

# INSPECTION REPORT

**ST STEPHEN'S CE PRIMARY SCHOOL**

Bury

LEA area: Bury

Unique reference number: 130327

Headteacher: Mrs Julia Rowlands

Reporting inspector: Mrs O.M.Cooper  
10859

Dates of inspection: 21 – 25 May 2001

Inspection number: 192067

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Voluntary aided

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Colville Drive  
Bury  
Lancashire

Postcode: BL8 2DX

Telephone number: 0161 764 1132

Fax number: 0161 253 6169

Appropriate authority: The Governing body

Name of chair of governors: Rev Averyl Bradbrook

Date of previous inspection: 03 – 06 March 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
10859	Mrs O.M.Cooper	Registered inspector	English Information and communication technology Music Equal opportunities English as an additional language	What sort of school is it? The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9928	Mr A. Dobson	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
30935	Mrs K. Mc Arthur	Team inspector	Science Geography History Physical education The Foundation Stage.	How good are the curricular and other opportunities offered to pupils?
3191	Mr J. Curley	Team inspector	Mathematics Art and design Design and technology Special educational needs	

The inspection contractor was:

North West Education Services  
Cheshire House  
164 Main Road  
Goostrey  
Cheshire  
  
CW4 8JP

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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>7</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>11</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>15</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>16</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>19</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS</b>	<b>20</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>21</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>22</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>24</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>28</b>

## PART A: SUMMARY OF THE REPORT

## INFORMATION ABOUT THE SCHOOL

This is an average sized Voluntary Aided Church of England school catering for girls and boys between three and eleven-years of age. It serves a wide and varied area extending to the centre of Bury. In common with other local schools the number on roll is falling. There are currently 192 pupils in the main school and a further 16 full-time and 13 part-time pupils in the nursery. An above average proportion of pupils is entitled to receive free school meals. The proportion of pupils from minority ethnic backgrounds and who have English as an additional language is higher than in most schools; the majority being of Pakistani origin. A broadly average proportion of pupils has special educational needs, with specific or moderate learning difficulties accounting for the majority of problems. Attainment on entry to the nursery and reception classes is below average for children's ages, particularly in language and literacy. There are currently three members of staff on long-term sick leave and the school has difficulty in recruiting temporary teachers. The pupils in the nursery, Years 4 and 6, were being taught by four temporary teachers during the inspection.

## HOW GOOD THE SCHOOL IS

This is an effective school that provides its pupils with a good start to their education. From the below average attainment on entry, standards improve and by the age of seven are broadly average, as a result of the good teaching. At the age of eleven, overall standards are currently below average. Whilst standards are broadly average in mathematics and science, they are below average in English. However, most children achieve satisfactory standards relative to their abilities, as teaching is satisfactory with seven to eleven-year olds. Most of the staff changes have been in the eight to eleven age group. The number of different teachers has been unsettling for the oldest pupils and has had some impact on overall standards. The headteacher provides strong leadership and is well supported by the deputy headteacher. The school provides satisfactory value for money.

### What the school does well

- The school is well led and managed by the headteacher and deputy headteacher.
- Teaching is good for pupils up to the age of seven and promotes good learning.
- Overall behaviour is good and most pupils have positive attitudes to school and want to learn.
- The provision for pupils' spiritual, moral, social and cultural development is good.
- The school works in close partnership with parents.

### What could be improved

- Standards in English by the age of eleven.
- Standards in information and communication technology at age eleven.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1997 and since that time has made satisfactory improvement and raised its standards at age eleven at the same rate as most schools nationally. In response to the key issues identified in the previous inspection report the school has made notable improvements in the teaching and learning for children in the nursery and reception classes and pupils' attainment on entry to Year 1 is rising. Schemes of work have been implemented for all subjects and provide a sound framework for planning. Teaching has shown improvement overall. The arrangements for assessing pupils' attainment and setting targets are good, helping pupils to understand how well they are doing. The school has the shared commitment to make further improvement and the capacity to succeed when the staffing situation is resolved and the headteacher does not have such a heavy teaching commitment.

## STANDARDS

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

Performance in:	Compared with				Key
	All schools			similar schools	
	1998	1999	2000	2000	
English	A	C	D	C	well above average    A above average        B Average                    C below average         D well below average    E
Mathematics	B	B	D	C	
Science	A	C	D	C	

Lesson observations and the scrutiny of pupils' work shows current standards at age eleven are below average in English and lower than last year. In mathematics and science standards are broadly average and are higher than the 2000 test results. Standards fluctuate from year to year according to the proportion of pupils with English as an additional language or special educational needs. The current Year 6 has a higher proportion of pupils than usual with learning difficulties in literacy and this is partly the reason why standards in English are lower. In addition, the three changes of teacher since January have been unsettling for these pupils. Standards in other subjects are broadly average with the exception of information and communication technology where pupils' skills are not as well developed as they should be for eleven-year olds. Insufficient lessons were seen in music for secure judgements to be made.

The school was successful in meeting its targets in English and mathematics in 2000. The targets for 2001 are higher in mathematics and lower in English and are challenging.

At age seven, current standards are broadly average in reading, writing, mathematics and science and in all other subjects, except for music where there is insufficient evidence to make a secure judgement. In reading and mathematics there was a significant improvement in the results between 1999 and 2000 partly due to a change in teaching methods and this has been maintained. The school is doing well in comparison with similar schools; the 2000 results were above average in reading and well above the average in writing and mathematics and pupils achieved well.

By the end of the year in the reception class standards are broadly average for the children's age in all areas of learning, most children are on target to reach the expected goals at age five, with a significant number exceeding them.

Pupils achieve well in the nursery and reception classes and continue to achieve satisfactorily in Years 1 and 2. Whilst pupils' achievement is satisfactory between seven and eleven years of age, they do better in some year groups where the level of challenge and teachers' expectations are higher. Pupils with English as an additional language achieve well and many catch up with their peers. Those with special educational needs achieve satisfactorily in relation to their abilities.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good, most pupils come happily to school and are eager to learn. A few Year 6 pupils, mostly boys, are less interested in working hard to improve their literacy skills.
Behaviour, in and out of classrooms	Good in lessons and very good at lunchtimes and playtimes. Movement about the school is very orderly. There has been one temporary exclusion for unacceptable behaviour in the latest reporting period.
Personal development and relationships	Good. Pupils get on well with each other and the many adults in school. There is a good level of racial harmony and a strong sense of a school community.

Attendance	Below the national average, holidays in term time having some effect on attendance levels. Punctuality is satisfactory.
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## TEACHING AND LEARNING

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

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

Overall the teaching is satisfactory. In 96 per cent of lessons seen teaching was satisfactory or better, it was good or better in 79 per cent, including 17 per cent that were very good. The remaining 4 percent were unsatisfactory. All teaching seen with pupils up to five years of age was good, with some very good lessons in the reception class. Teaching for five to seven year olds was good overall. The statistics reflect the quality of teaching usually found in these year groups. The teaching seen in lessons in the seven to eleven age group was good overall. However, two of the four classes were taught by temporary teachers and, when the scrutiny of pupils' work is taken into account the teaching is judged to be satisfactory.

The teaching of English and mathematics is good for pupils up to the age of seven and satisfactory for seven to eleven year olds. Basic skills in reading and writing are taught well in Years 1 and 2 and provide a good foundation for pupils to build on. However, the heavy reliance on the use of worksheets in some classes in the seven to eleven age group slows the good rate of learning, particularly in developing independent writing skills. Numeracy skills are taught effectively but more emphasis needs to be placed on the speedy, mental recall of multiplication facts to support pupils' work in other aspects of the subject.

The main strengths in teaching are the good management of pupils, the effective use of support staff and learning resources and efficient use of the time available for learning each day.

The teaching meets the learning needs of most pupils, particularly those with English as an additional language. However, there are occasional lessons where the needs of more able or less able pupils are not met as well as they should be. This is usually where all pupils are given the same task to complete. Where pupils with special educational needs or English as an additional language receive support, their learning needs are well catered for.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. An appropriate range of experiences and opportunities are provided for pupils to learn. All required subjects are taught and a good range of extra-curricular activities is provided.
Provision for pupils with special educational needs	Satisfactory, the availability of support enables pupils to make progress towards their targets. Individual education plans are detailed and of good quality.
Provision for pupils with English as an additional language	Good, pupils make good progress in learning to speak English and by the age of eleven many catch up with their peers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Spiritual development is well provided for and pupils gain good insights into values and beliefs. Pupils are effectively taught right from wrong. Community values are promoted well and levels of respect are high. A good range of opportunities is provided for pupils to learn about Eastern and Western cultures and traditions.

	Eastern and Western cultures and traditions.
How well the school cares for its pupils	Good. Pupils are well looked after in a secure environment. Arrangements for assessing pupils' academic and personal development are good.
The school's partnership with parents	Very good and a strength of the school. The quality of information for parents is very good, particularly regarding pupils' progress. Parents are actively involved in the life of the school.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good leadership by the headteacher and deputy headteacher. They provide clear educational direction and take on additional responsibilities when staff are absent to keep the school moving forward.
How well the governors fulfil their responsibilities	Good. The governors fulfil most of their responsibilities well, but there are some minor omissions in the latest annual report to parents.
The school's evaluation of its performance	Good. Effective systems to track the progress of pupils from year to year have been implemented. Pupils who are falling behind are targeted and support is given to help them catch up. The monitoring of teaching has been disrupted by staff absence.
The strategic use of resources	Good. Staff, learning resources and finances are used in the best interests of the pupils and the longer-term development of the school.

There are sufficient staff to teach the number of pupils on roll. The accommodation is good and spacious. There are adequate learning resources.  
The school applies the principles of best value well.

### PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children are expected to work hard and achieve their best.</li> <li>• Pupils make good progress.</li> <li>• They feel comfortable in approaching the school with concerns or problems.</li> <li>• The school is well led and managed.</li> <li>• Pupils' behaviour is good.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of work pupils are expected to do at home.</li> <li>• The information they receive about their child's progress.</li> </ul>

Inspectors agree with most of the parents' positive comments. However, whilst inspectors agree pupils are expected to work hard and achieve their best in most classes, in some in the seven to eleven age group this is not consistent. Inspectors judge parents to be well informed about their child's progress by the school, and the arrangements for setting homework are good.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. At age seven, current standards are average and achievement is satisfactory. At the age of eleven, they are below average overall. This does not represent a decline in standards between seven and eleven but is partly due to two different year groups that have varying proportions of pupils with special educational needs or English as an additional language. The quality of teaching and the numerous changes of teacher due to staff absences have also affected standards. Pupils' attainment on entry to Year 1 is rising as a result of the action taken to improve the teaching and learning for children up to the age of five.

