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Reporting inspector: Mr B Tyrer  
23101

Dates of inspection: 20<sup>th</sup> - 24<sup>th</sup> September 1999

Under OFSTED contract number: 706805

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school :	Primary
Type of control :	Community
Age range of pupils :	3 to 11
Gender of pupils :	Mixed
School address :	Yew Tree Lane Dukinfield Tameside SK16 5BJ
Telephone number :	(0161) 338 3452
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Appropriate authority :	The Governing Body
Name of chair of governors :	Mr J Higgins
Date of previous inspection :	October 1994

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mr B Tyrer, RgI	Art Music Special educational needs	Attainment and progress Teaching Leadership and management
Mr M Hammond, Lay Inspector		Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and the community
Mr J Haslam	Mathematics Design and technology Information and communication technology	Staffing, accommodation and learning resources
Mr J Fairclough	Science Physical education	Curriculum and assessment
Ms T Galvin	English Under fives	The efficiency of the school
Mr M Lafford	History Geography Religious education Equal opportunities	Pupils' spiritual, moral, social and cultural development

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## **REPORT CONTENTS**

### **Paragraph**

### **MAIN FINDINGS**

What the school does well  
Where the school has weaknesses  
How the school has improved since the last inspection  
Standards in subjects  
Quality of teaching  
Other aspects of the school  
The parents' views of the school

### **KEY ISSUES FOR ACTION**

### **INTRODUCTION**

Characteristics of the school 1 - 8  
Key indicators 9

### **PART A: ASPECTS OF THE SCHOOL**

#### **Educational standards achieved by pupils at the school**

Attainment and progress 10 - 21  
Attitudes, behaviour and personal development 22 - 29  
Attendance 30 - 33

#### **Quality of education provided**

Teaching 34 - 42  
The curriculum and assessment 43 - 54  
Pupils' spiritual, moral, social and cultural development 55 - 60  
Support, guidance and pupils' welfare 61 - 68  
Partnership with parents and the community 69 - 75

#### **The management and efficiency of the school**

Leadership and management 76 - 84  
Staffing, accommodation and learning resources 85 - 89  
The efficiency of the school 90 - 95

### **PART B: CURRICULUM AREAS AND SUBJECTS**

**Areas of learning for children under five** 96 - 104

**English, mathematics and science** 105 - 136

**Other subjects or courses** 137 - 177

### **PART C: INSPECTION DATA**

**Summary of inspection evidence** 178 - 188

**Data and indicators** 189

## MAIN FINDINGS

### What the school does well

The school's ethos is very good and rates of progress are good.

- Teaching is good overall.
- The behaviour of pupils and relationships within the school are very good.
- The curriculum provision for pupils with special educational needs is very good and they make good progress.
- The leadership and management of the school are good.

### Where the school has weaknesses

There is a need to review the curriculum and some of the uses of assessment in the early years.

- Progress in music is unsatisfactory.

**Whilst the areas for development outlined above are significant, they are far outweighed by the many strengths of the school. The governors will form an action plan outlining how these issues are to be dealt with and the plan will be sent to parents.**

### How the school has improved since the last inspection

The school has made satisfactory improvement since the last inspection. The efficiency of the school is very much improved. Existing high levels of commitment have been maintained and monitoring procedures are used effectively. Standards have been maintained and improved upon with the exception of music. Key Stage 2 mathematics, geography and design and technology lessons now reveal satisfactory levels of challenge. The policy for assessment is being satisfactorily implemented throughout the school.

### Standards in subjects

The table shows the standards achieved by 11 year olds in 1998 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools
English	C	D
Mathematics	C	C
Science	C	D

Key	
<i>well above average</i>	A
<i>above average</i>	B
<i>average</i>	C
<i>below average</i>	D
<i>well below average</i>	E

These figures relate to the attainment of pupils at the expected level for Key Stage 2, ie. Level 4 and above. They have now been superseded by the figures for 1999 for which there are no comparative data. Results in 1999 show results in mathematics that are broadly similar to 1998. Results in English and science show significant improvement in 1999. When comparison is made in the above table with similar schools the comparison is on the basis of similar percentages of eligibility for free school meals. No account is taken of this school's higher than average number of special needs pupils. Inspection evidence shows that, at this early stage of the school year, attainment at the end of Key

Stage 1 is in line with what might be expected nationally in all aspects of English, mathematics, information and communication technology and religious education and that it is above national expectations for science. At the end of Key Stage 2, attainment is in line with national expectations in English, mathematics, science, religious education and information and communication technology. Children enter the nursery with a range of social and early learning skills which are broadly in line with what might be expected nationally. By the time they enter statutory education at the age of five they are meeting the desirable learning outcomes in language and literacy, mathematics, creative development, knowledge and understanding of the world and physical aspects of their curriculum. They exceed the desirable learning outcomes in personal and social areas of learning.

**Quality of teaching**

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Good	Satisfactory	Good
Mathematics	Satisfactory	Good	Good
Science		Good	Satisfactory
Information and communication technology		Good	Good
Religious education		Good	Good
Other subjects	See below	See below	See below

Teaching of knowledge and understanding of the world and creative development is good for children under five. The quality of teaching for their physical development is satisfactory. In Key Stage 1, teaching is good in design and technology and physical education and is satisfactory in music and geography. In Key Stage 2, teaching is good in art, design and technology, history, geography and physical education. It is satisfactory in music. Not enough teaching was observed to be able to evaluate the quality of teaching in art and history in Key Stage 1. Teaching was satisfactory in geography in Key Stage 1.

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

## Other aspects of the school

Aspect	Comment
Behaviour	Is very good throughout the school – pupils with behavioural difficulties are well managed.
Attendance	Is satisfactory and is broadly in line with national averages.
Ethos*	Is very good – pupils’ attitudes are good and relationships are very good.
Leadership and management	Is good –The headteacher provides good leadership. The governing body is efficient and effective and, with the senior management team of the school, provide effective monitoring of the school.
Curriculum	The curriculum is satisfactory – it provides good equality of access and opportunity and the provision for pupils with special educational needs is very good. The planning element for children under five needs further attention.
Pupils with special educational needs	These pupils make good progress and are well served by both the teaching and the curriculum.
Spiritual, moral, social & cultural development	Satisfactory for spiritual and cultural development – good for social development and very good for moral development.
Staffing, resources and accommodation	Satisfactory, overall, but with good provision for books and accommodation and resources which are very good in the nursery.
Value for money	The school is providing good value for money.

\* *Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

## The parents' views of the school

What most parents like about the school	What some parents are not happy about
<p>I. They feel that they are encouraged to play an active part in the life of the school.</p> <p>II. They find the school to be easily approachable.</p> <p>III. They feel that the school enables their children to reach a good standard.</p> <p>IV. That their children like school and that they are kept well informed of their children’s progress.</p>	<p>V. The only significant response is from the 13 parents about satisfaction with homework.</p>

The view of the inspection team was that homework was being used satisfactorily and that they support those favourable views that parents hold.

## KEY ISSUES FOR ACTION

The governing body and senior management team should raise standards;

- a through improving continuity and progression in the curriculum for the Early Years by:
- reviewing the topic cycle in nursery and reception; and
  - sharing information about curriculum coverage between the nursery and reception years.

*(Paragraphs: 45, 49 and 97)*

- a The use of assessment procedures should be improved for the Early Years by:
- producing an overall summative record of achievement for nursery children for onward transfer to the reception;
  - transferring information about the ability grouping of children; and
  - closer liaison between nursery and reception teachers on the transfer of children.

*(Paragraphs: 53 and 97)*

- a Unsatisfactory rates of progress in music should be addressed by:
- appointing a coordinator for the subject;
  - providing a scheme of work that will meet the needs of both key stages; and
  - raising the profile of music throughout the school.

*(Paragraphs: 169 and 172)*

The following points which, whilst not key issues, are points which the governing body should also consider addressing:

- a The length of the of the school day for pupils in Key Stage 1 should be extended in order to bring it more closely into line with national norms (*paragraph: 43*);
- b the hygiene implications of the preparation of “ Healthy Eating” food and fruit (*paragraph 68*);  
and
- c the underuse of outdoor facilities in the nursery by early years children (*paragraph 92*).

## INTRODUCTION

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### f **Characteristics of the school**

1. The school is situated in the Dukinfield Stalybridge ward and pupils come from the area around the school without there being any bias towards a particular section of the school's catchment area. Children in the nursery with special needs and pupils with statements for moderate learning difficulties travel from across the authority. The school has 466 pupils on roll and so is much larger than the national average. There are 241 boys and 225 girls on the roll and the nursery has 51 full time equivalent children of whom 53 are boys and 48 are girls. At the time of the last inspection the school hosted a unit for pupils with moderate learning difficulties and a unit for pupils who had impaired hearing. Since that time the unit for pupils who are hearing impaired has been relocated within the authority and the unit for pupils with moderate learning difficulties has been subsumed into the Yew Tree Community School as a result of the implementation of a policy of inclusion. There exists, within the new building, which houses the nursery, a facility for specialist provision for some statemented pupils who are designated as having moderate learning difficulties. The nursery is jointly managed and funded by Yew Tree School and Oakdale School which is a special school sharing the same site. The nursery has three classes in which mainstream children and children with special needs are taught alongside one another.
2. At present 3 pupils, who are all in the nursery, come from homes where English is not the first language. Nearly 17.5 percent of pupils are eligible for free school meals and this is broadly in line with the national average. There are 90 pupils on the school's register for pupils with special educational needs of whom 11 have statements. Both these figures are above the national average. The pupils for whom provision is made in the resourced base all have statements. The curriculum is disapplied for no pupils.
3. Pupils are to be found from across the socio-economic range.
4. The attainment of mainstream children coming into the nursery is close to what might be expected nationally. Mainstream children are admitted into the nursery any time after their third birthday and attend on a half time basis for the year. Pupils are admitted to the school in the Autumn term following their fourth birthday.
5. The school roll rose two years ago.
6. The school has a mission statement and a comprehensive and appropriate set of aims that are published in the school brochure. The school aims to encourage all children to strive for personal excellence in everything they do and list objectives as being self motivation, independence as learners, an awareness of right and wrong and a sense of justice and responsibility, the ability to work cooperatively and being sensitive and tolerant of the beliefs and attitudes of others.
7. The school's main priorities are to consolidate work done in literacy and numeracy. It is also planned to bring online the recently opened suite for information and communication technology.
8. The school has a set of attainment targets for the year 2002 and these are consistent with the pupils' levels of performance at present.