2. The school's results of national tests in reading, writing and mathematics for seven-year olds have shown notable improvement over the last three years, rising from well below the national average in 1998 to in line with the national average in 2000. The proportion of pupils exceeding the expected level for their age was above the national average in mathematics, in line with the average in reading, but below the national average in writing. When compared with similar schools the 2000 results were above average in reading and well above in writing and mathematics and represented good achievement. Teachers' assessments in science showed below average standards in 2000, both at the expected and higher level, although in comparison with similar schools the proportion reaching the higher level was average. In 1999, the school's results in reading were in the lowest 5 per cent of schools nationally. Results in reading have improved significantly due to a change in the way reading is taught.

3. Overall standards at age eleven have risen since the previous inspection in line with the national trend, but there are clear variations in subjects from one year to the next. In 1998, standards overall were above the national average and well above in English and science. In 1999, overall standards were average and were above in mathematics. In 2000, the results in English, mathematics and science were below the national average, although in line with the average for similar schools. The proportion of pupils exceeding the level expected for eleven-year olds was below the national average in English, mathematics and science. This does not represent a decline in standards but different proportions of pupils with special educational needs or having English as an additional language. The results in 2000 were also affected by staff changes in the January, a similar pattern to the current year. The strong leadership of the headteacher and the effective implementation of the National Literacy and Numeracy Strategies have enabled the school to maintain standards relative to the pupils' abilities each year. During the inspection there was no significant difference noted between the attainment of boys and girls at age seven or eleven. The school sets appropriately challenging targets for attainment in English and mathematics and is successful in meeting them in most years. The target of 60 per cent in English is lower this year, but is challenging and the poor attitudes of a small number of boys towards improving their literacy skills, despite the efforts of the school to support them, may result in the target not being met.

4. A comparison of the results of national tests at age seven and eleven for pupils who left the school in July 2000 showed achievement to be satisfactory. Most pupils made the expected amount of progress, with 30 per cent making more than expected progress, gaining three National Curriculum levels. All pupils with English as an additional language achieved well, making better than expected progress over the four years. A few pupils with

special educational needs also made good progress, others making satisfactory progress relative to their capabilities. A similar comparison of the results at age seven and the predicted results for the current Year 6 pupils shows satisfactory achievement. A small majority have made the expected rate of progress, however a few pupils who exceeded the expected level for their age at seven are unlikely to do so at age eleven. The number of different teachers has proved unsettling for the pupils. Some of the pupils who have English as an additional language have had extended periods of absence and this has affected their rate of progress and overall achievement. There are no pupils currently identified as gifted or talented.

5. On entry to the nursery, the full ability range is represented but overall standards are below average for the children's ages, in all areas of learning. The children achieve well in the nursery due to the wide range of experiences and opportunities for learning and the consistently good teaching. Despite the good start, assessment of the children soon after entering the reception class shows overall standards still below average, particularly in early language and literacy skills. The children continue to achieve well in the reception class and for the current year group most children are likely to attain the goals expected in all areas of learning, with a significant proportion exceeding them by the end of their time in the reception class. The children's skills in speaking and listening, reading and writing, and their understanding and use of numbers develop well. They acquire knowledge of the world around them at a good pace and develop their creative and physical skills well through interesting activities. Appropriate emphasis is placed on developing the children's personal, social and emotional skills and they soon learn to work and play happily together, showing care and concern for others.

6. Inspection findings confirm average standards in speaking and listening, reading and writing at age seven and achievement is good. Pupils with English as an additional language achieve well, those with special educational needs satisfactorily. The school has identified the performance of boys as an issue, but there are more boys with special educational needs. The improvement in the teaching and learning in the nursery and reception classes is now evident in the rising standards in Year 1 where a significant proportion of pupils are working at a level above that expected for their age and are achieving well. Inspection findings show a similar proportion of seven-year olds are likely to attain the expected level for their age in reading, writing and speaking and listening as in 2000, with a smaller proportion exceeding the level in reading, but a similar proportion in writing. This represents good achievement, as there are a few pupils with English as an additional language in the current Year 2, some in the early stages of learning to speak English. In addition there are several pupils with special educational needs relating to literacy. The attainment of the current Year 2 pupils was slightly below average on entry to Year 1. By the age of seven pupils listen attentively to stories and their teachers' instructions and answer questions speaking clearly. They read most words in their graded reading books accurately with developing fluency but little expression. They develop confidence in their skills as writers and begin to write for different purposes. Their stories show a logical sequence of events.

7. At age eleven, inspection findings confirm below average standards in speaking and listening, reading and writing. The proportion of pupils attaining the expected level for their age is lower than last year and only a few pupils are exceeding the expected level. The changes of teacher have proved unsettling from discussions with pupils and whilst overall achievement is satisfactory, some pupils, notably a small number of higher attainers could have achieved more with continuity in teaching. Lower attainers are sometimes given tasks that are too challenging and this prevents them achieving their potential. The range of vocabulary is limited for eleven-year olds and this is reflected in their writing with little

adventurous use of vocabulary to make their work more interesting for the reader. They are reluctant to discuss books they have read and show limited knowledge of authors of children's books.

8. In mathematics, inspection evidence shows average standards of work for seven-year olds and satisfactory achievement for most pupils. The proportion of pupils likely to attain the expected level for their age is slightly lower than last year, although the proportion reaching the next higher level is very similar. Pupils develop sound mental arithmetic skills and begin to find strategies to solve problems. They name a variety of shapes accurately and use standard and non-standard measures with reasonable precision. They can present data in simple graphs. At age eleven, current standards of work are broadly average, a slightly lower proportion of pupils is likely to reach the expected level for their age, compared with 2000, but an increased proportion is exceeding this level. Achievement is satisfactory for most pupils and is good for pupils with English as an additional language. Pupils use the four number operations with reasonable accuracy and apply their knowledge to solving problems. They can give the properties of two and three-dimensional shapes and collect data, which they present in charts and graphs.

9. Inspection evidence shows broadly average standards in science at age seven and eleven, as pupils are developing a good ability to experiment and investigate for themselves. The written tests at age eleven do not test these aspects of the subject and this is why inspection findings differ from the results in 2000. By the age of seven pupils begin to understand fair testing. They have a sound knowledge of all other aspects of science. At age eleven, pupils write up their experiments using the standard scientific format, and have sound knowledge of life processes and living things, materials and their properties and physical processes. Whilst overall achievement is satisfactory, in some classes pupils record their work by copying from the blackboard. This prevents pupils recording all they know and achieving their full potential, and does not help the teacher to plan the next stage in pupils' learning based on what they know and can do.

10. Standards in information and communication technology are average at age seven, but below average at age eleven. Achievement is satisfactory up to seven years of age, but is unsatisfactory for older pupils. The establishment and use of the computer suite has secured improvement in the teaching and learning throughout the school but it will take longer for standards to rise to the expected level at age eleven. Computers in classrooms are used effectively to support the learning for pupils up to the age of seven, but this is not the case for older pupils who have insufficient opportunities to use the computers available. There are some problems with the limited range of software available and unreliability of some machines, but nevertheless, more use could be made of them. As a result, word processing skills develop satisfactorily but there are gaps in pupils' knowledge by the age of eleven, notably in the use of spreadsheets, sensing equipment and multi-media presentations. Some pupils have not had access to the Internet and do not know how to send e-mails. This is partly due to problems with Internet links. Where pupils have access to computers at home, their knowledge and skills are better.

11. Standards in art and design, design and technology, history, geography and physical education are broadly average for seven and eleven-year olds. It is not possible to make secure judgements on standards in music as insufficient lessons were seen due to timetable changes or lessons taking place outside the inspection period.

12. Taken overall, the school has made satisfactory improvement in standards since the previous inspection, with good improvement in standards by the end of the Foundation Stage. The school has a clear focus on raising standards in English, particularly writing,

and in information and communication technology to support pupils' learning in all other subjects.

### **Pupils' attitudes, values and personal development**

13. The pupils' generally positive attitudes to school, their good behaviour and the friendly relationships observed in the previous inspection are still very apparent in the school.

14. The vast majority of pupils have a positive attitude to school life. Over 90 per cent of parents who returned the questionnaire report that their children enjoy school. Most pupils settle down quickly and are eager to learn. They listen attentively, participate well in lessons and generally work hard. When the teaching is good, they respond very well to challenging work. Their handwriting is usually neat and their work is well presented. They are keen to talk about what they have learnt. However the school has a number of pupils, predominantly in Year 6, who are a challenge. They often show little interest in learning; this was particularly noticeable in English lessons observed during the inspection. Staff changes and illness have led to a lack of continuity in teaching in the current Year 6 and this is likely to be a factor in some pupils' unsatisfactory attitudes towards learning. The school is well aware of this problem.

15. Behaviour in the school is good overall, a fact appreciated by parents. Pupils are very well supervised at all times. The school rules are simple and well publicised. Pupils understand very well what is expected of them and take the rewards system seriously. They think the sanctions are fair. Classrooms are generally quiet and conducive to learning. Pupils with specific behavioural difficulties are well managed by the teachers and support staff who prevent any disruption in learning for others. Movement around the school is orderly. Behaviour in assembly is very good and pupils show a correct respect during prayers. Dining is a civilised social occasion where good table manners are evident and noise levels usually allow easy conversation. There is a very friendly atmosphere in the playground. The provision of the 'Friendship Stop' (a place in the playground where pupils can go if they want someone to play with) is a very good initiative and approved of by parents. Pupils enjoy themselves at playtimes and there were no signs of oppressive behaviour during the inspection. If an incident of bullying occurs, pupils know who to speak to and express confidence in the staff's ability to sort out any problems. There has been one temporary exclusion for unacceptable behaviour in recent times.

16. Relationships are good. Pupils get on well with each other and the many adults in the school. They are very polite and courteous, for instance holding doors open for each other and saying 'please' and 'thank you'. Boys and girls mix well together both in the classroom and the playground. There is a very good level of racial harmony. When given the opportunity, pupils collaborate very well in groups and are keen to help each other. They understand the importance of sharing and taking turns and are happy to listen to each other's views.

17. Pupils mature well at the school. They willingly accept additional responsibilities although apart from Year 6, these are mainly class based monitor duties. When wider responsibilities are available, they are taken very seriously, for instance the way Year 6 pupils help in the nursery playground at lunchtime. After school clubs are popular and well attended. The majority of pupils take homework seriously. Books and equipment are

handled with respect and pupils keep their classrooms tidy. The previous report commented on lack of opportunities for pupils to show initiative and independence in their learning. This has been successfully remedied in the infants however in the juniors opportunities for pupils to show independence are still limited. For example using the library as a computer suite restricts its availability and consequently the extent to which pupils can carry out their own research.

18. The most recently published attendance rate for the school (1999/2000) is incorrect due to a mathematical error. The current rate (93.5%) is below the most recent national average for primary schools and as such is unsatisfactory. Unauthorised absence is broadly in line with national figures. Holidays in term time are significant, particularly for pupils aged between seven and eleven, for instance in Year 3 almost a quarter of the pupils have taken at least a week off school on holiday since September. Punctuality is satisfactory. Registrations are prompt and efficient. Lessons start on time.

### **HOW WELL ARE PUPILS OR STUDENTS TAUGHT?**

19. The quality of teaching is satisfactory, overall, but is better in the three to seven age group. During the inspection four teachers not normally employed by the school were taking classes in place of teachers on sick leave. In the lessons observed teaching was satisfactory or better in 96 per cent of lessons, good in 63 per cent and very good in 17 per cent. This is an improvement since the previous inspection when 25 per cent of lessons, mostly with the youngest pupils in the school were unsatisfactory. The teaching with pupils up to the age of five is now consistently good, with 38 per cent of lessons observed, all in the reception class, being very good. This is a significant improvement since the previous inspection when nearly 66 per cent of lessons with under fives were unsatisfactory. Teaching with five to seven-year olds is good overall, with 71 per cent of lessons being good and 14 per cent very good. This good teaching is the key factor in raising pupils' attainment from the below average standards on entry to average standards by the age of seven. The pace of learning is consistently good throughout all classes. It will take a little longer for the good teaching in the Foundation Stage, Years 1 and 2 to become evident in test results at age seven as the attainment of the current Year 2 pupils was lower on entry to Year 1, particularly in literacy.

20. There has been significant disruption to the teaching in the seven to eleven age group, caused by long-term staff absence. Pupils in Years 4 and 6 have had several teachers in recent months; Year 6 pupils having had three different teachers since January. Although teaching seen during the inspection was good, the close scrutiny of pupils' work since last September and the unsettled pattern of teaching led to the judgement of satisfactory teaching overall. All the very good lessons seen were in classes taught by teachers from other local schools working temporarily in this school. It proved difficult to find suitable temporary teachers willing to work during the inspection week, which is why such measures were necessary. The pace of learning varies from year to year. The good pace of learning evident in Year 2, slows in Year 3, improves in Year 4, slows again in Year 5 and improves in Year 6, although the attitudes of a small number of eleven-year olds hinders the pace of their learning. The main reason for the slower pace is the over-reliance on using worksheets in lessons, which restrict the amount that pupils can write. Valuable time for learning is sometimes lost colouring pictures on the worksheets.

21. The teaching of literacy skills is good and a strength for pupils up to seven years of age, enabling them to make good progress in learning to read and write independently. Teachers have a good understanding of the National Literacy Strategy and set challenging tasks, which help pupils to develop independent writing skills and confidence in their

abilities as writers. This is a significant improvement since the previous inspection when the teaching of literacy skills was unsatisfactory for pupils of this age. This good start in developing literacy skills is not continued in the seven to eleven age group where there is some insecurity in teaching the National Literacy Strategy. This is evident with eight-year olds where there is more emphasis on formal exercises and pupils do not have separate story writing books to show the progress made in their story writing. Work in history, for example, showed use of worksheets with little writing by the pupils and in science the conclusions from experiments were copied from the blackboard as all books said the same. Literacy skills are well taught in Year 4, with a good range of writing experiences planned. As a result the pace of learning improves. In Year 5, there has been a notable increase in the use of worksheets since January of this year, which has slowed the pace of learning. However, in Year 6 the pace of learning gathers momentum for most pupils through a wide range of carefully chosen texts and planned writing tasks. There were examples of particularly good marking of pupils' stories which left Year 6 in no doubt what they needed to improve in order to reach or exceed the level expected on transfer to high school. The teachers are secure in their knowledge and understanding of the National Numeracy Strategy and teaching of skills of numeracy is good for children up to seven and is satisfactory elsewhere. Introductory sessions include mental recall of number facts and the development of strategies to solve problems. Teaching in all other subjects where secure judgements can be made is at least satisfactory. The teachers' knowledge of the other subjects they teach is good for pupils up to seven and satisfactory for other pupils. Teachers' knowledge and understanding of information and communication technology has improved with recent training and all lessons seen were good. This is a further improvement since the last inspection when teaching was weak, although computers in classrooms are not used as often as they should be with seven to eleven-year olds.

22. Teachers have high expectations of pupils up to the age of seven and in Years 4 and 6. Tasks set are challenging and pupils are expected to work independently and produce their best work. Most pupils respond well to the challenge and work hard to succeed. Pupils with special educational needs have effective individual education plans and learn well when additional support is available from classroom assistants.

23. Strengths in the teaching throughout the school are in the good management of pupils, the efficient use of time for learning each day, the effective deployment of support staff and the good use of learning resources. For example a set of newspapers had been acquired so that all Year 6 pupils could have the same paper and discuss the different ways of writing articles. This led to pupils making very good progress in learning about eye-catching headlines, the use of different words to encourage people to read the articles and the way different information is presented. Support staff are well briefed, expect the same standards of work as the teachers and offer good support. There are good arrangements for setting homework, with work set often being followed up in lessons. Examples of unsatisfactory teaching in English and science result from slow pace in lessons and pupils not learning as much as they could.

24. Weekly lesson planning follows medium term plans and builds on what pupils have learned previously. The criticism in the previous inspection report of not assessing the pupils' attainment and using the results to guide teaching has also been largely overcome in the core subjects but not in other subjects. There are occasions when all pupils are given the same task to complete and this leads to lower attaining pupils struggling or higher attaining pupils being insufficiently challenged.

25. The teaching meets the learning needs of most pupils. The needs of those who have English as an additional language are well catered for. They soon learn to speak

English and once they have a reasonable grasp of the language their pace of learning is good, often attaining the expected level, or higher by the age of eleven. Pupils with special educational needs have good quality, individual education plans, which help them to learn at a satisfactory rate for their ability.

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

26. The curriculum is satisfactory, and provides an appropriate range of learning opportunities for all pupils. The school meets the statutory requirements to teach all subjects of the National Curriculum, religious education and the Foundation Stage curriculum. A full range of policies promotes and supports the school's mission statement, aims and Christian environment. The recently established programme for personal, health, social and citizenship education (PHSCE) is satisfactory and includes provision for teaching the pupils about the harmful effects of drugs. There is a separate policy for the prevention of drugs and solvent misuse. Sex education is appropriately taught through science work in classes for the older children, and by staff answering any questions sensitively as they arise.

27. The previous inspection reported that schemes of work were incomplete, and that teachers' planning for pupils' learning lacked a systematic structure. This issue has been fully resolved. Every subject has a suitable scheme of work to guide teaching and learning, often based on guidelines used nationally. A structured system of lesson planning is firmly linked to the National Curriculum programmes of study in all subjects. It covers long, medium and short-term weekly plans, which are effectively monitored by the subject co-ordinators.

28. The previous inspection also found the curriculum for the under fives needed considerable improvement, particularly in the way lessons were planned and the children's progress monitored and assessed. The curriculum for the under fives, or Foundation Stage is much improved and provides a good, varied range of learning opportunities for the youngest children in the school based on national guidance. Their progress is carefully monitored at frequent intervals through the nursery and reception classes, using very good assessment procedures. The information gathered is used very effectively by the staff, who work well together to plan activities that meet the learning needs of all children, and promote their development in all areas.

29. Each subject has an appropriate allocation of time, with suitable emphasis on English, mathematics and science. The school has fully implemented the National Strategies for Literacy and Numeracy. Additional literacy support, 'booster classes' and homework classes are provided to help to boost the performance of selected pupils. All pupils have equal access to the curriculum. Pupils who have special educational needs and those who speak English as a second language are well integrated into all activities, with good help from specific support workers. The inclusion of all pupils is a strong element in the ethos of the school.

30. A good range of activities outside lesson time broadens the curriculum. Financial constraints and the high cost of coach transport prevent the school from arranging many visits outside the immediate locality. Six and seven-year old pupils have recently visited Chesham Woods to look at minibeasts. The eleven-year old pupils have the opportunity of a weekend visit to Burrs Activity Centre on a non-residential basis. The school participates in Bury Town Sports, the Swimming Gala and Greater Manchester Youth Games, and local

choral events. The school takes advantage of all coaching activities offered by the Bury Sports Development Unit, including Kwik cricket and basketball.

31. There is a wide range of interesting school clubs held after school or at lunchtimes, giving pupils a chance to develop their personal interests. There is a story club, a homework club and an Internet club. Pupils may attend the skipping club, and some run in cross-country events. Sports activities include rounders, swimming, football and netball, with a good number of older pupils participating.

32. Visitors to the school contribute to the wider curriculum. The Life Education Centre caravan contributes to PHSCE activities by teaching the pupils more about the effects on their body of smoking and drug misuse. The BT FutureTalk team works on communication skills with the older pupils, who may also attend 'The Crucial Crew' to develop their personal skills. The school welcomed an artist in residence to help the pupils to design the Willow structure, which provides a very attractive, and well used quiet area for everyone to enjoy in the school grounds. All these activities strengthen the school's provision for the pupils' personal, health, social and citizenship education.

33. Good links are promoted with St Stephen's Church despite the distance of the church from the school. Some end of term services are held there. The school building is used by groups and organisations from the parish, who worked very successfully with the school earlier this year to produce the pantomime 'Snow White'. Most pupils transfer to one local high school for their secondary education. There are limited links with the school. A member of staff comes in to school to meet the new pupils, give them information and help prepare for their transfer. Eleven-year old pupils spend a full induction day at the school at the end of the summer term. There are good links with the neighbouring primary schools that promote curricular development through the sharing of expertise.

34. The provision for the pupils' spiritual, moral, social and cultural development is good. This is similar to the findings of the previous report. All pupils take part in daily acts of worship, which often have a moral theme. A suitable atmosphere is created for assemblies by having a religious focus in the form of a cross, flowers, a lighted candle, and relevant music so that the pupils feel a sense of spiritual community. The pupils enthusiastically take part in singing hymns and join in the prayers with reverence. At the conclusion of the 'good work assembly' the pupils say bidding prayers to thank God for the ability to do such good work. In classrooms suitable prayers are said at the end of the day thanking God for giving them a lovely day. Christian festivals such as Christmas and harvest are celebrated. Pupils also experience the feeling of awe and wonder in the world when they investigate life processes in science, for example growing peas, beans and potatoes and watching mini beasts such as worms in the school environment.