## 9. Key Indicators

### 9. Attainment at Key Stage 1

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1998	41	37	78

9. National Curriculum Test/Task		Reading	Writing	Mathematics
<b>Results</b>				
Number of pupils at NC Level 2 or above	Boys	29	30	34
	Girls	30	33	30
	Total	59	63	64
Percentage at NC Level 2 or above	School	80	85	86
	National	80	81	84

9. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	31	32	36
	Girls	32	31	31
	Total	63	63	67
Percentage at NC Level 2 or above	School	85	85	91
	National	81	85	86

### Attainment at Key Stage 2

Number of registered pupils in final year of Key Stage 2 for latest reporting year:	Year	Boys	Girls	Total
	1998	32	35	67

9. National Curriculum Test		English	Mathematics	Science
<b>Results</b>				
Number of pupils at NC Level 4 or above	Boys	18	22	22
	Girls	27	20	22
	Total	45	42	44
Percentage at NC Level 4 or above	School	67	63	66
	National	65	59	69

9. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	18	19	19
	Girls	23	20	19
	Total	41	39	38
Percentage at NC Level 4 or above	School	61	58	57
	National	65	65	72

## Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year

		%
Authorised Absence	School	6.7
	National comparative data	5.7
Unauthorised Absence	School	0.0
	National comparative data	0.5

## Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	2
Permanent	0

## Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	10
Satisfactory or better	98
Less than satisfactory	2

## **PART A: ASPECTS OF THE SCHOOL**

### **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

#### **Attainment and progress**

10. Children enter the nursery with a range of social and early learning skills which are broadly in line with what might be expected nationally. By the time they enter statutory education at the age of five they are meeting the desirable learning outcomes in language and literacy, mathematics, creative development, knowledge and understanding of the world and physical aspects of their curriculum. They exceed the desirable learning outcomes in personal and social areas of learning.
  
11. Children make good progress in their personal and social development. They form very good relationships and their behaviour is very good. They show increasing responsibility when they take off their own shoes and socks for a music and movement lesson . In language and literacy, progress is good. In the nursery, they listen with increasing care and join in rhymes. In the reception class, they show an increasing vocabulary and the tendency to speak in phrases and sentences. They know print carries meaning and by the end of the reception year high and average attaining pupils are using pictures, words and phrases to communicate meaning. Most children make good progress in mathematics and, by the age of five, the high and average attaining pupils are beginning to carry out simple addition to ten. In their knowledge and understanding of the world, children make good progress so that by five they are able to make simple jointed models, can produce maps and have experience of visits to places like the garden centre. Good progress in creative development means that, by age five, children are able to use malleable materials, such as play-dough and clay and can make collages with a variety of materials. They make very good progress in singing and playing percussion instruments. Progress in physical development is good as children show increasing control in the use of tools such as pencils and scissors. They also show a growing awareness of rhythm and space in music and movement lessons.
  
12. A balance is struck between rates of progress and levels of attainment as the children's nursery year is as half timers and the Reception year, which makes a slow start, develops more pace later. There is also some initial curriculum repetition in the Reception year which also contributes to a slowing of progress in the early part of that year.

13. In national tests in 1998 the attainment of pupils at the end of Key Stage 1 in reading was close to the national average at the expected level (Level 2 and above) and was also in line at the higher level (Level 3). When compared with schools of a similar nature this performance was below the average for that cohort. Standards in writing were higher and the percentage of pupils reaching Level 2 was above the national average and the percentage reaching Level 3 was very high in comparison with the national average. This performance was also well above the average for the group of similar schools. In mathematics, the attainment of pupils was close to the national average at the expected level and was below the national average at the higher level. In comparison with similar schools this performance was below the average. Teacher assessment in science showed that the attainment of pupils at the end of Key Stage 1 in 1998 was above the national average at the expected level and well above at the higher level. In comparison with similar schools the performance at Level 2 was average and the performance at the higher level was well above the average. The school's results over the past three years (1996 – 1998) are consistently close to the national position, there having been a recovery from a slight dip in 1997. The results of national tests for 1999, for which there are no national comparative data, show a slight drop in reading but a slight increase in the comprehension element. Writing is 25 percent up at the expected level but is well down at the higher level. Spelling shows good improvement. Performance in mathematics is broadly similar, with a 50 percent increase in numbers reaching the higher level. These figures include special needs pupils for whom the school has a larger than average number.
14. National tests for pupils at the end of Key Stage 2 in English in 1998 were close to the national average at the expected level (Level 4 and above) and similarly close to the national average at the higher level (Level 5). This performance was below schools of a similar kind. Figures for the results of tests in English for 1999 for which there are no national comparative data, show a 10 percent increase at the expected level and results that are four times higher at the higher level. National tests for mathematics in 1998 returned figures that were close to the national average at both levels and which were close to the average for schools of a similar kind. Figures for 1999 are very similar to those for the preceding year with the difference that one pupil attained the exceptional grade of Level 6. Performance in 1998 tests in science was close to the national average at the expected level and was below at the higher level. They were below schools in a similar cohort as determined by free meals numbers. Results for 1999 tests show a significant improvement of 17 per cent at the expected level and 15 percent at the higher level. The pattern over the last three years is influenced by the nature of individual cohorts going from above in 1996 to below in 1997 and back in line for 1998. Greater attention to testing, the adoption of optional testing and the influence of national initiatives such as the national literacy scheme are cited as being contributory factors to the generally increased levels of attainment in 1999.
15. Inspection evidence shows that, at this early stage of the school year, attainment at the end of Key Stage 1 is in line with what might be expected nationally in all aspects of English, mathematics, information and communication technology and religious education and that it is above national expectations for science. At the end of Key Stage 2, attainment is in line with national expectations in English, mathematics, science, religious education and information communication technology.
16. At the end of Key Stage 1, pupils listen attentively to their teacher and to each other. They are beginning to use a more precise vocabulary which enables them to talk about subjects such as their homes and their interests. They use picture and contextual clues and use a phonic approach to reading unfamiliar words. Pupils are able to use an interesting vocabulary in well punctuated sentences. Spelling is generally correct. In mathematics, they add simple amounts, and calculate change accurately. They measure, using kilograms, and tell the time to the quarter hour. Pupils at the end of Key Stage 1 show good investigational skills and are beginning to appreciate what constitutes a fair test when applied to their own experiments.

17. At the end of Key Stage 2, higher and average attaining pupils read texts accurately with confidence and good expression. They are all able to use the library classification system accurately and the higher attaining pupils can skim and scan text for information retrieval. Pupils show good standards in writing and the higher attaining pupils are using punctuation, including speech marks, and are accurately paragraphing their work. In mathematics, they recognise different types of angles, understand probability and percentages and measure accurately with range of standard measures. In science, pupils are able to use what they know about light to explain the formation of shadows and can operate fair tests with one variable.
18. There is good evidence that standards in literacy and numeracy are satisfactorily developed in support of other areas of the curriculum. Information and communication technology is well used in support of other curriculum areas when, for example, in history, pupils draw and design Tudor dwellings and buildings.
19. Progress across Key Stage 1 is satisfactory in all subjects with the exception of physical education and art where it is good and music where it is unsatisfactory. Pupils with special educational needs make good progress because of the good quality teaching and support they receive.
20. Progress in Key Stage 2 is good in English, mathematics, religious education and physical education. It is satisfactory in science, design and technology, information and communication technology, history and geography and is unsatisfactory in music.
21. Pupils of varying attainment and those with special needs make similar rates of progress for their levels of attainment. There is no discernible difference in the rates of progress of girls and boys. Pupils with special educational needs make good progress towards the targets set for them in their Individual Education Plans (IEPs).

### **Attitudes, behaviour and personal development**

22. Pupils' attitudes to learning are good throughout the school and this is a strength. The personal development of children under five is good. They form very good relationships with each other and with adults and their behaviour is very good. Children enjoy their lessons and listen with increasing attention to adults and to each other. They show growing self-confidence when talking to adults and to the class. For example, in a literacy lesson, reception children confidently said what was happening in the story and what would happen next. They co-operate well with each other, in sharing tools and equipment, and show developing initiative in choosing activities and resources. Children take increasing responsibility. For instance, nursery children took off their own shoes and socks for a music and movement lesson.
23. Pupils in both key stages are keen to learn and almost all concentrate well. They respond well to questions and join readily in discussions. Pupils settle quickly to work, sharing equipment and co-operating effectively with each other. Their response to the teaching is good and they clearly take a pride in their work. This is amply shown in their work books and in the quality of display throughout the school. Pupils with special educational needs have very positive attitudes to work and are accepted and valued by other pupils.
24. There are high expectations of good behaviour by each pupil and this is more than amply rewarded. The self discipline exercised by the majority of the pupils is a credit to the school.

25. Behaviour throughout is very good in lessons, during morning break and around the school. Meal time and playground supervisors experience few difficulties with pupils and have a high regard for their behaviour and attitudes. Pupils move about the school in a sensible and orderly manner and at all times are extremely polite and helpful. All pupils, irrespective of age, mix freely and happily together.
26. Pupils relate well with adults, including the many adult visitors to the school, both during lessons and at break times. The enthusiastic way they respond to the football coaching sessions is but one example. They are confident in seeking support and advice when needed. Very good behaviour and very good relationships contribute strongly to the quality of life within the school. During 1997/98 two boys were excluded for fixed periods.
27. The personal development of pupils in the school is satisfactory. They clearly enjoy taking responsibility both in the classroom and throughout the school. Opportunities include acting as monitors of the playground equipment and older pupils helping younger pupils choose their library books.
28. Pupils are tolerant of views differing from their own and they recognise the values of other cultures and beliefs. Pupils' attitudes, behaviour and personal development are a real strength of the school and these support good educational standards.
29. The performance and response of pupils with special needs mirrors that of the rest of the school.

### **Attendance**

30. Attendance at the school is satisfactory. Authorised absence is broadly in line with the national average and unauthorised absences is well below the national average.
31. Punctuality, both at the start of the day and in the lessons, is good and this contributes to attainment and progress.
32. Registers are completed in line with statutory requirements and details of authorised and unauthorised absences are correctly published in the governors' annual report to parents and in the school prospectus. The school has an expectation of good attendance and each week a cup is awarded to the class with the highest results. Procedures are in place to deal with any lateness or absence.
33. There is no significant variation in patterns of attendance and punctuality for pupils with special educational needs.

## **QUALITY OF EDUCATION PROVIDED**

### **Teaching**

34. The quality of teaching is good, overall, and this makes a strong contribution to the standards achieved by the school. It is satisfactory or better in 98 per cent of all lessons, being satisfactory in 30 per cent, good in a further 57 per cent and very good in ten percent of lessons. Some very good teaching was seen in all three phases and an unsatisfactory lesson was seen in both Key Stage 1 and Key Stage 2. All three phases had very similar quantities of good and very good teaching, there being no more than five per cent difference between the highest and lowest figures. The highest percentage of very good teaching is in the nursery.

35. In the report from the previous inspection, teaching was described as being satisfactory or better in 95 percent of lessons. The previous report drew attention to the need to address shortcomings in pace, pupil involvement and lack of challenge for the more able pupil. The key issue that arose from that observation required the school to identify strategies to increase the level of challenge for pupils in Key Stage 2 in mathematics, geography and design and technology. Inspection evidence shows that the school has successfully addressed this issue in all subjects.
36. The quality of teaching for the under fives is good. In 22 percent of lessons teaching is very good, in 46 percent it is good and in 32 percent it is satisfactory. The majority of good and all the very good teaching is in the nursery. In the most effective lessons, teachers provide interesting activities and have a secure understanding of how young children learn in challenging yet achievable small steps. For instance, in language and literacy children are often taught through interesting games which make learning enjoyable. Teachers have high expectations of what children should achieve; promoting their learning effectively. In mathematics, teachers provide a range of opportunities for children to count and to learn the use of number, including singing rhymes. In lessons which were satisfactory the learning objectives were not precise enough and the work was not sufficiently challenging, for instance in outdoor physical play in the nursery and mathematics in reception. This led to children making slower progress than they should, particularly the high-attainers. In all the lessons seen, support assistants were well briefed and deployed to support children's learning effectively.
37. Teachers make good provision for pupils with special needs and a good balance between specialist and mainstream teaching is struck for pupils with statements for moderate learning difficulties. Individual education plans (IEPs) are provided for pupils at stage 2 and above on the register of pupils with special educational needs. These plans contain realistically attainable targets and are set over a sensible time scale. Teachers work with the coordinator to review progress on pupils' individual education plans and new targets are agreed and set. Teachers are aware of the needs of special needs pupils. Their planning reflects this and shows that it is influenced by the assessments that have been made.
38. Teachers knowledge and understanding of what they are required to teach is satisfactory in Key Stage 1 and good in Key Stage 2. They are well equipped to teach the National Curriculum and religious education, although the current unsatisfactory progress over time of pupils in music suggests that attention should be paid to the teaching of this subject. Both teachers and classroom assistants are good at extending their pupils' understanding by their use of skilled questioning. Such questions can be either open or closed as is appropriate and are also appropriately targeted to the ability of the pupil. Teachers have a high expectation both in terms of the quality of work they want and the behaviour of pupils.
39. Planning for the various levels of attainment again indicates a commitment to high expectations as does the willingness to change planning at short notice on the basis of very good progress to that point.
40. Planning is satisfactory and is often the result of the combined efforts of teachers in parallel classes. Assessment is good in both key stages and teachers are engaged in joint moderation exercises, thus enabling them to be consistent in their evaluation of their pupils' work. In – lesson feedback to pupils is good but marking comments are not always constructive.

41. Teachers are good at selecting from a range of strategies and approaches and there is good use of skills developed in numeracy, literacy and art to be found in other areas of the curriculum. However, in one of the two unsatisfactory lessons that were seen, the choice of strategy was unsuitable. There is good pace and lessons are challenging and well targeted. Teachers are also innovative, as was seen when a puppet theatre was used to illustrate the story of The Good Samaritan. Even where pupils show behaviour that is potentially challenging they are well managed and, as a consequence, the teachers are able to meet their objectives. The best lessons are enthralling and are managed in part by the good relationships that teachers have with their pupils and the confidence that this gives the pupils where a response is sought.
42. Use of time and resources is good. Lessons start promptly and materials are prepared and distributed in such a way as to enable the lesson to proceed smoothly. Pupils work hard and are on task in lessons. The parent questionnaire indicated that the greatest area of dissatisfaction lay with the issuing of homework and this feeling was supported by the meeting for parents. There is a clear statement about homework in the brochure and inspectors found it to be satisfactorily used in support of the curriculum.

### **The curriculum and assessment**

43. The school provides a curriculum that is satisfactory, overall, in promoting all aspects of the pupil's development. It is broad and balanced and teaches all subjects of the national curriculum and religious education as required. For the under fives the curriculum provided is good and is satisfactory for both key stages. Since the previous inspection, the school has altered the time allocations for science and physical education to ensure a balanced delivery of learning opportunities for pupils in both key stages. However, the allocation of time for science is now below the national average in both key stages and the length of the teaching day in Key Stage 1 is low in comparison to national averages by 30 minutes. The development of policies and schemes of work, that reflect the changing requirements of the National Curriculum ensures a good match of activity to the needs of the pupils in those subject areas where this has been completed. However, there are still some areas of the curriculum that need development such as art and music.
44. The good curriculum for the under fives is mainly broad, balanced and relevant to children's needs. Teachers' planning is based upon the broad learning objectives for the desirable learning outcomes for children under five but it lacks more precise lesson targets. This sometimes leads to a lack of challenge in the lessons, for instance in outdoor physical activities in the nursery and mathematics in reception. Insufficient information about curriculum coverage is transferred from the nursery to reception and there is unnecessary repetition of some elements of the topic cycle. This leads to a lack of progression in the curriculum between nursery and reception.
45. There are good procedures for assessing children's attainment. On entry to the nursery a baseline assessment of children's achievements is undertaken and this is used to plan work matched to children's needs. Although this information is passed on to the reception teachers in individual booklets, it is not in an easily accessible format for them to use. This information is not used to group children or plan future work in reception and the local education authority initial assessment is used for this purpose. This contributes to the slowing of children's progress when they enter reception.

46. The satisfactory curriculum for Key Stage 1 and Key Stage 2 is strongly based on recent initiatives by the government agencies and policies contain relevant information about content, progression, assessment, and resources. Schemes of work are continuous and progressive, with teaching objectives clearly identified. However, some subjects such as art and music are still waiting for documentation which is yet to be developed. These subjects are not taught in a continuous and progressive way. The scheme for religious education is good but the scheme for English is dependent on the requirements of the literacy project. As a result of the recent initiatives on literacy and numeracy, a significant amount of extra time is given to English and mathematics. All other subjects are allocated a satisfactory amount of time with the exception of science.
47. Statutory requirements are satisfactorily met. All subjects of the National Curriculum are taught. Curriculum policies are reviewed on a regular basis. New and revised policies for early years education, sex education, drugs education, assessment recording and reporting are currently being submitted to the governors. The school has an existing policy to teach sex education and this is incorporated into the science curriculum as part of topics on growth and development. Personal social and health education is incorporated into other subjects, as is education on drugs. The older pupils take part in the Tameside Challenge that is organised by the Manchester police service and deals with issues such as personal safety, drugs, strangers and citizenship.
48. Provision for equal opportunity is good for all key stages. Parallel classes receive the same curriculum as a result of good curriculum management and joint planning by the teachers. Provision for pupils with special educational needs is good and is a major strength of the school. The policy of inclusion is very effective and teaches these pupils as part of the normal class group. There is no significant difference in the attainment of any groups of pupils with the exception of those with special educational needs. However, their attainment is in line with appropriate expectations.
49. Planning for continuity and progression is unsatisfactory for the under fives, satisfactory for Key Stage 1 and satisfactory for Key Stage 2, with the exception of music at both key stages. Liaison is weak between the nursery and the reception teachers and this leads to lack of continuity on transfer. Planning is satisfactory in most subjects in both key stages. However, it is poor in art and music, where there is no satisfactory scheme of work. It is expected that the numeracy strategy will improve planning for mathematics in Key Stage 1 where continuity and progression are weak. The school management team monitor planning regularly, clear references are made to programmes of study in the teachers' planning, opportunities are found to work alongside colleagues at times and a good insight into the planning, effectiveness and delivery of the curriculum is obtained. However, thought needs to be given to ensuring that the curriculum focuses on the learning needs of the pupils as well as on the requirements of the programmes of study. Individual education plans are in place for pupils with special educational needs and are used by teachers in lesson planning. They are regularly reviewed in accordance with the code of practice. Curriculum policies are presented to the governors for approval and good use is made of literacy, numeracy and information and communication technology in subject areas such as geography and science.

50. Provision of extra curricular opportunities is satisfactory. There are sporting opportunities in football, netball, cricket, athletics, hockey and cross-country running, some of which provide opportunities for competition. Coaches visit the school from Manchester United, Stockport county and Tameside Sport Development Unit to support the curriculum for boys and girls in both key stages. There is a gymnastic club for Key Stage 1 pupils and other curriculum subjects benefit from activities such as choir, recorder, instrumental music and computers. There are adventure opportunities for older pupils as a result of residential visits and day visits to places such as Castleton and Southport which support specific topics in the curriculum. The school receives visits from artists, poets, musicians, actors and a variety of organisations that support various areas of learning. Community awareness is improved with collections for NSPCC, Kosovo and the delivery of harvest gift boxes.
51. The overall quality of assessment is satisfactory, with good systems for assessment for the under fives and at Key Stage 2, but satisfactory and needing development at Key Stage 1. However, the use of assessment information is unsatisfactory with the under fives. Satisfactory use of assessment to inform the planning of the curriculum is seen at both Key Stage 1 and Key Stage 2, but the current practice needs developing into a system which includes more skill based objectives. Since the last inspection, the school has developed good strategies to analyse the results of statutory assessments and has seen significantly improved performance by the pupils. Assessment recording and reporting policy are now well developed and the school makes good use of the information in the transfer of pupils between classes and between key stages. However, there is still a need to develop ongoing assessments so that they focus more on learning skills than curriculum content when identifying the learning needs of pupils.
52. Assessment processes at Key Stage 1 include baseline information and end of key stage tests, together with published test for English and mathematics, but there is no evidence of assessment for pupils in Year 1. Records are kept which track the individual progress of pupils throughout both key stages and which are used to project attainment at the end of the key stage. Predictions are made from the information collected about performance and pupil's progress is monitored as they move through the school. Performance in national tests is analysed for strengths and weaknesses and provision is modified accordingly, with particularly good results for 1999 in English and science. Targets are set and have been achieved to date, for the end of key stage attainment in the core subjects. Statutory requirements are met concerning the publication of national test results.
53. The use of assessment information is unsatisfactory for pupils under five where assessment information is passed from the nursery to reception teachers who then conduct their own baseline assessment. The school has recently reviewed its assessment, recording and reporting procedures and is now in a position to develop teacher awareness about the best use of skill based assessment criteria. There is a marking policy, but most of the work seen had few constructive comments for the pupils, although there are informative assessments at the end of topics. However, these comment mainly on the success of pupils in meeting curricular requirements rather than on the skills which have been used successfully and those which need further development. Assessment within lessons is ongoing and does influence the course of the teaching, with short-term plans changed as a result.
54. There are no pupils for whom the curriculum is disappplied. Support for pupils with special needs pupils within the class, either through differentiated provision or task or through their work in the resourced base, enables them to follow the same subjects as the rest of the class. Individual education plans set realistic targets. The progress toward achieving these targets is well monitored and documented and reviewed plans are based on such evidence. The assessment of pupils with special needs is good.

## **Pupils' spiritual, moral, social and cultural development**

55. Children under five have many opportunities for imaginative play and to show joy and wonder when exploring the world around them. They are developing a good awareness that some actions are right and some are wrong. Good opportunities are provided for cultural development through language and literacy and imaginative play, for instance when the reception play area is organised as an Indian Take Away.
56. The school has a caring ethos and it contributes effectively to pupils' spiritual, moral, social and cultural development. Provision for pupils' spiritual development is satisfactory. It is strongly promoted in religious education lessons and in the carefully structured school assemblies. Pupils have opportunities to reflect on their feelings and experiences.
57. The school makes very good provision for pupils' moral development. There is a strong moral code which includes a clear sense of right and wrong. The school assemblies have a very strong moral content. Teachers routinely encourage pupils to respect others and the assemblies are used to foster good relationships and positive attitudes. Pupils' moral development is very well promoted in religious education lessons as well as in English and in history when they study the impact of The Tudors. The school's commitment to moral education is evident in the pupils' behaviour both in lessons and in the playground. Adults provide very good role models for the pupils.
58. The school makes good provision for pupils' social development. Teachers require high standards of behaviour both in lessons and around the school. Pupils assist by taking dinner registers to the office, by preparing the hall for assembly and by acting as classroom monitors. Pupils are expected to consider contentious environmental issues. For example, in geography they look at potential sources of river pollution. Teachers continually promote good social interaction by insisting that pupils speak in turn and listen to others. Social development through regular extra-curricular activities were limited at the time of the inspection, although there are opportunities for competitive sport against other schools. There is a programme of extra-curricular activities which is scheduled to start later in the term. The school gives pupils the opportunity of experiencing the advantages and drawbacks of co-existing by arranging two residential activity holidays during school holidays.
59. Provision for pupils' cultural development is sound. European culture is well promoted through art, English, religious education, history and geography. Pupils' awareness of other cultures is enhanced in art when pupils study Aboriginal painting and in geography when they compare many aspects of England and Zimbabwe. In religious education, pupils compare the practices of world religions with those of Christianity. Opportunities to promote the cultural awareness of pupils through music, in assembly for example, are not taken up.
60. The provisions made apply to all pupils including those with special educational needs.
60. **Support, guidance and pupils' welfare**
61. The school remains a secure community and continues to provide a happy, relaxed and supportive environment where the friendliness and courtesy of the pupils and staff is a real strength of the school.
62. The teachers and support staff have a very caring attitude towards their pupils. They know them well and this helps them monitor their progress and personal development. Procedures for assessing and recording the academic progress of individual pupils are satisfactory.