35. The provision for moral development is good. This is promoted through all aspects of the curriculum and the pupils have both a clear understanding of right and wrong and know what is acceptable behaviour in the school. In assembly moral themes encourage appropriate behaviour and awards are given for helping others in the school. The pupils have devised rules for the smooth running of the school and these are displayed throughout the school and adhered to. In discussions with the pupils they can explain that rules for society, such as the Ten Commandments, are made to help all the people who live in the community. The school has an effective policy to combat bullying and discussions with the pupils indicate that this type of behaviour is rare although the pupils know what to do if an unpleasant incident occurs. Pupils are made aware of the less fortunate people in the world and willingly contribute to charitable collections for such causes.

36. The provision for social development is good. All staff promote and expect good manners and because they have a warm relationship with their pupils they act as good role models. In the dining room the pupils have good table manners and chat amicably with each other. On the playground boys and girls play well together in mixed groups. There is no rough play and no one is isolated although there is also a scheme in operation to ensure that every one has a friend to play with. Pupils collaborate well in lessons. In discussion with the pupils they can explain how some people damage the environment by, for example, using too many cars or polluting rivers with rubbish. They also know how the environment can be safeguarded by, for instance, recycling waste paper. Pupils take care of the school and there is no litter on the playground or graffiti. Older pupils are allocated small but important tasks to do in the school in order to raise their self esteem and give them a feeling of social responsibility. During the visits to the parish church the older pupils act as "buddies" to the younger ones. Pupils also have the opportunity to taste democracy during the election of 'super citizens' when they vote for the boy and girl in their class whom they think has done well during the year. The oldest pupils go to the nearby Burrs Activity Centre for a weekend where they are encouraged to use their initiative and act with some independence.

37. The provision for cultural development is good. Besides being taught about their own Christian heritage the pupils also learn about world religions and in particular Judaism and Islam. Consequently they are aware of the diversity of religions and tradition that enrich our society today. The Mayor visits the school and this emphasises the English heritage in which most pupils have been brought up. In the reception class, the bilingual assistant translates stories as the teacher reads them to the class to cater for a small group of ethnic pupils. This emphasises to all the pupils that there are different cultures in our society that have their own special customs and language. Visits to cultural centres, such as the Bury Art gallery and Eureka Science Museum promote further awareness. Lessons, for example in literacy, history, geography, music and art and visitors to the school broaden the cultural experience of the pupils. The school has plans to widen the pupils' experience of non-western artists and so improve the provision.

### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

38. The school has good procedures for the care of pupils. There is a clear sense of community based on strong Christian principles. Pupils are treated as individuals and listened to with respect. The headteacher has a high profile and is popular with the pupils. Supervision is very good at all times. The school provides a friendly, caring and safe environment.

39. Procedures for child protection are good. The named person has been trained and staff are familiar with the school's procedures and have received training on recognising the signs and symptoms of child abuse. This is an improvement since the previous inspection. Health and safety is taken seriously. The premises are regularly inspected and safety is stressed to pupils when appropriate. For instance during the inspection, the weather was very sunny and pupils were correctly reminded of the importance of wearing a hat at playtimes. All the necessary safety checks are carried out and there is adequate first aid cover. Fire drills are held every half term although the school has concerns about the audibility of the alarms in some parts of the building.

40. In spite of attendance being below the national average, the school has good procedures for monitoring and promoting good attendance. Registers are well kept and the governors are kept fully acquainted with the latest attendance figures. Reasons for absence are followed up rigorously and when necessary effective use is made of the

services of the educational welfare service. The school has good and clear procedures for parents requesting holidays in term time. Attendance certificates are well used to remind pupils regularly of the importance of good attendance.

41. The school has effective procedures for monitoring and promoting good behaviour. The rules are clear and applied consistently throughout the school. Pupils understand what is expected of them. Good behaviour is positively recognised with praise being used effectively both in the classroom and the playground. A good, helpful handbook produced by midday supervisors underpins the good behaviour at lunchtime. Very detailed recording procedures have recently been introduced for all serious incidents of bad behaviour including bullying and racism. The pupils know that bullying and racism are wrong and not tolerated and these attitudes are reinforced whenever necessary in assemblies and religious education lessons.

42. Procedures for monitoring pupils' personal development are very good. The permanent staff know the pupils very well. Pupils' personal records are very well organised and include notes of all awards. There is a wealth of information in pupils' records of achievements and extensive use is made of photographs for recording events in the pupils' school life. Each year the headteacher has an interview with each pupil to discuss progress and any concerns. This very good practice ensures that she knows her pupils very well, and they know her. It also gives great credibility in her comments in the pupils' reports.

43. Procedures for assessing pupils' attainment and progress are good overall. Regular testing in English and mathematics is well embedded into the school year, for instance reading is tested termly from Reception onwards and writing is assessed twice a year against National Curriculum or base line criteria. Tracking sheets are used extensively to monitor progress by comparing actual against predicted scores. Good day-to-day use is made of this information by some teachers, for instance in Year 2, individual targets are posted on the wall and then referred to in lessons, effectively helping the pupils to focus on what they need to do to improve. In science, assessment is based on each unit of work. The information provided by these good assessment procedures allows the school to identify those pupils needing additional support, which is then provided through further teaching in class, booster classes and the homework club. The school recognises that assessment procedures for information and communication technology and some other subjects have yet to be developed. Improving assessment procedures was identified as a key issue at the previous inspection. The school has gone a long way in achieving this key issue.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

44. Parents think very highly of the school and what it stands for. The response on the parents' questionnaire is significantly more supportive of the school than the equivalent questionnaire taken at the time of the previous inspection. Parents particularly like the approachability of the staff, the high expectations the school has of their children, the progress they make and their good behaviour. Parents consider the school to be well led and managed. The inspectors agree with most of these points, however they judge that some pupils in the seven to eleven age group could be making more progress than they are at present and that some teachers' expectations of these pupils are not high enough.

45. A few parents had concerns about the amount of homework being set. The inspectors do not agree with these parents; homework is well organised and appropriate amounts are set.

46. The quality of information provided for parents is very good. The prospectus and governors' annual report are easy to read and informative, however there are a few omissions from the governors' annual report, which was a key issue in the previous inspection report. Termly plans for future work in each year group are currently posted on parents' notice boards in the school, however the school intends to send copies of these home with each pupil in future. This will be particularly useful for working parents and enable all parents to be more involved in the children's learning. Information on children's progress is very good. By providing a mini-report in the Autumn and Spring terms in addition to the full report in July, parents are able to monitor progress very regularly. The quality of all these reports is very good – they are well designed, easy to understand and free from jargon. The annual report is particularly comprehensive and allows a child's personal qualities and attitudes to be compared easily from one year to the next. A few parents reported that they did not feel well informed on their child's progress. The inspectors found this view surprising given the amount and quality of the information supplied to parents. Where pupils have special educational needs, parents are fully involved in all reviews of progress.

47. The school is very successful in involving parents. There is a very popular Home Challenge club that encourages parents and children to complete activities together. Reading record books are well used to allow an effective two-way dialogue between home and school. Parents help regularly in the school, including a group involved in a 'reading buddies' scheme for infant children. This help is very well organised and makes a significant contribution to the pupils' learning. The Parent Teachers' Association is very active and successful in organising events and fund-raising.

48. Pupils benefit considerably from this effective partnership between parents and the school. This partnership is a strength of the school.

#### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

49. The leadership and management of the school by the headteacher and key staff are good, promote pupils' learning and have enabled the school to continue to move forward despite experiencing difficulties in replacing staff on long term sick leave. The headteacher knows where she is leading the school and what needs to improve in order to raise standards. She is well supported by the deputy headteacher who has played a key role in overcoming weaknesses identified in the previous inspection report. The deputy headteacher has improved the teaching and learning for children in the nursery and reception classes and implemented good procedures for tracking pupils' achievement across the whole school. She is working to refine and improve further the tracking procedures to show how each year group improves from entry through to the age of eleven. The senior management team members work well together and have taken on many additional responsibilities over the last year. They lead by example. There is a good team spirit among the staff who willingly help each other where necessary.

50. All subject co-ordinators play their part in developing subjects by having relevant action plans linked to the whole school development plan. They monitor planning to ensure progression in pupils' learning. The school development plan contains a clear programme for monitoring teaching and learning involving all co-ordinators but because of the unavailability of temporary teachers and the headteacher's teaching commitment this programme has not proceeded as planned. The school acknowledges this is a priority as soon as the staffing situation improves but has ensured the monitoring of literacy, numeracy and information technology has gone ahead. The co-ordination of special

educational needs provision and of the Foundation Stage is good. Individual education plans for pupils with special educational needs are detailed, have measurable targets and are reviewed regularly. The children in the nursery have had several changes of teacher, but the full-time nursery nurse, along with the support of the deputy headteacher, has worked hard to maintain the good provision and minimise the effect on the children.

51. The governors carry out their responsibilities efficiently and effectively and play an important part in shaping the direction of the school. They meet their statutory responsibilities apart from minor omissions from the governors' annual report to parents. They are actively involved in the daily life of the school, which enables them to monitor standards and their policies in practice. They have an appropriate committee structure, which helps in carrying out their business efficiently. The briefings provided by the local authority for chairs of governors, prior to each termly meeting, give the chairperson helpful, prior information of agenda items to be discussed. These meetings are valuable and enable more informed discussions to take place at the school's termly meetings of the full governing body. The governors have clear procedures for financial management and administration and the budget plan is closely linked to the priorities in the school development plan. Specific grants are used solely for the intended purposes. Systems for financial administration are effective and unobtrusive, allowing teachers to maximise the time available for learning. The recommendations contained in the most recent auditor's report have been implemented, although the inventory of equipment is not yet complete. The governors are very aware of the implications of the falling roll and have already started a marketing strategy to try and attract more pupils. The governors apply the principles of best value well, for example, considering carefully the benefits of 'buying back' into local authority services. The governors know the strengths of the school and the areas where further improvement can be made. The action plan from the previous inspection has been rigorously monitored and the key issues have been successfully overcome. The governors are concerned at the heavy teaching commitment of the headteacher and do all they can to support her.

52. The school is successful in meeting its aims and helping pupils to achieve satisfactorily in most years. Teachers new to the profession feel well supported when starting out in their career as the school has good induction procedures and provides some time away from their class each week for professional development. The action taken to meet the school's targets is successful in most years. Individual targets are set for pupils which are displayed in some classrooms and referred to in specific lessons to remind individual pupils of what they are aiming to improve. Action is taken to guide and support those not achieving as well as expected. These procedures enable the school to predict whether its targets in English and mathematics for eleven-year olds are likely to be met and which pupils may need additional tuition to boost their performance. Pupils with special educational needs have measurable targets in their individual education plans and progress towards meeting these is also checked at frequent intervals.

53. The use of information and communication technology is not as efficient as it could be. The school uses computers effectively to store pupil, financial and assessment information but does not use a computerised system for attendance that would save time in calculating figures for the whole year. There have been problems with the school's Internet access link and staff are currently undertaking training to enable them to make full use of the resources available in lessons to increase the pace of pupils' learning.