63. The school has a very effective behaviour policy which is understood by the pupils, acknowledged by parents and applied consistently by staff. Pupils are well disciplined and very good behaviour is both a characteristic and expectation of the school. Parents are encouraged to contact the school should a problem arise. Supervision of the pupils during lunch time and other breaks is satisfactory.
64. Pupils with special educational needs are very well supported and good use is made of outside agencies and services to meet their needs.
65. There are effective procedures for monitoring and promoting pupils' attendance. The school has a child protection policy and a designated teacher with responsibility for its implementation. Staff are aware of their responsibilities in this area. Satisfactory arrangements are in place to deal with sick children. The newly formed 'Kids Link' club is a real benefit to many children in the school.
66. An effective health and safety policy is monitored by the Governors and the site is regularly inspected. Despite many difficulties the school is effectively controlling the problems created by cars trying to enter the site at the beginning of the school day.
67. The area of concern reported in the last inspection relating to the method of accounting for pupils going swimming has been satisfactorily attended to.
68. Strong parental involvement continues in the preparation of healthy snacks for the morning break as part of a healthy eating programme. However, there is a need to conform with environmental health regulations on the preparation of food more consistently.

68.

#### **Partnership with parents and the community**

69. The quality of the partnership between the school, parents and the community continues to be good and is a real strength.
70. The level of information given to parents, including an annual 'Start of Year School/Home Information Pack' containing information about homework, is good. Parents are kept informed of their children's progress through parents' evenings and an annual report. Regular contact is also maintained through the use of home/school reading diaries. Parents are encouraged to meet with teachers should they have any queries or should problems arise.
71. The school considers the partnership between themselves and parents to be of the utmost importance and consistent efforts are made to involve parents in all aspects of school life and in supporting their children at home. A number of parents act as volunteers in the school and some have been trained as helpers for the literacy hour.
72. At the meeting with parents and when interviewed, parents all spoke highly of the quality of relationships between themselves and the staff and expressed appreciation of the accessibility of staff and their openness and approachability.
73. The school has an active, but small, Parent Teacher Association which organises well-supported social and fund-raising activities. Part of the funds raised have been used as a contribution towards the new computer suite and the parents' room. Special educational needs review meetings are held in line with the recommendations of the code of practice and parents are kept well informed of their child's progress. The school continues to have strong links with the Community Association, which uses the school premises out of school hours. Beneficial links also exist with local Churches, Community Police, Education Welfare Officer, Educational

Medical Services, Road Safety Team, Railway, Fire Service, Stockport County and Manchester United football clubs. Links also exist with the local Secondary Schools and College, who send students to the school for nursery teaching practice and work experience.

74. Pupils are encouraged to recognise their responsibilities to the wider community by supporting different charities. These include the Kosovo Appeal, shoe boxes for Bosnia, national children's charity, providing Harvest Festival gift boxes for the needy and social interaction with members of the community through organisations such as Help the Aged.
75. All these initiatives are enriching and supporting the delivery and development of the curriculum and further pupils' learning and personal development.

## **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

### **Leadership and management**

76. The leadership and management of the school are good. Key issues raised in the previous inspection report have been successfully addressed. They have successfully ensured that high levels of commitment have been maintained and that monitoring procedures are used effectively. There are now strategies in place for increasing the level of challenge in mathematics and geography. The existing policy for assessment is being consistently developed. There are now, explicit links between the school's planning process and spending decisions. The school has made satisfactory progress since the last inspection and its capacity to continue to improve is good.
77. The school has seen significant changes since the last inspection. Major building work, leading to the opening of the nursery and the resourced base for pupils with special needs and the extension of the Key Stage 1 site, has been successfully undertaken. The former unit for pupils with moderate learning difficulties has become part of the school's provision and the unit for pupils with impaired hearing has been relocated. The issue of class size and the logistics of vertical grouping for some classes has been undertaken and is under review.

78. The governing body is well positioned to make a very good contribution to the running of the school. There is an effective committee structure and a good system of reporting to the full governing body. Individual governors are active and able in pursuit of their special responsibilities and the school benefits from their commitment. The governing body is instrumental in the development planning process and in the subsequent budgeting that facilitates the operation of their plans. Governors have a clear view of what they want for the school and how they can achieve value for money in funding their objectives.
79. As a result, the school has a good development plan that is shared and understood by all and which enables the school to move progressively forward in the pursuit of its priorities and in its overall aim of raising standards. Good provision has been made for the introduction of the literacy hour. Numeracy is being introduced equally well.
80. The headteacher, who has been appointed since the last inspection, makes a strong contribution through good leadership, to the efficient and effective running of the school. He has a good understanding of the school's strengths and weaknesses and shares a clear strategic view for the future with the governing body. The headteacher also shares the joint management of the nursery with the headteacher of the special school; management of the building of the nursery and its subsequent commissioning have been effectively carried out. The two deputies ably support the headteacher and each contributes effectively both to the separate key stages which they manage and to the whole school responsibilities which they hold. The school has set clear and attainable targets between now and 2002.
81. There is a strong and effective commitment to monitoring teaching and the curriculum by the whole senior management team. It is also the task of the deputies, through established procedures, to monitor those other areas which can be seen to reflect the effectiveness of the school in a wider context. Whilst the joint management of the nursery provides a unique challenge which is still relatively new, there are areas such as curriculum continuity within the early years which are currently unsatisfactory. There is no formal system of appraisal but there are effective procedures in place for measuring the performance and development needs of individual teachers. It is possible to show instances, such as in the monitoring of mathematics, where practice has been changed and improved. Coordinators play an effective role in monitoring and developing their subjects. They meet regularly with the head teacher and progress in reaching development plan targets is reviewed. Coordinators also meet annually with the headteacher to review job descriptions and to identify future training needs.
82. The deputy with responsibility for Key Stage 1 is also the special educational needs coordinator. The support for special needs pupils is well organised. There is a good policy and the practice of including pupils with statements for moderate learning difficulties into mainstream education is a positive indication of the very good ethos of the school and its commitment to equality of opportunity. The balance of mainstream and special provision offered to these pupils is well coordinated and staff charged with the latter responsibility work most effectively within the resourced unit and in support of the same pupils when they enter mainstream classes. This work is ably supported by the governor who has responsibility for pupils with special needs.
83. The school has a clear and published set of aims which are shared by all. Evidence of success in working towards these aims can be seen in the commitment of all staff, governors and pupils and, in particular, the provision for pupils with special needs, the good teaching and the very good behaviour of the pupils. There is a sense of high expectation, relationships are good and, so, whilst classrooms are typically relaxed and easy there is good discipline and a shared sense of purpose.
84. The governing body is successful in meeting its statutory obligations.

## **Staffing, accommodation and learning resources**

85. The teaching and non-teaching staff work hard and are concerned to ensure that their pupils do well while enjoying their time at school. Teachers have sufficient expertise to teach successfully the subjects of the National Curriculum, religious education and the Desirable Learning Outcomes for children under five. Teamwork is strong, teachers in similarly-aged classes plan and evaluate closely together, sharing expertise and experience. The number of extra teachers provided to support pupils with special educational needs is good.
86. Classroom assistants give good support to the teachers. They are trained, for example, in literacy and numeracy. They liaise closely, formally and informally, with the class teachers they support. They generally know what is expected of them. Their role during the teaching of the class as a whole in the literacy hour and numeracy lessons is clear.
87. Staff development is good and contributes greatly to the consistency in teaching. Good use is made of coordinators' expertise, for example, to support class teachers in the implementation of the numeracy strategy and the development of literacy. Support is also provided for classroom assistants to help them become familiar with the literacy and numeracy strategies. Training was carefully targeted following the previous inspection and staff are more confident in many of the areas highlighted in the previous inspection report as being of comparative weakness. Appraisal, using the school's own system, is considered beneficial by the teachers. Areas of strength are acknowledged and areas for professional development identified and subsequently supported. New members of staff are given good support to enable them quickly to become effective members of the year teams.
88. Overall, the accommodation is good. There are separate infant and junior buildings, with sufficient accommodation, and adequately sized classrooms to teach the curriculum. Since the last inspection, new accommodation has been provided for the nursery. This is a very spacious building with excellent facilities. Maximum use is made of the space available, which includes a new 20 place computer room, a new library and a room for working with pupils with special educational needs. Of particular benefit to the pupils are the specialist areas for computers and the library. The school has two halls. There are sufficient hard-surfaced play areas and their size and shape make them suitable for teaching many activities in physical education. The school has a large playing field and has access to the local high school astro turf. The building is suitably maintained and in a good state of repair. Many parts of the school have recently been decorated. The school recognises the need for continual maintenance to be part of the long-term plan. Pupils' work is well displayed, making the school attractive and welcoming.
89. Learning resources are good, overall, and have a positive effect on pupils' attainment and progress. In English, there is a good number of books. The library is well stocked. There are good resources for information and communication technology, mathematics, religious education, design and technology, history and physical education. There are satisfactory resources for music and science. Resources for pupils with special educational needs are good.

## **The efficiency of the school**

90. The school makes efficient use of the available resources to support its curriculum policies and ethos and to meet the needs of its pupils. There is very good financial planning and management of the school's budget. When the headteacher was appointed, the budget contained a considerable surplus. The budget is now planned well so that there is a prudent reserve for the next financial year. Money has been wisely spent to enhance the learning opportunities for pupils. This encompasses spending on classroom support staff and the purchase of resources, including

books and equipment. The proposed budget shows a surplus that is within acceptable limits.