54. The accommodation is spacious and used well to promote pupils' learning. There are adequate resources for learning in all subjects, except for up-to-date computers and sufficient software to support pupils' learning in all other subjects. The range of materials

for use in design and technology is limited. Teachers are deployed in the most appropriate way to meet the needs of the pupils. However, support staff are not always available at times most suitable for the pupils and this results in some literacy lessons being held late in the day when pupils are sometimes tired and not at their best for learning.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

55. In order to raise standards by the age of eleven the headteacher and staff, supported by the governors of the school should:

- (1) Raise standards in English, particularly writing by:
  - improving the teaching of writing skills, reducing the dependence on worksheets and planning tasks to meet the learning needs of all pupils;
  - increasing the accuracy of spelling;
  - placing more emphasis on developing writing skills through other subjects;
  - displaying more examples of good quality writing around the school to give pupils a standard to aim for;
  - improving the consistency and approach to marking in the seven to eleven age group so all pupils know what they need to do in order to improve their work;
  - increasing the range of non-fiction books available.

Discussed in paragraphs 68, 70, 72, 74, 75.

The school has identified this issue in the current school development plan.

- (2) Raise standards in information and communication technology by the age of eleven by:
  - making better use of the computers in classrooms for pupils to practise their skills and increase their confidence.
  - increasing the resources available, both hardware and software as funding becomes available;
  - implementing assessment procedures;
  - setting targets for improvement and measure progress towards meeting them.

Discussed in paragraphs 109, 111, 112, 114.

The school has identified this issue in the current school development plan.

- (3) Raising the quality of teaching for seven to eleven year olds to match that elsewhere through frequent monitoring, setting targets for improvement and checking progress towards them. (monitoring of teaching is included in the school development plan)

Discussed in paragraphs 1, 19, 20, 21, 72, 74, 86.

In addition to the key issues given above the governors should consider including the following minor issue in the action plan:

1. Ensure the governors' annual report to parents contains all required information.

Discussed in paragraph 46, 51.

2. Place more emphasis on developing pupils' skills in the speedy and accurate recall of multiplication facts.

Discussed in paragraph 79.



## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	51
Number of discussions with staff, governors, other adults and pupils	16

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	16	63	17	4	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	23	192
Number of full-time pupils known to be eligible for free school meals	6	48

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	2	51

English as an additional language	No of pupils
Number of pupils with English as an additional language	22

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	4

### Attendance

#### Authorised absence

	%
School data	1.3*
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

\* Current level of authorised absence is 6.1%

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	18	12	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	14	17
	Girls	12	12	12
	Total	25	26	29
Percentage of pupils at NC level 2 or above	School	83 (46)	87(81)	97 (77)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	16	13
	Girls	12	12	12
	Total	25	28	25
Percentage of pupils at NC level 2 or above	School	83 (54)	93 (73)	83 (69)
	National	84 (82)	88 (86)	88 (87)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	11	18	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	7	8
	Girls	12	14	16
	Total	20	21	24
Percentage of pupils at NC level 4 or above	School	69 (72)	72 (76)	83 (72)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	8	9
	Girls	14	13	15
	Total	22	21	24
Percentage of pupils at NC level 4 or above	School	76 (79)	72 (83)	83 (76)
	National	70 (68)	72 (69)	79 (75)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	18
Bangladeshi	0
Chinese	1
White	148
Any other minority ethnic group	2

*This table refers to pupils of compulsory school age only.*

### **Exclusions in the last school year**

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

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

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	24:1
Average class size	27.4

#### **Education support staff: YR – Y6**

Total number of education support staff	6
Total aggregate hours worked per week	122.5

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	23:1

Total number of education support staff	1
Total aggregate hours worked per week	32.5

Number of pupils per FTE adult	7.7:1
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*FTE means full-time equivalent.*

### **Financial information**

Financial year	1999/2000
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	£
Total income	418,608
Total expenditure	395,451
Expenditure per pupil	1911
Balance brought forward from previous year	-6486
Balance carried forward to next year	16,671

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	221
Number of questionnaires returned	133

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	38	6	3	0
My child is making good progress in school.	52	39	7	1	1
Behaviour in the school is good.	45	45	5	3	2
My child gets the right amount of work to do at home.	41	44	13	2	0
The teaching is good.	53	36	8	1	3
I am kept well informed about how my child is getting on.	42	40	15	2	1
I would feel comfortable about approaching the school with questions or a problem.	62	32	3	2	1
The school expects my child to work hard and achieve his or her best.	55	39	3	0	3
The school works closely with parents.	42	41	12	2	3
The school is well led and managed.	57	33	5	2	3
The school is helping my child become mature and responsible.	53	35	6	0	4
The school provides an interesting range of activities outside lessons.	46	38	5	2	9

### Other issues raised by parents

Eleven letters were received from parents, three were very supportive of the school. The only other issue raised was Internet access for pupils. The school has an appropriate policy on Internet access and pupils are not able to access the Internet without a member of staff present.

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

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

56. Children enter the nursery in the September following their third birthday. They may attend on a part-time basis at first, and become full-time before moving to the reception class in the September before their fifth birthday. When children start in the nursery, they demonstrate a broad range of ability, but for the great majority, attainment is below average in all six areas of learning for the early years. The positive impact of good teaching and care by the teachers, the nursery nurses and classroom support assistants, who work in the nursery and reception classes, enable the children to achieve well. By the end of their year in the reception class, the large majority of children reach the learning goals expected for their age in all areas of learning and, a significant number of children exceed them.

#### **Personal, social and emotional development**

57. All children achieve well in this area of learning and standards rise in line with those expected due to good teaching which aims to value each child as an individual and promotes the positive ethos of inclusion and equality embodied in the school mission statement. The staff provide good role models and have high expectations that the children will work, play and learn together confidently in the secure, welcoming environment. Social skills are encouraged and developed and help the children learn to share, take turns and work in small groups, which some find difficult at first, finding it hard to line up and wanting to be first in a queue. All children are encouraged to be independent when they select from the range of activities and equipment available to them. Both classrooms are very orderly which sets a good example and teaches good routines for tidying up. Milk time provides good opportunities for learning social skills. Children look for their name on their carton and say 'please' and 'thank you'. Birthdays are celebrated with cards and songs, and the children enjoy sharing biscuits and discussing how old they are. In the reception class, children leave their clothes tidily when they quickly change themselves into suitable clothing for physical activity. Children are taught to care for others by helping the children with special needs or who speak little English. They feed the fish in the nursery, and keep the garden area tidy. All staff know the children very well and use every opportunity to promote their personal and social development.

#### **Communication, language and literacy**

58. Children's language development is below that expected for their age when they start in the nursery. In both the nursery and reception classes, good teaching ensures that they achieve well, making good progress in their knowledge of words and letter sounds, speaking more confidently, enjoying stories and beginning to express themselves in writing. Children listen to well chosen stories, such as 'Handa's Surprise' and can discuss the characters confidently and put the events into the correct sequence. In the reception class, they begin to use elements of literacy hours when they share the big book 'A Tiny Seed' to prepare for work at the next stage of learning. Once a week, the bilingual assistant translates and shares the story, giving the children a broader experience of language. All the nursery children recognise their own names, and some higher attainers can recognise the names of others as well. By the end of their time in reception, most children write independently, sometimes up to five sentences unaided, with good attempts to spell correctly. In the nursery, children enjoy choosing books themselves from the good range of books available and know that print has meaning. All children in the reception class take a reading book home with a 'red reading diary' in which both parents and teachers record

progress. They develop their phonic knowledge of letter sounds which are practised at every opportunity, and higher attaining children can blend letters together to help them read new words. A writing table provided with a good range of pencils, cards and paper encourages children to try to write for different purposes. By the time they reach the end of the reception class, most children attain the learning goals expected for their age and a significant number exceed them. Overall standards are average.

### **Mathematical development**

59. Teaching in this area is good throughout and enables most children to make good progress, achieve well and meet the expected standard at the end of reception. In the nursery, children begin to recognise and use numbers, and some can count up to twelve. They recognise differences in size, learning to compare bigger and smaller, and match similar objects in sets. They begin to use mathematical vocabulary and know that addition means combining two groups of objects, and that subtraction means taking some away. Children in reception are able to spot missing numbers in a line up to 10. They use coins in practical situations when they buy seeds and plants at the 'garden centre' and practise giving change from 10p. Higher attaining children know the value of coins up to £1. In the reception class, children build on their learning and enjoy counting aloud to 100 with the teacher. They know the name of number digits up to 15, and can subtract smaller from larger numbers. They show improving recall of number bonds, and can calculate mentally up to 6. Staff place strong emphasis on learning through practical activities, and children weigh, balance and test the capacity of various containers. Lower attaining children recognise circles, and use sticks and shells to complete practical counting activities. All the children enjoy singing counting songs and the reception class develop their knowledge of subtracting twos while singing 'Ten fat sausages'.

### **Knowledge and understanding of the world**

60. The teaching in this area is always good. Children enter the nursery with basic general knowledge, and staff build on this well by making very good provision for the children to explore and investigate living and growing things. They observe the life cycle of a frog when they observe frog spawn grow into tadpoles and then frogs. Children plant beans, cress, sunflowers and tomatoes and watch the growth process with great interest. They know that they are digging up the daffodil bulbs because they have finished flowering, and enjoy choosing colourful bedding plants to replace them. They become excited when they can see the roots of the plants and the nursery nurse makes very good use of this opportunity to teach the children about the functions of the roots.

61. Children investigate the taste of exotic fruit, and the nursery nurse encourages them to predict what it will taste like, and to describe the texture of the skin and the taste of the fruit. This is linked with a story 'Handa's Surprise' and the children also learn about African culture. In the reception class, the children work with a bilingual assistant who provides a good role model of another cultural background.

62. Children become skilled at programming 'Big Buddy' a battery powered toy, and learn early control technology when they programme Buddy to move forward and back, and to travel in different directions. They learn to use the computer, and improve their ability to control the mouse. Reception children learn to build models that have moving parts. Particularly good use is made of photographs, and the children gain a great deal of language development and early historical experience when they study their pictures and observe how they have grown and developed through the Foundation Stage. By the end of

their time in the reception class, standards are average, most children achieve well and attain the learning goals expected for their age.