91. School improvement planning clearly links costings and resources to the school's budget and staff and governors are kept well informed about budgetary decisions. The governing body and its finance committee are directly involved in the financial approval of the school's spending priorities. Decisions on spending are considered carefully over the current year and for one or two years ahead. There are detailed projections for spending on resources and staffing. There is no additional funding for pupils with special educational needs. Specific grants are used effectively to enhance pupils' learning. For instance, the grant from the local district assembly was used to fund an artist to work with the pupils on mosaics for the Key Stage 2 quadrangle. Grants for education support and training are used appropriately to support curriculum and staff development. The generous funds raised by parents are used appropriately to supplement the school's resources, for example in information and communication technology. The school has responded to the few minor issues identified in the most recent local authority audit.
92. Teaching staff, volunteers, classroom support and specialist staff for special educational needs pupils are deployed appropriately. The time made available for teachers to monitor curriculum initiatives makes a significant contribution to raising educational standards. The caretaking, cleaning, and lunchtime supervisory staff are used efficiently and contribute positively to the smooth running of the school. The accommodation and resources are well used to support pupils' learning, except for the very good nursery outdoor play areas. These are used too infrequently by the nursery and are not shared with the reception classes whose pupils also form part of the early years group within the school.
93. Day-to-day financial control and office administration are very effective. The office administration operates smoothly and this makes a valuable contribution to the school's work. Great care is taken by all responsible staff to work within budget and to gain value for money in purchases and other expenditures. There are clear systems for financial control, records and careful monitoring which ensure that the best use is made of available finances. The bursar provides regular budget information to the headteacher and finance committee who work in partnership to monitor and review the budget effectively.
94. Since the previous inspection, the efficiency of the school has improved considerably. The school improvement plan is costed effectively and additional detailed future projections are made for the budget. The issue of developing explicit and documented links between the school's planning processes and resultant spending decisions has been achieved fully.
95. Overall, the efficiency of the school is good. The income and expenditure per pupil is below average, therefore unit costs are below average. The socio-economic circumstances of pupils are in line with what might be expected nationally. Attainment on entry is average. There is a higher than average number of pupils with special educational needs who are making good progress but whose results contribute to the school's national test results. There are satisfactory levels of attainment at both key stages. Taking these factors into account, together with the good response and progress of pupils and the good quality teaching, the school gives good value for money.

## **PART B: CURRICULUM AREAS AND SUBJECTS**

### **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

96. The provision for the under fives is good and is a strength of the school. Children enter the nursery with a range of social and early learning skills which are broadly what might be expected nationally. By the time they reach the age of five the achievements of most children are in line with national expectations – The Desirable Learning Outcomes - in language and literacy, mathematics, knowledge and understanding of the world, creative and physical development. In personal and social development, children’s achievements are above expectations. This is confirmed by the local education authority baseline assessment which is undertaken when children enter reception.

97. Children’s progress varies between the nursery and reception classes. They make a very good start in their learning in the nursery where the teaching is mainly good and often very good. However, there is a lack of continuity in the curriculum between the nursery and reception classes. Insufficient information is transferred about the curriculum experiences of the nursery children. The assessment information about children’s achievements is not transferred in an easily accessible format for reception staff to use. Initially, these factors lead to a slowing down of children’s progress. Progress improves during the remainder of the reception year, and children, including those with special educational needs, make good progress, overall, across the nursery and reception classes,. Progress in personal and social development is very good.

#### **97. Personal and social development**

98. Through good teaching, most children make very good progress and their achievement is above expectations by the age of five. Teaching and support staff work effectively together as a team and are caring, supportive and encouraging, for instance in praising children’s achievements. Adults are very good role models, they listen with genuine interest to what children have to say and speak with courtesy and consideration. This promotes children’s self-esteem and confidence and fosters the development of very good relationships with adults and each other. The nursery classrooms are bright, attractive and organised well and children are beginning to take responsibility for their own resources. Children are developing initiative and independence in their choice of activities. For instance, reception, children make choices about the activities they undertake in group work. In the nursery and reception children settle quickly and happily into daily routines, taking responsibility for themselves such as putting on aprons for painting activities or washing their hands. They are developing a good awareness that some actions are right and some are wrong and are learning to care about the world around them.

#### **98. Language and literacy**

99. Through good teaching, children make good progress and their achievements are in line with expectations by the age of five. In the nursery, children listen with increasing care and attention to adults and join in readily with rhymes, such as ‘Five Little Speckled Frogs’. Skilful talking and questioning are used to develop children’s understanding and extend their vocabulary effectively. Reception children are beginning to speak in phrases and sentences and their vocabulary is increasing. They take part appropriately in imaginative play, for instance in the play house, and respond with simple answers when the teacher asks them questions. Staff intervene effectively in imaginative play situations to encourage children to express their ideas and experiences and extend children’s language. This leads to children making good progress.

100. Nursery children are beginning to enjoy stories and books and respond to questions about the story. Children’s reading skills are extended in reception through structured teaching of the early stages of reading and the provision of written signs and messages around the classroom. Children

know that words and pictures carry meaning and are beginning to recognise simple words and letter sounds. Nursery children develop early writing skills through mark making and the formation of some letters and, by the end of the nursery year, many children write their name. These skills are extended suitably in reception. Children practise the formation of letters by copying over and under printed script. Scrutiny of work shows that, by the end of the reception year, high and average attaining children are using pictures, words and phrases to communicate meaning.

**100. Mathematics**

101. Most children make good progress, overall, and their achievements are in line with expectations by the age of five. The quality of teaching is satisfactory, overall, and there is some very good teaching in the nursery. These teachers show a secure understanding of how young children learn which includes using interesting activities, correct technical vocabulary, and challenging work which is matched to children's needs. Nursery children are beginning to count and recognise numbers up to five. Scrutiny of work shows that, by the end of nursery, high and many average-attaining children recognise and understand number conservation up to ten. Many children enter nursery with a sound knowledge of three-dimensional shapes and this is reinforced well through practical activities. Children's progress slows down when they enter the reception classes. Teachers' expectations of what children can achieve are not high enough, particularly for high-attainers. Children count and order numbers to five and match objects to coins, for instance when they sing and perform the rhyme 'Five Currant Buns'. Scrutiny of work shows that, after a slow start, children's progress improves and, by the end of reception, high and average-attaining children are beginning to carry out simple addition of numbers to ten. Low-attaining children recognise and write numbers to ten.

**101. Knowledge and understanding of the world**

102. Through good and, occasionally, very good teaching, children make good progress. By the age of five, their attainment is in line with expectations. There is good management and organisation of resources which promotes children's interest and learning well. Nursery children explore a variety of fruits and vegetables and reception children explore sea shells, using magnifying glasses. They describe some of the features of these objects with a developing vocabulary. Children talk about events in their lives and where they live and, by the end of the nursery year, many children know their addresses. Nursery children are beginning to use the computer and are gaining an understanding in the use of the mouse. Reception children extend their computer skills well. The learning of reception children is enriched by visits related to work in the classroom, for instance to the garden centre. They produce suitable maps of the route and study the growth of plants. Children use a range of building materials and make models, using a variety of fastenings. For instance, reception children construct a model frog, using paper fasteners.

**102. Creative development**

103. Progress in creative development is good and, by the age of five, children are achieving in line with expectations. Children explore colour, shape and texture while making collages using a variety of papers, fabrics and colour while using paints. They mould malleable materials such as play-dough and clay. Children take part in imaginative play appropriately, for instance when using the play house and pirate ship. The quality of teaching is good. For instance, in music in the nursery the teacher had high expectations of what children should achieve in singing songs such as 'Twinkle, Twinkle Little Star' and playing percussion instruments. This led to the children making very good progress. By the age of five in reception, children mix paints carefully and use pastels to draw recognisable plants from direct observation. However, on other occasions, the use of templates, for instance for painting pictures of fish, reduces children's

initiative and creativity.

**103. Physical development**

104. Progress in physical development is good and, by the age of five, children's achievements are in line with expectations. The quality of teaching is satisfactory and occasionally in the nursery it is very good. Children show increasing control and co-ordination when using a range of tools, such as pencils, paintbrushes and scissors, for instance when they draw, write and paint. They handle construction apparatus competently. Staff intervene appropriately to encourage children's learning and they respond confidently while undertaking physical activities. For instance, in a music and movement lesson in the nursery all the adults participated, conveying their enjoyment to the children who joined in with enthusiasm. Children followed instructions carefully and moved with a growing awareness of rhythm, space and of each other. Reception children show increasing dexterity and control, for instance when using pencils to colour shapes or hoops in outdoor play. They are, however, denied the use of the adjacent and very good nursery facilities for outdoor activity.

## **ENGLISH, MATHEMATICS AND SCIENCE**

### **English**

105. The school's 1998 National Curriculum test results show that at the end of Key Stage 1 the proportion of pupils attaining the expected level (Level 2 or above) was in line with the national average in reading and above the national average in writing. The proportion of pupils achieving the higher level 3 in reading was average and in writing it was very high. Teacher assessments show that, in speaking and listening, the proportion of pupils achieving the expected level (Level 2 or above) was below expectations but the proportion achieving the higher level 3 was well above expectations. When compared to similar schools, pupils' performance in the tests was below average in reading and well above average in writing. This year's test results were similar to the 1998 results in reading but there was a decline in the percentage of pupils gaining the higher level 3 in writing. Pupils' performance in reading and writing has been close to the national average in the past three years.
106. At the end of Key Stage 2, the proportion of pupils attaining the expected level (Level 4 or above) in the 1998 National Curriculum tests was close to the national average but below average for those attaining the higher level 5. Pupils' performance was below average when compared to similar schools. There was a significant improvement in the test results at level 4 and 5 this year and the school surpassed the targets agreed with the Local Education Authority. The school deems this to be because of the effect of the literacy hour and the overall ability of this group of pupils was higher than in previous years.
107. Inspection evidence shows that, at the end of both key stages, standards in English, overall, are in line with national expectations. At Key Stage 1, this judgement does not reflect the performance of pupils in writing in the past two years. This is because the overall attainment of pupils this year is different from that of the groups of pupils who undertook the tests in the last two years. The impact of the National Literacy Strategy on teaching and learning has lifted rates of progress in the short term but there has not yet been enough time for these good rates of progress to impact on levels of attainment. At Key Stage 2, the judgement reflects the 1998 test results. Pupils make satisfactory progress in Key stage 1 and good progress in Key Stage 2.
108. The National Literacy Strategy is having a beneficial effect on teaching and learning and its implementation is good. Planning and lessons are structured appropriately and the group work is

organised and managed well. Pupils often receive support from classroom assistants and sometimes from voluntary parent helpers with the group work. This has a beneficial effect on their learning. Scrutiny of work shows that literacy skills are effectively promoted through other subjects, for instance, in geography, history and science.