### **Physical development**

63. Children achieve well in their physical development as a result of good teaching that recognises the importance of healthy physical activity. When they leave the reception class, most children reach the goals expected for their age and standards are average. The children learn to move with increasing confidence, balance and control. Although the outside area has yet to be fully developed and extended, nursery and reception children make good use of equipment, balls and wheeled toys in the well-organised space. They enjoy building large dens, and learn how to lock the plastic bricks together to make them strong. They aim balls at geometric shapes chalked on the wall to improve their hand/eye co-ordination. In the nursery, the children enjoy dancing to music, joining in well with all movements. Reception class children use the school hall for gymnastic lessons each week. The teacher has established good routines that enable the children to prepare the apparatus efficiently. Using benches and mats, they move with increasing confidence, imagination and safety when they use various parts of the body to devise a sequence of balances. The children understand the importance of warming up their muscles before exercise. The children use small equipment and tools with increasing control. They cut out carefully using scissors safely. They concentrate hard when they use narrow funnels to fill small containers with sand, or thread laces through beads and cards.

### **Creative development**

64. Good teaching provides the children with a range of opportunities to explore their senses and express their creative ideas and they achieve well. They use a range of colour mediums that include play dough, paint, pastel and crayon. After looking at Monet's painting of water lilies, children in the reception class use pastels to create very atmospheric pictures in delicate shades of blue. In both the nursery and reception classes, children look carefully at their plants before drawing them sensitively. When the nursery children drew the exotic fruit they were investigating, some produced well observed representations with a suggestion of texture in the leaves, but younger children only produced random scribbles. The children enjoy singing, particularly action songs. They investigate the sounds made by different percussion instruments that are made available each week. They enjoy role-play when they become customers or assistants in the garden centre, communicate using the telephone to take orders and sell bags of compost. Most children meet the expected goals for creative development when they reach the end of the reception year and standards are average.

65. The quality of teaching is always good in the foundation stage and often very good in the reception class. Leadership of the Foundation Stage is very good and teachers are strongly supported by dedicated nursery nurses. The staff form a good team and provide a curriculum that is broad and stimulating and promotes the children's learning well in all six areas of learning. Children's progress is assessed on entry to the nursery, and then at regular intervals throughout. Information from assessments is used to track progress carefully, to target areas for development and to group the children for literacy and numeracy. Planning is always good, firmly based on the Foundation Stage curriculum document. Children's transition from home to nursery and from nursery to reception class is carefully managed to ensure children move happily and confidently. Staff welcome parents into school and make home visits. Reports are sent home at the end of the year, and in addition, reception children receive mid-year 'mini' reports. Improving the quality of the education of the under-fives was a key issue at the previous inspection, particularly

planning, teaching and the use of resources. The staff have worked hard, overcome all weaknesses, and improvement has been very good.

## **ENGLISH**

66. Inspection evidence shows standards to be average for seven-year olds but below average for eleven-year olds. These findings are similar to the school's 2000 results of national tests and represent good achievement for five to seven-year olds and satisfactory achievement in the seven to eleven age group. In 2000, standards were in line with the national average in reading and writing at age seven. When compared with similar schools the results for seven-year olds were above the average in reading and well above in writing. The results in reading improved significantly between 1999 and 2000, increasing by 37 percentage points. This was partly due to the change in the approach to teaching reading during literacy hours and giving a higher profile to reading in general. This improvement has been sustained and a few pupils are exceeding the level expected by the age of seven. Overall improvement at age seven has been good since the previous inspection when standards were well below average in reading and speaking and listening and below average in writing. Improved assessment procedures have been implemented. The information gained from assessing pupils' attainment has been used to identify where they were having problems so that the teaching methods could be changed to meet the pupils' needs.

67. At age eleven, the 2000 results of national tests were below the national average, although they average when compared with similar schools. Standards at the age of eleven have fluctuated in recent years as the number of pupils with English as an additional language or who have special educational needs varies among the year groups. However, overall standards have risen in line with the national trend in improvement and with schools with similar results at age seven. Current inspection findings indicate the proportion of pupils reaching the expected level for eleven-year olds will be lower this year. This is partly due to the changes of teacher, but also the proportion of pupils with special education needs relating to reading and writing in the year group is higher than usual at 33 per cent. When this proportion is taken onto consideration achievement is satisfactory. The proportion of pupils with English as an additional language is similar to other year groups and most speak fluent English. Most of these pupils achieve well between seven and eleven years of age, often catching up with their peers. In the current Year 6 class, however, a few boys have poor attitudes to improving their literacy skills, despite the teacher's attempts to make lessons interesting and they are not achieving their potential. A small number have taken extended holidays. There is no significant difference in the attainment of boys and girls throughout the school, although there is a higher proportion of boys with special educational needs.

68. Standards in speaking and listening are average for seven-year olds but below average for eleven-year olds. This represents satisfactory achievement. Pupils have many opportunities to develop their speaking and listening skills during literacy hours and class discussions. Between five and seven-years of age pupils listen attentively to stories and to their teachers and begin to join in class discussions. Most speak clearly when answering questions and are willing to wait for their turn to speak. Pupils in Year 1 listened carefully to an extract from a book about butterflies to hear the answers to questions they had written in a previous lesson. They extend their range of vocabulary satisfactorily but overall the range is not as wide as it is for most seven-year olds. Speaking and listening skills continue to develop satisfactorily for seven to ten-year olds, but this is slower for eleven-year olds who are not always willing to listen to the views of others and occasionally interrupt their teacher. Few hands go up in response to questions in some lessons that are challenging. A

small number of boys with special educational needs contribute well to lesson introductions and class discussions, for example, in a lesson on metaphors, they could explain the difference between similes and metaphors and said that metaphors paint a much stronger image. Pupils throughout the school listen carefully in assemblies, with all age groups responding confidently to questions. The range of vocabulary continues to be limited by the age of eleven.

69. In reading, pupils achieve well up to the age of seven and standards are average. There is a higher proportion of pupils with English as an additional language in the current Year 2, some in early stages of learning to speak English. Most pupils have a secure understanding of letter sounds and use them when attempting to read unfamiliar words. By the age of seven higher attaining pupils read fluently, reading most words accurately. They are able to self-correct errors, sometimes splitting words into smaller parts. They discuss what the story might be about from the cover, giving plausible reasons for their answers. They understand alphabetical order and how to find words in a dictionary. Average attaining pupils understand the use of content pages, read with some fluency but struggle to read words, often when they do not recognise spelling patterns in words. Lower attaining pupils discuss the events in stories from the pictures and read most words accurately but are hesitant readers. Pupils with special educational needs use initial letter sounds and pictures to help them read the names of minibeasts. Most pupils show interest in books and reading.

70. Reading skills continue to develop and achievement is satisfactory in the seven to eleven age group, although current standards are below average at age eleven. The fluency and use of expression improves and pupils follow the punctuation. They use a range of strategies to work out unfamiliar words, often breaking them into smaller parts or re-reading the sentence to try and work them out. By the age of eleven, higher attaining pupils can discuss the main characters in stories and their characteristics, for example, why Mr Tom in 'Goodnight Mr Tom' is thought to be a kind person. Most can discuss the plot in the story and what might happen, but few can discuss a range of children's literature and show little interest in doing so. All gave their favourite stories as Harry Potter books, with none offering other authors. When given non-fiction extracts to read all did so with fluency and understanding of what they had read. They understand how to find information in the school library. Pupils have reading diaries, which show many parents or other adults play an important part in hearing children read, particularly younger ones. This makes a good contribution to the development of reading skills. There is a shortage of non-fiction books to provide more interest, particularly for boys.

71. Standards in writing are average for seven-year olds but below average by the age of eleven. Achievement is good in the five to seven age group and is satisfactory for most seven to eleven-year olds but varies between the year groups. The scrutiny of pupils' work showed lower attaining pupils in the seven to eleven age group do not achieve their potential when they have no support and are given the same task as other pupils and struggle to keep up. Most pupils in Year 1 know all single letter sounds use this knowledge well when attempting to spell words for themselves. They begin to communicate their ideas in writing and write their own stories showing some understanding of story structure, such as appropriate openings. They begin to demarcate their ideas using punctuation with increasing accuracy. The use of workbooks and time spent colouring pictures slows progress in developing independent writing skills in some lessons. Higher attaining pupils write the stages in the life cycle of a butterfly, beginning for example with 'First the caterpillar lays its eggs.' They spell words such as 'because' accurately and make good attempts at words such as 'hatches', only omitting the 't'. Almost half the class is working at this level and standards are above average for pupils' ages as they have benefited from

the small number of pupils in the class and the good teaching. By the age of seven pupils are becoming confident writers, evident when they begin to write an encyclopaedia of minibests. Higher attaining pupils write in sentences about where the creatures live and what they eat. They spell most words accurately, making good use of the words available to them on book covers to help them work independently. Average attaining pupils complete the same task, although spelling is not as accurate, but again they refer to books to help them. Pupils make good use of their developing writing skills to support their work in other subjects.

72. The approach to teaching writing skills changes in Year 3 where there is a heavy reliance on a published scheme and the use of worksheets slows the pace of learning. Achievement is unsatisfactory for these pupils. The worksheets often restrict the amount pupils can write and do not enable higher attaining pupils to achieve their potential when all pupils are given the same sheets to complete. The correct use of punctuation does not continue to develop when pupils only have to put missing words into sentences. The scrutiny of work also revealed too much time spent colouring in pictures on worksheets. In Year 4 pupils achieve well and develop their skills in many aspects of writing, beginning to understand that the style of writing changes for different purposes. Through writing, for example, school information booklets designed to attract prospective parents, different types of poems and stories, pupils show increasing accuracy in their use of punctuation and write in an appropriate style. Pupils use adjectives to make their writing more interesting for the reader for example a pupil wrote 'flying in the dark, gloomy, starry sky.' Occasionally lower attaining pupils are given the same tasks as other pupils, which are too demanding for them and they do not achieve as much as they could. The use of worksheets increases again in Year 5 with similar outcomes as in Year 3, although pupils develop their skills in writing reasoned arguments, for example in the use of the Internet. By the end of Year 6, too many pupils currently write stories as a logical sequence of events with little use of interesting vocabulary to give more effect. Higher attaining pupils write letters of complaint which are well organised for the purpose. Pupils are confident in drafting their work and some are conscientious in redrafting first attempts. The frequent change of teacher for Year 6 pupils has resulted in the areas where pupils need to improve not being followed through. For example, a comment was written in a pupil's book in January about writing being too repetitive with 'and' used too many times. This was still happening in April. Insufficient attention is given to transferring spellings learned for homework when writing independently. The school has identified weaknesses in spelling and a new policy and scheme have been implemented recently. The development of pupils' writing skills is not sufficiently promoted through other subjects such as history, geography or science and this is not helping to increase pupils' confidence in their writing skills. For example in science when writing is copied into pupils' books.

73. Handwriting skills develop satisfactorily in all year groups and pupils' work is usually neat and well presented in final draft. Some pupils in Year 6 have not developed a fluent joined style of writing and still print. The school is now teaching pupils to join letters in Year 2 to encourage the development of cursive script from an earlier age.

74. The teaching and learning is good for pupils up to seven with all lessons seen being good and sometimes very good. Teaching is satisfactory overall in the seven to eleven age group, where there have been more frequent changes of teacher. There was an example of unsatisfactory teaching that resulted from slow pace in learning owing to insecurity in knowledge and understanding of the National Literacy Strategy. The deployment of the bilingual support assistant in translating what the teacher had said and repeating it to the whole class in Urdu interrupted the flow of the lesson for other pupils and slowed the pace unnecessarily, especially when two of the pupils concerned were absent. Most teachers

are secure in teaching the National Literacy Strategy, plan their lessons to the national guidelines and enable pupils to learn at a satisfactory pace. They select texts that interest most pupils and introduce them to an appropriate range of authors and styles of writing. The work on newspaper articles interested Year 6 and they responded by working hard, completing their task and learned much about different ways of writing newspaper articles. The marking of pupils' work varies considerably in quality with some very good examples, which set targets for pupils to improve their work. In other classes pupils are blamed for not completing tasks which were too difficult for them. In very good lessons teachers have high expectations of pupils, match tasks closely to the learning needs of all pupils and deploy support staff to enable all to achieve the learning objectives. The use of praise for effort gives pupils the confidence to respond at length orally. For example in Year 6, the teacher challenged pupils to recall previous learning about report writing and apply it in the lesson about newspaper articles. Skilful questioning for example 'why is a newspaper article not always attractive?' helps pupils to focus on different articles and who decides which are printed.

75. The subject is very well co-ordinated. The results of regular tests in reading, as well as national tests and assessments in writing are analysed to identify individuals and groups of pupils who need additional support, to track progress and to modify the curriculum where necessary. There has been good improvement in these aspects since the previous inspection. The absence of staff has hindered the programme of monitoring, which had started and is necessary to remedy the over-reliance on worksheets. There are insufficient opportunities for pupils to use computers to present their work, particularly in the seven to eleven age group.

## **MATHEMATICS**

76. Pupils' results in the 2000 national tests for seven-year olds were average when compared to all schools but well above average when compared to similar schools. This is good improvement on the 1998 and 1999 results, which were well below average. The proportion of pupils who reached the higher level 3 was above average. In the tests for eleven-year olds results were below average when compared to all schools but average when compared to schools with a similar intake. When compared to schools where pupils had similar results at the age of seven the results are average. These results exceeded the target set by the school. The proportion of pupils reaching the higher level 5 was well below average. These 2000 results were lower than those in 1998 and 1999 although the overall trend in improvement matches the national trend over the past five years. Over this period there is no significant difference between the attainment of boys and girls. The year 2000 results for mathematics were similar to those for English and science when compared to all schools and also when compared to schools with a similar background.

77. Observation of lessons, examination of pupils' work and discussions with pupils and staff indicate that standards for seven-year olds are average. This is good improvement since the previous inspection report, which stated that attainment was below average and the pupils made slow progress. There are several reasons for this improvement. The last report said that the teaching was inconsistent especially for younger pupils whereas in the present inspection the teaching seen with five to seven-year olds was good. Through the numeracy hour there has been a big improvement in the pupils' ability to manipulate numbers and they have learnt more effective strategies for working with numbers. The assessment procedures are now more rigorous so that when pupils are tested regularly and the results analysed to see where the weaknesses are, teachers can plan to remedy them. This effective assessment has enabled the teachers to set clear targets for the pupils so

that work can be planned to meet their learning needs and their progress can be more easily tracked. Consequently the school is in a position to maintain this progress.

78. Through the effective strategies being taught to six and seven-year olds the pupils are able to manipulate easy numbers in their heads and because they have a clear understanding of the number system they are able to use this knowledge to operate with more difficult numbers. For example, the pupils can add ten to a number with ease but were shown a strategy to add nine or eleven to a number by adding ten and either subtracting or adding one. Most pupils can add numbers such as  $27+73$  whereas the less able can add numbers like  $28 + 5$ . Pupils are also able to subtract, multiply and divide numbers at an appropriate level. Most pupils have a quick recall of 2, 5, and 10 times tables. Pupils have a wide experience of mathematics and can recognise shapes such as pentagons, triangles, and rectangles. They know about graphs and in one class made a pictogram of the colour of the eyes of all the pupils in the group and also made a bar graph to show which pets pupils had. Pupils know how to weigh using kilograms and how to measure using centimetres. They can solve word problems when calculating the cost of items from a shopping list. Investigative mathematics is regularly used and in one class the pupils were investigating shapes with triangles. From observations like these it can be judged that the achievement of the pupils is satisfactory. Pupils with special educational needs make satisfactory progress throughout the school.

79. Standards of work for eleven-year olds are average and this is similar to that reported at the previous inspection. The large majority of eleven-year olds at the present time are working at the expected level but the slower learning pupils on the special needs register take longer to reach the required standard and consequently lower the overall average attainment of the whole group. Because of the good strategies learnt in the numeracy hour pupils are able to manipulate numbers well and use the correct mathematical vocabulary. For example in one class of eight-year olds, pupils were successfully adding together two numbers selected at random by dice and finding the complementary number to make 20. The older pupils are able to operate with five and six digit numbers and can calculate negative numbers. Pupils are confident with fractions, decimals and percentages and in one class the pupils were using mental strategies they had learnt to give the equivalent decimal or percentage for a given fraction. The pupils experience a wide range of mathematics. They are able to recognise two and three-dimensional shapes like a hexagon or a prism and can calculate the area or volume of a shape sometimes using a formula. During discussions the pupils interpreted bar graphs and pie charts accurately and some pupils drew a line graph to convert pounds to French francs. Pupils are frequently involved in mathematical investigations and one group worked with statistics relating to the Olympic Games. Pupils know about probability and when talking to them they were able to estimate the likelihood of a six showing when a dice is rolled a certain number of times. Strategies, which have been learnt, are frequently used to solve word problems and one group of pupils was able to calculate mentally the cost of a car journey. However, the pupils do not use information and communication technology often enough to support mathematics and not all pupils have quick recall of their tables up to  $10 \times 10$ . Pupils make steady progress and build upon the skills they have already acquired so that achievement is satisfactory.

80. The mathematical skills acquired by the pupils are used to support other subjects of the curriculum. For example, in geography, the pupils use co-ordinates and in history they calculate dates and know how time lines are set up. In science calculations are made and graphs are used to present findings, for example, to show differences and similarities in pupils' features in a class. Accurate measurements are used in design and technology and

shapes like rectangles are used in art. In religious education accurate measurements are also used when making cards for festivals such as Easter and Eid Mubarak.

81. The quality of teaching for five to seven year olds is consistently good and for seven to eleven year olds is satisfactory overall partly due to the slower pace in some lessons. There are however, examples of good and very good teaching for seven to eleven-year olds, with no unsatisfactory teaching. This is an improvement since the last inspection when teaching was variable. The report also indicated that there was insufficient investigative work for five to seven-year olds but this is no longer the case. For example in one class seven-year olds were following instructions to turn left or right and make a certain number of moves to reach the required destination on a chart and then they had to write their own set of instructions to reach a different destination. Teachers' knowledge of mathematics is good, has improved since the last inspection and is used to provide interesting and motivating lessons and enable pupils to learn. In a very good lesson in Year 6, a lively introductory mental arithmetic session got the lesson off to a brisk start. The teacher posed challenging questions, which made pupils' think and directed questions to individuals to ensure all pupils were participating and learning was good. The teachers have a warm relationship with their pupils and are often able to create a working atmosphere in the classroom where the pupils are motivated, concentrate, co-operate with the teacher and the other pupils and behave well. This makes an important contribution to the pupils' improving achievement and standards. At these times there is usually an industrious hum in the room where no time is wasted. By using the numeracy hour effectively teachers are adding a progressive structure to the lessons and improving pupils' mental ability with numbers. This is having a significant impact on learning and improving the standards of attainment. The lively mental session at the beginning of the lesson gives it a brisk start, gears up the pupils to manipulate numbers and consequently they are motivated for the rest of the lesson. Teachers plan their work well with differentiated work for the various ability groups. Regular homework is set and this makes an important contribution to the standards in the subject. Teachers make good use of rigorous assessment to check progress and locate difficulties which pupils may have so that lesson planning can be used to overcome them. Teachers set targets and pupils are tracked to ensure they make progress. Information and communication technology is not used frequently enough to support the subject but this is being developed.

82. The senior management team is satisfactorily monitoring the effectiveness of the implementation of the National Numeracy Strategy in the absence of the subject co-ordinator. They check teachers' planning and regularly examine pupils' books. The team ensures that regular assessments are carried out to gauge the progress of the pupils.

## **SCIENCE**

83. Inspection evidence shows current standards of work are broadly average for seven and eleven-year olds and achievement is satisfactory. The 2000 teacher assessments showed that the performance of pupils aged seven was below the national average, and below the average for similar schools. The percentage reaching the higher levels was below the national average, but was average in comparison with similar schools. This inspection evidence shows standards similar to those found at the time of the previous inspection. The 2000 results of the national tests for pupils aged eleven were below the national average, but in line with the average for similar schools. The percentage of pupils who reached the higher level was below the national average, but close to the average for similar schools. Between 1996 and 2000, the school's results improved in line with the national trend, showing a gradual rise, but fluctuated from year to year reflecting the

proportion of pupils with special educational needs or English as an additional language in the different year groups. Test results show no difference in the attainment of boys and girls, and none were observed during the inspection. Overall improvement since the previous inspection has been satisfactory. This inspection shows that the pupils' experimental and investigative skills are satisfactory for their age and by eleven they acquire sound knowledge in all aspects of the subject. However, the pupils' writing skills do not enable a significant number of eleven-year olds to record all they know in sufficient detail.

84. Consistently good teaching in the five to seven age range ensures that pupils are suitably challenged and learn well. Teachers use their secure knowledge of the subject to ensure the pupils make progress, and cover all aspects of the science curriculum through carefully planned activities. They develop pupils' ability to ask questions and ensure they find the answers by investigation. They expect pupils to use scientific vocabulary, for example when they discuss 'reproduction'. Pupils are taught the principles of fair testing. In a well-planned lesson with a good level of challenge, Year 1 pupils devised a fair test to investigate how sound diminishes over a distance, and planned their experiment carefully before starting. The parent helper had two bells, one large and one small, and pupils listened carefully to the sounds they made as she moved further away. One pupil explained clearly how sound 'has to move air out of the way' in order to travel. The teacher then added a further challenge by asking the pupils to devise a further test to see how sound diminishes if it has to pass through barriers. The pupils know that they must maintain the same test conditions. They learn well and can compare and record their results clearly in pictures.