109. Pupils' attainment is in line with expectations in speaking and listening by the end of both key stages and listening skills are good. Progress is satisfactory. Pupils listen attentively to their teachers and to each other in large and small groups. They speak with confidence and share their work with the rest of the class. By the end of Key Stage 1, pupils are beginning to use a more precise vocabulary to express their thoughts and feelings clearly, to describe events and retell stories. They discuss and explain their experiences using an appropriate vocabulary, for example, when they talk about their homes and their interests. At Key Stage 2 during the literacy hour, high and average-attaining pupils read shared texts aloud accurately, confidently and with expression, except for a few average-attaining pupils in Year 6. Pupils consider others' points of view and structure their presentations more coherently than in Key Stage 1. For example, Year 5 pupils described clearly the characters from the 'Suitcase Kid' and how the story would develop. At both key stages, achievement is enhanced by providing opportunities for role play linked to other subjects. For instance, in Key Stage 2, role-play is sometimes used in religious education and history. However, planned opportunities for role play and drama are not provided on a regular basis at this key stage.
110. Pupils' attainment is in line with national expectations in reading by the end of both key stages. Progress is satisfactory in Key Stage 1 and there is often good progress in lessons at Key Stage 2. Across both key stages, pupils' information retrieval skills are good. This is brought about by effective teaching of these skills and regular use of the library by all classes. In Year 6, pupils of all abilities accurately use the library classification system and competently retrieve information using the contents and index pages. Higher-attaining pupils skim and scan the text to find information.
111. In Key Stage 1, pupils make sound progress in technical skills. They use picture or contextual cues appropriately, are building a basic sight vocabulary and use their understanding of phonics to attempt unfamiliar words. In Key Stage 2, pupils extend their technical skills well. The majority of pupils read accurately, fluently and with understanding. They read from a range of fiction and non-fiction books and appropriately reach the stage where they are fully independent readers. Some average-attaining pupils lack confidence and read hesitantly. The higher-attaining pupils demonstrate good reading skills and can discuss characters and select main features from the text. Across the school, most pupils are well supported with their reading at home and make good use of their own and public library books to extend their learning. A sound range of reading records is kept and formal tests are carried out annually from Year 2 to Year 6. Results are used effectively to group pupils by attainment for reading in literacy lessons. There are good procedures for identifying and assessing the reading difficulties of pupils with special educational needs and these pupils are given effective additional support.
112. Pupils' attainment in writing is in line with national expectations by the end of both key stages. The use of an interesting vocabulary, correct punctuation and spelling are strong elements of the writing which are already evident at the end of Year 2. Progress is satisfactory in Key Stage 1. The writing curriculum broadens at Key Stage 2 and pupils are competent in using a wider range of styles, for instance poems, stories, accounts, book reviews and persuasive argument. In Key Stage 1, scrutiny of work shows that, in Year 1, higher-attaining pupils progress from writing several sentences with no capital letters and full stops to using these elements of punctuation and speech marks accurately. By the end of Year 1, average-attaining pupils are beginning to use capital letters with developing accuracy. Average and higher-attaining pupils have a good awareness of story structure and are beginning to write at greater length than in reception.

Lower-attaining pupils progress from copy writing to writing familiar words and phrases independently. These strengths in writing continue into Year 2 where pupils' writing is sequenced correctly and punctuation and spelling are accurate. They are beginning to choose words carefully for their effect. For instance, a higher-attaining pupil wrote about 'a huge dragon with soft, silky scales'. Across this key stage, pupils spell familiar words with growing confidence, accuracy and independence and they are beginning to join their writing.

113. In Key Stage 2, pupils extend these skills well. Teachers have high expectations of presentation, handwriting and spelling and this leads to pupils achieving good standards. Scrutiny of work shows that average and higher-attaining pupils in Year 6 use punctuation within sentences and speech marks accurately and high-attaining pupils use paragraphs correctly. Pupils of all abilities produce imaginative writing and choose words carefully to create an effect. For instance, a lower-attaining Year 6 pupil wrote about the night 'The glorious moon...turning the town to a silvery, inky, silent sight'. At both key stages, clear, structured teaching of spelling and the regular setting of homework promote pupils' learning well. Marking mainly celebrates pupils' achievements. However, the school has recently introduced the writing of learning objectives on pupils' work to enable teachers to be more diagnostic in their marking.
114. At both key stages, pupils with special educational needs make good progress towards the targets in their individual education plans. They are supported well by class teachers and additional support staff so that they achieve in their work. Pupils who are withdrawn for additional specialist support are taught effectively. For example, in a literacy lesson, Year 1 pupils with moderate learning difficulties correctly identified familiar words, capital letters and full stops within sentences.
115. Most pupils have good attitudes to their lessons. They enjoy their work, listen well to their teachers and follow instructions carefully. Relationships amongst pupils and between pupils and teachers are very good which promotes their learning. Pupils value the contributions of others in discussions, take turns patiently when answering questions and co-operate well with each other in pairs and group work in the literacy hour. Pupils' behaviour is very good. They show appropriate independence when working individually and in groups, for example in using dictionaries and accessing their own resources.
116. The quality of teaching is good, overall. The majority of good teaching was at Key Stage 2 and in one lesson at this key stage teaching was very good. In the most effective lessons teachers have secure subject knowledge which is seen in the familiar use of technical terms and the encouragement of pupils to use them. In group work, teachers focus clearly on their targeted group which promotes pupils' learning well. Occasionally, they circulate around the classroom to monitor the work of other groups and intervene appropriately to extend pupils' knowledge and understanding. Lessons proceed at a satisfactory pace and the work is well matched to pupils' capabilities. At Key Stage 1, there were weaknesses in a few lessons which were judged to be satisfactory, overall. The pupils were not sufficiently involved in the shared text work or the group work was not sufficiently matched to pupils' differing needs. This led to some pupils losing interest and concentration. Teaching and learning are supported effectively by good co-ordination and development planning for the subject. The sound standards identified in the previous inspection have been maintained.

## **Mathematics**

117. At the end of Key Stage 2, the overall standards of pupils' attainment in the 1998 National Curriculum tests were in line with the national average. Their standards of attainment were average compared with similar schools. The number of pupils reaching the expected standard for pupils aged eleven has been improving year- on-year since 1997 and shows a 14 per cent

improvement during this period. The results of the National Curriculum tests for the seven year-olds in 1998 show that their standards of attainment were in line with the national average, and average, when compared to similar schools. The proportion of seven year-olds in 1998, who reach standards higher than those expected is below the national figure and the figure for similar schools.

118. The inspection findings show that the eleven and seven year-olds attain standards that are average. Improvements over time are due to the quality of teaching, the advice and support provided by the subject coordinator and the introduction of the National Numeracy Strategy and the staff development that has accompanied it. The introduction of the National Numeracy Strategy will support improvement in attainment and progress but there has not been enough time for it to impact fully on the curriculum.
119. The majority of eleven year-olds are able to recognise and name the four different types of angles and use a protractor correctly to check their answers. They add and subtract numbers in thousands and multiply and divide by tens and units accurately. The pupils do so correctly and to a high enough level to reach the expected standards. They measure accurately, using metres and centimetres, find coordinates and understand simple probability and percentages. In Year 2, the seven year-olds were engaged in shopping activities, adding simple amounts and calculating and choosing correctly the change they would receive from different coins. They measure in kilograms, read the time, using o'clock, half past and quarter past, recognise simple three-dimensional shapes, such as cylinder and cube and divide into quarters and halves.
120. The progress of all pupils, including those with special educational needs is satisfactory, overall, both over a longer period of time and in lessons. It is satisfactory at Key Stage 1 and good at Key Stage 2. Good rates of progress result from the impact on teaching and learning of the implementation of the National Numeracy Strategy. The introduction of the National Numeracy Strategy has had the effect of rapidly improving progress. There has not yet been sufficient time for this to have impacted fully on overall levels of attainment. Progress over a longer period is slower for the higher attaining pupils at the end of both key stages. Pupils with special educational needs make better progress at the end of Key Stage 1. In Year 1, pupils add the missing numbers up to 20 on a number line and by Year 2 they calculate accurately simple addition sums to 10. By Year 3, some pupils order three-digit numbers to 1000 and, in Year 5, pupils use three digits to make the biggest and smallest numbers possible.
121. The pupils show good attitudes to mathematics and respond well to the questioning skills of the teachers, who often ask pupils to explain their thinking. The pupils answer confidently, as they know their answers will be received well and, if they are incorrect, they will be asked to think again.
122. The teaching of numeracy is a strength, as lessons throughout the school start with mental work associated with number facts and simple calculations. This is having a positive effect on raising standards. In Year 2, the higher attaining pupils select the biggest number from a group of three numbers up to 100 and explain why. By Year 6, the higher attaining pupils divide and multiply whole numbers by 10 or 100 and use their knowledge of multiplication tables to solve simple problems. Numeracy is used soundly across the curriculum in an incidental way, rather than as part of a planned programme. For example, in the measuring of distance in geography, the use of time lines in history, the measuring of nets in design and technology and the measuring of ingredients in food technology.
123. The quality of teaching is good and is never less than satisfactory. It is good in three quarters of lessons. This is an improvement on the findings of the previous report. A particular strength is the teachers' subject knowledge and their planning, which is linked carefully to the National Curriculum. There are clear learning objectives for each lesson. In Key Stage 2, the pupils are

taught mathematics in groups, according to their prior attainment. The lower attainers are in smaller groups and are often supported by classroom assistants. The effectiveness of this support is consistent between classes and year groups. The other groups are larger in number and, with the higher attainers being in the largest groups, the pupils' work is well matched to what they have learnt before. This, too, is an improvement on the findings of the previous inspection. The work planned for the higher attaining pupils, particularly in Key Stage 2, provides sufficient challenge. A significant amount of pupils' work across the whole school is marked but there are few constructive comments and this affects progress adversely. Homework is used effectively to support pupils' work. Resources are good in quality and quantity and are easily accessible.

## Science

124. Teacher assessments in science at the end of Key Stage 1 show that overall attainment was above the national average in 1998, although investigative science was broadly in line and physical processes were well below. Evidence has been produced to show that there has been improvement in this performance for 1999. In 1998, which is the most recent source of comparative information, higher attainment is well above the national average and comparison with similar schools shows average attainment to be broadly in line, whilst higher attainment continues to be well above.
125. Attainment for pupils at the end of Key Stage 2 in the national tests for 1998 shows that pupils were close to national average at the expected level (Level 4), but higher attainment was below the national average. Evidence has been produced to show that there has been a significant improvement in this performance for 1999. Comparison with similar schools in 1998 showed the school to be below average at that time and that performance had steadily dropped from a good position in 1996. However, comparisons for 1999 are likely to show that performance is again high.
126. By the end of Key Stage 1, attainment is found to be above expectations. Pupils show good skills of investigation as they respond to the challenge of constructing a fair test of the distance travelled by toys as a result of gentle and strong pushes. They recognise the need for careful measurement of distance and a common starting point. They use metres and centimetres to measure distances and use a simple chart to record and compare their results. The higher attaining pupils recognise that some pupils are stronger and that this can affect results.
127. By the end of Key Stage 2, attainment is in line with national expectations. Pupils recognise the variables involved in the size of a shadow and use the idea of light travelling in straight lines to explain shadows and the fact that objects are visible as a result of reflected light. They recognise that a fair test requires variables to be held constant with only one variable allowed to change but most do not project these ideas in answering questions such as whether the shadow can ever be any smaller than the object. However, higher attaining pupils recognised that there could be a relationship between the distance from the light source and the size of the shadow.
128. Progress, overall, is satisfactory at Key Stage 1. Younger pupils made good progress when sequencing the life cycle of a butterfly, as a result of the good match of task and clear teaching supporting the pupils in working co-operatively and with confidence. Older pupils made good progress in developing the idea of a fair test as a result of constructive discussion with the classroom assistant. Scrutiny of work shows progress over time to be satisfactory across all attainment targets and through all year groups for average and high attaining pupils, but less so for low attaining pupils. Few samples of investigation work were found, but a variety of worksheets on such topics as seasons, senses, sound, light, parts of a flower/the body and uses of materials covered other aspects.
129. Progress at Key Stage 2 is satisfactory, overall. There was some good progress when older

pupils conducted an investigation into the effects of exercise on the body and recorded information about breathing and pulse as a result of a well planned lesson which gave them a real interest in the outcome of the investigation. Younger pupils also made good progress in a structured investigation to test various materials for conduction of electricity as a result of good organisation of resources, together with valuable support from the teacher whilst discussing the results obtained. Satisfactory progress was made by older pupils whilst practising the procedures for investigation, but little progress was evident in the development of skills of enquiry or prediction of outcomes in an investigation into the effect of light in causing shadows. Progress over time is satisfactory from scrutiny of work; it contains a wide range of work across all attainment targets. All levels of ability show appropriate progress and use opportunities to conduct their own research. Investigation work is particularly strong from the youngest pupils at Key Stage 2, where they use existing knowledge to test ideas on the basis of a fair test.

130. Pupils with special educational needs make good progress as a result of their mixing with different groups for investigation work and the support from classroom assistants who encourage them to take part in classroom discussions. However, higher attaining pupils do not make good progress when structured, worksheet based investigations offer restricted opportunity for pupils to develop their curiosity and skills of scientific inquiry.
131. Attitudes are good, overall. Pupils are generally attentive and responsive to teaching and co-operate well during practical work. They take care in the presentation of work but can be careless in calculation as they lose sight of the point of an activity. However, when investigations are meaningful to the pupils, such as testing conductors in electrical circuits, effects of exercise on the body and testing of distance travelled, they show a curiosity and enthusiasm which brings out relevant questions and a growing understanding of the methods of scientific enquiry.
132. Teaching is satisfactory, overall, with half of the lessons good and no unsatisfactory lessons seen.
133. Teaching at Key Stage 1 is good and never less than satisfactory. The good teaching came from thorough planning which was structured to the needs of the pupils and set tasks that assessed the effectiveness of the lesson, such as sequencing life cycles. Appropriate expectations of pupils with special educational needs provided tasks that were suitable when recording the results of investigations. Confidence in the match of the work to the attainment of the pupils allowed a good pace to be set for lessons so that pupils were interested and involved in the process of fair testing. Well-managed activities used positive control of pupils and made it possible to involve the pupils in the process of scientific enquiry.
134. Teaching at Key Stage 2 is satisfactory, overall, although there is some good teaching and none which is unsatisfactory. The good teaching used good organisation in planning a series of exercise activities, conducting the lesson at a brisk pace and used clear objectives to establish the link between exercise and heart rate/breathing. In a lesson on conductivity all the relevant steps in the investigation were clearly identified and good interventions from the teacher focused the attention of pupils on the purpose of the enquiry. The satisfactory teaching was limited by the complexity of a process on healthy eating that obscured the main purpose of the investigation. Expectations tended to focus on completion of the activity rather than on the learning opportunities for the pupils. Pupil management was best when humour was used to maintain attention and so avoid the loss of interest that occurs from slow pace as a result of overlong explanation or negative and restrictive discipline.
135. The curriculum at both key stages is satisfactory and scrutiny shows broad and balanced teaching of the National Curriculum programmes of study. However, there is significantly less time allocated to science in the curriculum than that suggested by national averages. This has

the effect of slowing progress. The school is placing a greater emphasis on investigative work and has been successful in improving performance in national tests as a result. However, the science policy has general aims that are not linked to specific learning objectives and so lacks a clear focus for the delivery of individual components of the curriculum. Although the analysis of performance in national tests influences the curriculum, short term assessment focuses mainly on what pupils know rather than on what skills they need and on how these skills might be improved. Resources meet the needs of teachers and pupils.

136. Since the last inspection the school has developed a useful policy for the teaching of science. National testing is being used to identify areas for improvement and a clear focus on investigation work is now bringing improved results.

## **OTHER SUBJECTS OR COURSES**

### **136. Religious education**

137. By the end of both key stages, pupils attain satisfactory standards matching the requirements of the locally agreed syllabus. They acquire a good knowledge and understanding of the beliefs and traditions of Christianity and of the other major religions. At the end of Key Stage 1, pupils know some of The Old Testament stories as well as the Christmas and Easter stories. They compare these with the festivals of other religions. Key Stage 2 pupils know the parables and are able to discuss their significance in modern times. They further their understanding of Old Testament by studying The Creation, Noah's Ark, the Commandments and David and Goliath. Pupils gain good insight into other religions, including Judaism, Hinduism and Islam. Year 6 pupils have a good understanding of the signs and symbols associated with these religions. They appreciate the similarities and differences between the places of worship of the world religions.
138. Pupils make satisfactory progress at Key Stage 1 and good progress at the end of Key Stage 2. Pupils with special needs make similar rates of progress as the mainstream pupils in each key stage. This is because of careful, long term planning which ensures that pupils build on their previous knowledge and because of the good teaching in this subject.
139. Pupils are generally enthusiastic in religious education lessons. They are keen to take part in class discussions and the presentation of their work is good.
140. The quality of the teaching is good, overall, and some very good practice was evident during the inspection. Teachers plan lessons well and have clear objectives for each topic of study. They have high expectations in that they use appropriate terminology and set work which pupils find challenging. They also vary the tasks to take account of different levels of attainment within a class. Teachers are conscious of the need to further pupils' literacy skills and religious education lessons contribute strongly to this.
141. Religious education is very well managed as a subject. The scheme of work satisfactorily reflects the locally agreed syllabus and the long term planning of work means that pupils build on previous knowledge as they progress through the school. It contributes very strongly to pupils' spiritual awareness and development because of the strong emphasis on tolerance and respect. The school has acquired a very good range of resources, including artefacts and these are well used. Since the last inspection, the quality of teaching has improved, because teachers have widened the range of strategies used and now set tasks which take into account differing levels of attainment.

### **141. Information and communication technology**

142. Taking account of lessons, pupils' previous work and discussions with pupils, overall attainment by the end of both key stages is in line with national expectations. Pupils are confident in using computers to communicate their ideas in a variety of ways. For example, in Year 4, pupils are able to draw the designs for different types of dwellings, print out the development and construct models as part of a project on the Tudors. Pupils are good at being able to enter, amend, save and retrieve information without help from the teacher. In Year 6 science, pupils are able to use a word processing program well, to write about what they had found in their investigations and to present their writing carefully. They develop good skills in using the equipment and good skills in using the mouse to give instructions to the computer. In Year 4, pupils are skilful in using the mouse to draw with precision. In Year 6, they are beginning to develop skills in controlling devices, they recognise that devices can be controlled by a computer and write a sequence to produce a recognisable event.
143. Pupils, including those with special needs, make satisfactory progress as they move through the school, particularly in their skills in using computers and communicating ideas and information. Pupils make satisfactory progress in developing their understanding and knowledge of measurement and control. By the end of Key Stage 2, pupils are able to use computers with considerable confidence and, overall, are making satisfactory progress in developing their information and communication technology capability.
144. Pupils have particularly good attitudes to their work. They are well motivated, able to concentrate for suitable lengths of time and respond with enthusiasm. A strong feature is the way pupils are able to access the computer without help from the teachers and work independently. Pupils are very responsible when using computers and can work together well. They show respect for the equipment and, indeed, for each other. Behaviour is always good and this contributes very effectively to the standards that pupils attain.
145. The quality of teaching is good in both key stages. Strengths in teaching include teachers having a mostly secure knowledge and understanding of information and communication technology and planning that identifies clearly what pupils are to learn. Teachers' expectations are usually appropriately high and they set tasks that are suitably demanding. The one classroom equipped with 20 computers is being used well by teachers to give their classes good experience of information and communication technology. The effective way that teachers manage their lessons has a positive impact on pupils' attitudes and willingness to use information and communication technology. Where there are weaknesses in teaching, lesson objectives are not clearly identified, the tasks set do not provide enough challenge or the organisation does not give pupils enough time using the computer.
146. The curriculum is now well planned and the new scheme of work ensures good breadth and balance over time. The new computer network will eventually allow pupils access to the full range of activities including the use of CD-ROM and the internet.

146.  
**Art**

147. The previous report was broadly complimentary about all aspects of art but mentioned that 3 dimensional work was under represented. Evidence from inspection shows that this matter has now been successfully rectified and that satisfactory attention is now being paid to this aspect. Pupils at the end of both key stages are attaining at levels which are good for their age.
148. The progress of pupils, including those with special educational needs, is good. Teaching was observed only in Key Stage 2. Judgements about progress are based on the evidence of observation and a scrutiny of work and display throughout the school. As the inspection took place in the third full week of term there was little current work on display. Where teaching was

observed, pupils generally made good progress. Progress in the use of sketch books was less consistent but the best practice showed them being used effectively as diaries or note books. Pupils in Year 3 made good progress in developing knowledge of colours and their application through a water colour medium and they also made good progress in work on mosaics. Pupils in Year 5 made satisfactory progress making masks that would support work done on Africa.

149. Pupils' attitudes to art are always good. They respond well to teacher direction and to the input of classroom assistants. They listen well and treat materials and resources sensibly and safely. They put good effort into their work and take care with it.
150. In the three lessons that were observed, the teaching was good in two and satisfactory in the third. Lessons were well planned and resourced and good use was made of visual aids and exposition. Classroom assistants were well deployed and in all cases they made a good contribution to the group with which they were working. Discipline and control were good and staff are able to make good interventions through their assessments and thus raise standards higher.
151. Art makes a very good contribution to the provision for the spiritual, moral, social and cultural development of the pupils and is successfully used in support of other areas of the curriculum. The coordinator has produced a policy and a scheme of work for the Early Years and Key Stage 1. Because of the philosophy and skill of the coordinator, the pupils in all phases receive a rich curriculum that develops them well as artists. A good example of this is the work on Ancient Egypt which was carried out at the end of last term by an artist in residence and Year 6 pupils. Art-work is well displayed throughout the school and makes a strong contribution to a stimulating environment. Resources are satisfactory in quantity, well managed and accessible.
151. **Design and technology**
152. All pupils make satisfactory progress in design and technology and, at the end of Key Stage 2, their standards of work are typical of that of most pupils of their age. This is an improvement since the previous inspection, when pupils' achievement was judged to be low. Pupils with special educational needs make satisfactory progress.
153. When pupils are eleven, they are accustomed to working from detailed designs, which specify the tools and materials that will be needed for their models and work safely. Most pupils have a good knowledge of a variety of methods to fasten materials together, which includes staples, clips, glue and string. Pupils work confidently with tools, such as saws, drills and scissors and are fully aware of the need to work safely. When making biscuits they follow a recipe, have ideas for adapting the basic recipe, know and practise the rules of basic food hygiene, work safely, evaluate different outcomes and draw conclusions about the impact of added ingredients, different finishes/shape of the end product. When evaluating different types of biscuit, they use appropriate vocabulary to describe products including their sensory characteristics, compare biscuits in terms of appearance, flavour, texture and cost, understand that people have different preferences and that designers need to consider this when designing. All apply finishing techniques, such as painting carefully, to enhance the quality of their artefacts. A prime example of products finished to a high standard are the African masks made from papier mache
154. By the end of Key Stage 1, the seven year-olds understand the properties of common materials and make choices when constructing models. For example, they make sensible decisions when selecting from discarded or recycled materials or in their choice of the material to make an axle for vehicles they have designed. Pupils understand the importance of planning, which includes deciding which tools they are going to use. The pupils measure, cut and join a variety of materials accurately when constructing models. They assemble simple mechanical models

carefully, introducing movement by using axles for wheels, or split pins for joints in card cut out figures. All appreciate the importance of evaluating the quality of their work when it is finished.

155. The development of literacy encourages pupils to use appropriate vocabulary when naming tools and describing what they are doing. For example, when analysing biscuits in food technology, they list ingredients and write out step-by-step instructions which have strict regard for the observation of the necessary rules of hygiene.
156. Pupils' attitudes are good. All take a pride in their work and enjoy taking part in design and technology lessons. Pupils with special needs are equally as successful in making things as other pupils and this raises their self-esteem. Pupils share tools sensibly and help one another willingly; for example, by holding materials that need to be joined.
157. The quality of teaching is good throughout the school. This is responsible for a significant improvement in standards which has taken place since the previous inspection. A good scheme of work and curriculum plan usefully guide teachers. Planning is detailed and thorough. Due attention is paid to safety. Improvements have been made to the arrangements to assess and record pupils' work. This information is used effectively to plan work. Teachers outline clearly what is required and provide a wide range of materials, such as clay, card, wood or plastic. Sometimes, higher attaining pupils are not sufficiently challenged. When they finish ahead of other pupils, the opportunity is often not taken to encourage them to improve their model further or give more detail on their evaluation sheet.

## **Geography**

158. Only a limited number of lessons were observed during the inspection, but evidence from these lessons and examination of pupils' work indicate that attainment is in line with expectations at the end of both key stages. Pupils in Key Stage 1 name the countries of the United Kingdom and locate objects on a plan by using simple co-ordinates. They understand the terms used to describe types of houses, such as semi-detached or bungalow. They draw bar charts to show which houses are more common. Pupils in Year 6 study Holland and their work shows good appreciation of the differences and similarities between Holland and England and between Haarlem and Tameside. They understand the difficulties found in Holland such as the challenge of preventing flooding. Through their study of Zimbabwe, pupils acquire a good understanding of differences between it and their own environment, such as those of climate, food fauna and flora. In physical geography there is a good quantity of work on the stage of a river and on the principles of erosion. Pupils further their study of rivers by learning about potential sources of pollution. They extend their numeracy skills by drawing a river profile graph and measuring the flow of the river at different points.
159. Pupils make at least satisfactory progress in geography. They progress particularly well where teachers expect them to apply previously acquired knowledge when completing tasks.
160. In those lessons that were observed the response of pupils was always good. They took care with the presentation of their work and were attentive to teacher exposition. They offered answers and suggestions and were able to make reference to a map as the need arose, without causing disturbance to others.
161. The quality of teaching is good. Teachers plan lessons well and they place important emphasis on investigative skills. They set high standards of presentation and strongly promote pupils' literacy skills in their work in geography. The work teachers set is sufficiently challenging for pupils of different attainment levels. Good use is made of the local area and the nearby Peak District for investigative field work.

162. The teaching of geography is well co-ordinated, ensuring that there is consistency and a broad and balanced curriculum for the subject. Teachers have a satisfactory range of resources at their disposal. Since the last inspection report, there has been an improvement in the breadth of the geography curriculum and there has been greater emphasis on the acquisition of geographical skills.

## **History**

163. Standards of attainment in history are in line with those expected for pupils of their age at the end of both key stages. Key Stage 1 pupils start to develop a sense of chronology by learning about the differences between past and present. They compare toys and clothes from the past with those of the present day. By the end of Key Stage 2, pupils have developed a sound understanding of the importance of source material as evidence when studying history and they distinguish between primary and secondary evidence. They have a good appreciation of England during Tudor and Victorian times, as well as the changes which have taken place since the 1930s. They learn to consider the impact of events and inventions on people and the landscape. Younger pupils in Key Stage 2 show good understanding of the Roman invasion of Britain and why it was so successful.
164. Pupils make satisfactory progress in history. They progress well in their ability to use source materials appropriately.
165. Pupils are enthusiastic about the topics they are studying. They are very keen to take part in class discussions.
166. No teaching was observed at Key Stage 1, but the quality of teaching in history in Key Stage 2 is good. Teachers plan lessons well and set tasks which pupils find challenging. They place appropriate emphasis on the skills necessary to extract evidence from source materials and they make skilful use of class discussion to further pupils' knowledge and to assess their understanding. Teachers set tasks which are appropriate for differing levels of attainment.
167. The subject is well led. A detailed scheme of work ensures a satisfactory spread of topics across the year groups and that the history curriculum is broad and balanced. Pupils' learning is well supported by local visits and teachers make good use of the local loan scheme for books and artefacts. History is well resourced. Since the last inspection the school has ensured that the overall quality of the teaching and of pupils' learning in history has been maintained.

## **167. Music**

168. The position of music has deteriorated since the last inspection. Evidence was taken from observation of lessons, documentation and conversations with pupils in Year 3 (last year's end of Key Stage 1 pupils) and pupils who have just entered Year 6. There is currently no coordinator although it is hoped that a newly appointed teacher who is a very well qualified musician will take on the role at the earliest opportunity.
169. Attainment across the school is now below what might be expected at the end of both key stages and progress is unsatisfactory. In the five lessons that were observed, progress was satisfactory, but, as teachers are not working to a scheme or with the support of a coordinator, their efforts, whilst individually satisfactory, do not form part of a coherent approach and thus there is no systematic development of skills and knowledge.
170. Pupils' response to music is satisfactory. In the best lesson it was very good and even when

teaching and progress were unsatisfactory their response remained satisfactory. Pupils are eager to perform and, in conversation, report that they enjoy the subject. They respond well to challenging tasks and, when issued with instruments, use them sensibly. Their behaviour is good.

171. The quality of teaching is satisfactory, overall, and ranged from good to unsatisfactory. Elements of good teaching related to the individual's confidence in their knowledge and understanding of the subject and their ability to show high expectations through the desire and ability to evaluate and improve their pupils' performance. Good use was also made, in one instance, of material from a commercial scheme designed to assist non-specialist music teachers. Unsatisfactory elements in teaching included inappropriate strategies and the selection of objectives that were not appropriate to the needs of the pupils.
172. There is a need to introduce a scheme of work that will support music until the new curriculum content is made known and a need to monitor teacher planning and subject delivery to ensure that it is implemented. The subject is satisfactorily resourced and good use is made of the piano for singing in assembly in both key stages. The opportunity to develop the appreciation of music in assemblies is not taken up.

172. **Physical education**

173. Inspection evidence suggests that the school has sustained the levels of attainment from the previous inspection and that there has been improvement in sport as a result of coaching initiatives. The full range of activities were not observed during inspection but discussion with the co-ordinator and inspection of curriculum documents suggest that pupil's attainment is in accordance with national expectations. Good progress was observed, overall, in the lessons observed at both key stages and the progress of pupils with special educational needs is also good as a result of the policy of integration and the support given by the care assistants.
174. In gymnastics, pupils develop improved reactions to stop and start instructions at Key Stage 1, as they move around the hall and find different ways of supporting their own body weight. In Key Stage 2 games, skills of ball control are developed as pupils dribble the ball with a hockey stick in competition with other groups where the emphasis is on control rather than speed. However, progress is less good when pupils are not sufficiently challenged in gymnastics to extend their bodies and to develop a linking action which would create a flowing sequence of movement. Professional coaches, from football clubs such as Manchester United and the Tameside 'Top Sport' initiative, further develop games skills for pupils at both key stages. Extra curricular activities contribute to pupil's physical skills as they compete in such sports as football, netball, cricket, athletics and cross-country. Pupils are given the opportunity to develop specific skills during adventure activities such as abseiling and canoeing as a result of residential visits. The orienteering course, which will be in use later in the term, provides pupils with the opportunity to develop the location skills of map reading and direction.
175. Pupils enjoy their physical education lessons. They respond well to instructions and are enthusiastic yet self-controlled in their activities. They are attentive to instruction, patient whilst groupings are organised and become absorbed in the demands of such activities as controlling the hockey ball around a series of obstacles. However, they become less imaginative in gymnastics when not motivated by a sufficient level of challenge.
176. Teaching is good, overall, at both key stages. Most teachers have clear objectives, they plan well and prepare equipment prior to the lesson. As a result, they are able to teach at an interesting pace and use praise well to secure a greater involvement from the pupils. The better lessons use a variety of task and a level of challenge that encourage pupils to improve performance in gymnastics or control in ball games. However, the less successful teaching offers simpler

challenges and does not seek to extend the efforts of the pupils. Too much time is used on occasions when organising pupils into groups or in managing the behaviour of a small group and this leads to reduced concentration and enthusiasm in all pupils.

177. Since the last inspection, the school has developed a policy and scheme of work that ensures full coverage of the National Curriculum programmes of study and which offers useful comment on equal opportunity and health and safety issues. There is specific information on progression and skills development and a progressive set of objectives in all areas of the curriculum. However, there is a need to develop this document to include suggestions and ideas which will support teachers in the delivery of areas of the curriculum such as gymnastics and dance. Resources are sufficient and in reasonable condition and are extended by the equipment received from the 'Top Sport' initiative.

## **PART C: INSPECTION DATA**

### **SUMMARY OF INSPECTION EVIDENCE**

178. The inspection was carried out over a five day period from 20th – 24 September 1999. The inspection took the equivalent of 26 inspection days. Prior to that, school documentation had been scrutinised and pre-inspection reports containing commentaries and issues were circulated.
179. The inspection team comprised a lead inspector, four team inspectors and a lay inspector.
180. A questionnaire was used to survey parents' views and the results were analysed.
181. A meeting was held for parents and their views sought on a range of aspects of the school's performance. Twelve parents attended
182. During the inspection, the team of inspectors saw 97 lessons or parts of lessons. Pupils were observed in lessons and throughout the school.
183. Fifty nine hours of teaching were observed.
184. Pupils' work was scrutinised across the age and ability range and across parallel classes. The work of pupils with special needs was also scrutinised.
185. Pupils from across the school and the attainment range were heard reading.
186. Teachers were interviewed and discussions were held with pupils.
187. Members of the governing body, visitors to the school, parents and non-teaching staff were interviewed.
188. Registrations and assemblies were observed.

## 189. DATA AND INDICATORS

### Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	466	11	90	82
Nursery Unit/School	51	7	22	8

### Teachers and classes

#### Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)	18
Number of pupils per qualified teacher	25.89

#### Education support staff (YR – Y6)

Total number of education support staff	11
Total aggregate hours worked each week	255

#### Qualified teachers (Nursery school, classes or unit)

Total number of qualified teachers (full-time equivalent)	4
Number of pupils per qualified teacher	12.8

#### Education support staff (Nursery school, classes or unit)

Total number of education support staff	13
Total aggregate hours worked each week	414

Average class size:	31.1
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## Financial data

Financial year: 

1998/99
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	£
Total Income	713,583
Total Expenditure	690,090
Expenditure per pupil	1,485
Balance brought forward from previous year	50,120
Balance carried forward to next year	73,613

**PARENTAL SURVEY**

Number of questionnaires sent out:  
 Number of questionnaires returned:

336
109

**Responses (percentage of answers in each category):**

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	42	51	4	3	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	54	42	1	2	0
The school handles complaints from parents well	27	52	15	4	1
The school gives me a clear understanding of what is taught	30	55	6	9	0
The school keeps me well informed about my child(ren)'s progress	39	49	6	6	0
The school enables my child(ren) to achieve a good standard of work	41	53	4	2	0
The school encourages children to get involved in more than just their daily lessons	29	50	16	5	0
I am satisfied with the work that my child(ren) is/are expected to do at home	27	53	7	13	0
The school's values and attitudes have a positive effect on my child(ren)	41	44	14	1	0
The school achieves high standards of good behaviour	33	51	11	5	0
My child(ren) like(s) school	54	36	6	3	1