85. In Year 2, pupils learn that all living things reproduce and consider the life cycles of different creatures. One pupil draws a comparison with the cycle of the four seasons they have read about during a literacy lesson. The pupils learn to record their findings in a variety of lively ways, using pictures, charts, tables, and diagrams. When they visit local woods to conduct a survey of minibeasts and plants in their natural habitat they successfully log their results on tally charts. Higher achieving pupils give a good account of cause and effect during investigations of the effect of the sun on ice cubes.

86. The quality of teaching for pupils in the seven to eleven age group is satisfactory overall, with examples of good and very good teaching but also an example of unsatisfactory teaching. The very good teaching builds on the pupils' previous knowledge and understanding well, provides new challenges and keeps pupils involved by moving lessons along at a lively pace. The use of the school's 'planning board' by all classes ensures a consistent, logical approach when pupils are devising their experiments and investigations. Teachers make good use of carefully directed questions so that pupils of all abilities are involved, and all pupils show satisfactory attitudes to their work. In the good lessons, pupils' ideas and answers are built into the next question, when for example, Year 6 pupils work on a key of observable features to classify living things. When teaching is unsatisfactory, the pace of the lesson is too slow, and pupils' lose interest and do not learn as much as they could. Teachers' planning across the whole year supports progression in pupils' learning in all aspects of the curriculum.

87. Pupils in Year 3 investigate a healthy diet, and know that some foods are classified as body builders and help them to grow, whilst other foods give them energy. They test different papers for strength when wet, and can show their results in a chart form. They learn to write up their experiments using the standard scientific format, recording materials, method and conclusion. In some lessons, whilst the pupils do carry out the practical activities, the recording is copied from the blackboard. This limits pupil's individual ability to

draw their own conclusions, and teachers miss an opportunity for pupils' to consolidate their learning. In other lessons, for example in Year 4, the teacher gives the pupils more challenge by expecting them to support their results with reasons. When they devise a fair test to see what happens to hot and cold water when left in the classroom, they can explain why the water will gradually assume the same temperature as the air in the room. Standards in recorded work in all classes are sometimes limited by spelling errors, and the overuse of worksheets on some occasions does not allow pupils to utilise and develop their own literacy and expressive skills.

88. In one very good lesson, the teacher provided an interesting range of objects for pupils to classify, with a list of scientific words for them to use. The pupils ascertained what each object was made from, and then decided what it was used for. They quickly identified the umbrella and the soft toys, but are less sure about the ice axe! The teacher then increased the level of challenge by asking the pupils to discuss and report how the material used to make each object makes it suitable for a particular purpose. This led to a lively and interesting discussion and a good reporting session. Pupils learned very well in this lesson. In a good Year 5 lesson, pupils demonstrated secure knowledge of the planets when the teacher used an effective brainstorming strategy. They explained confidently the difference between day and night. The teacher made good use of a sunny day for a practical study of the way shadows alter in length as the earth moves round the sun. However, they began to lose concentration because the recording was quickly completed and they were not offered further challenges. When teachers plan challenging activities, pupils respond well. The pupils in Year 6 build well on what they have been taught about observing and classifying living things when they devise systematic key diagrams. The teacher expects pupils to use the correct vocabulary, and they demonstrate levels of understanding expected for pupils of their age. By providing more demanding questions, the teacher challenges them to move their learning on to the next level.

89. Throughout the school, pupils who have special educational needs achieve satisfactorily, relative to their capability. They receive good support from the assistants, and are involved in the lessons by the teacher's careful use of directed questions. Pupils who have English as a second language achieve well, especially when the language assistants support them. Pupils work well with each other, share equipment and are generally helpful.

90. A scheme of work based on national guidelines is in use and includes an effective system of assessment. Information about each pupil's progress is regularly recorded during the year, although the use of this information is sometimes limited by staff changes. The adoption of the 'planning board' has improved the pupils' ability to plan their experiments, using a consistent format through the school. There is insufficient use of computers for recording or research work. The leadership of the subject is satisfactory and support is given to staff. A relevant action plan has been produced with clear ideas for future development of the subject.

## **ART AND DESIGN**

91. Only one lesson was observed during the inspection and judgements are based on the scrutiny of pupils' work, and discussions with pupils and staff. Standards are average for seven and eleven-year olds and are similar to those found at the time of the previous inspection.

92. In the five to seven age group pupils use a variety of media, materials and skills to create pictures and make models. For example, the pupils painted portraits of each other in thick poster paint, which made a delightful display. Other pupils experienced weaving and

made some interesting patterns using coloured paper. In another class the pupils drew leaves using oil pastels and showing good representation of leaves they collected in the school grounds. The youngest pupils painted extraordinary pictures in the style of Rene Magritte with his famous apple instead of facial features. The older pupils created pictures in the style of Piet Mondrian using straight lines and vivid colours and used a computer art package to produce pictures in the same style. This is an improvement since the last inspection when pupils throughout the school did not know enough about famous artists. Art also supports other subjects and the pupils created brightly coloured fish and printed designs on them after reading a Doctor Seuss book about counting fish. This made a most attractive display. It is clear from the work seen that the pupils' achievement is satisfactory. Pupils with special educational needs and those with English as an additional language achieve satisfactorily.

93. Between seven and eleven years of age pupils experience a wide range of worthwhile activities. This represents satisfactory improvement since the previous inspection when the pupils' experience was too narrow, there was little teaching of drawing skills and pupils had little experience of three-dimensional work. Pupils are able to create pictures in their own independent style. For example in one class the pupils were drawing portraits of their partners using a variety of different quality pencils and which showed a remarkable likeness. The pupils use clay to make neat coil pots, thumb pots and small baskets for holding presents. Other pupils made striking faces out of paper mache with long plaited hair made from knitting wool. Pupils are taught observational drawing and some pupils made accurate drawings of shoes with good shading and tone. Art is also used effectively to support work in other subjects. For example in religious education the pupils made fine collage Easter cards and beautiful Eid Mubarak cards to celebrate that Islamic festival. In history, the pupils made large textile collage pictures of ladies in Tudor dress. Pupils made pictures of a church inspired by the work of Van Gogh using oil pastels and created attractive pottery designs in the style of Clarice Cliff. Pupils' work has been displayed in a local art gallery and a Millennium Tapestry was exhibited with work from other schools in the Westminster Hall. The school takes part in the 'Artists' in School' programme and an environmental artist led activities in willow weaving in which the pupils made baskets and other objects. The climax of the week was the creation of a willow sculpture, which is now a permanent living cultural feature of the school. Pupils also have experience of weaving and have made a beautiful collage of sea creatures attached to a woven background of sea green cloth. The school art club produces some fine pieces of work and adds to the quality of art in the school. For example there is a beautiful display of attractive pictures of flowers drawn with oil pastels in the school hall. The pupils are justifiably proud of the beautiful displays of their work, which enhance the learning ethos of the school. When the range of opportunities is considered, the achievement of the pupils is satisfactory.

94. It is clear from the work seen that the teachers are enthusiastic, have secure subject knowledge and that teaching is satisfactory throughout the school. They now teach skills directly and this has a beneficial effect on standards. Teachers have high expectations and the pupils respond well. However the use of computer art packages is limited.

95. The management of the subject is satisfactory. There is a comprehensive scheme of work and resources are adequate and this is an improvement since the last report. Staff training has improved the expertise of the teachers. As yet there is no assessment of the subject to gauge the pupils' progress and to help plan future work. The pupils do not have sufficient experience of art from other cultures but the school is developing this aspect. Art makes a valuable contribution to the spiritual, social and cultural development of the pupils.

## DESIGN AND TECHNOLOGY

96 Standards are average for seven and eleven-year olds and are similar to those recorded at the last inspection. This is because from an early age the pupils are introduced to effective strategies for design and technology. For example in one class the pupils were investigating winding mechanisms when making a model of Incy Wincy Spider. They were looking at different kinds of winding gears such as toy cranes and helicopter winches. On a simple planning sheet the pupils made drawings and a list of materials they would need to make the model during the next lesson. Pupils have a wide range of experiences but always use the correct strategy by investigating and planning before making the model. For example, some pupils made attractive puppets out of polystyrene cups, wool and paper whilst others made vehicles out of construction kits. At Christmas the pupils made attractive Christmas cards out of card and felt and also gift boxes after investigating how boxes are made. The achievement of the pupils is satisfactory because the teachers build upon the skills already taught and give the pupils the opportunities to consolidate and improve their strategies for design and technology. The progress of pupils with special educational needs is likewise satisfactory throughout the school.

97 The skills already acquired are built upon in the seven to eleven age group so that pupils have effective strategies for designing and making. For example in one class pupils were going to make models of planets and stars using textiles and intended to mount them on a large cloth display of space. In order to have the necessary skills to do this the pupils were practising sewing hems and fixing pieces of cloth together. In another class the pupils made interesting monsters using balloons and pneumatic syringes to make them move. Design and technology also supports other subjects and some pupils made Tudor houses when studying this period in history. After investigating picture frames some pupils constructed their own and added an attractive finish. Pupils design and make a simple alarm system using an electric circuit and a buzzer. The pupils also experience food technology, which is an improvement since the last inspection. An important and practical project was the Millennium Garden designed and made by the pupils with the help of the staff and friends of the school and which is now a permanent and beautiful feature of the school. Pupils' achievement is satisfactory. Through its policy and in practice the school promotes inclusive education and consequently there is full access for all the pupils to the curriculum.

98 Overall teaching and learning are satisfactory throughout the school and this was similarly reported at the last inspection. There were examples of good teaching in Years 2, 5 and 6. Teachers have a wide knowledge of the subject and aim to ensure that the pupils learn good design and technology strategies from an early age. Teachers' planning and organisation are effective. As a result these practical lessons run smoothly so that time is not wasted and pupils do not become frustrated through lack of adequate resources. The teachers have a warm relationship with their pupils and as a result they co-operate well, concentrate on their work and behave well. This makes an important contribution to the standards in the subject. The good quality support staff available in the school provide invaluable help with this practical subject. The teachers regularly ask the pupils to evaluate each other's work in order that they can think about improvements that may be incorporated in future designs. This also supports their social development by being fair to each other.

99 Management of the subject is satisfactory and there has been sufficient improvement since the previous inspection. A comprehensive scheme of work and an explicit overall plan have been implemented and inform the teachers what to teach and when. Food technology has been introduced and there is wider use of tools. At the moment

there is no assessment or recording system to give guidance to future planning. Information and communication technology is not used frequently enough to support the subject but this is being developed. Although resources are adequate a better range of tools and materials is needed to widen the scope of the subject. Both mathematical and English skills are enhanced when measuring, drawing plans and writing evaluation about models. The subject makes a valuable contribution to the spiritual, social and cultural development of the pupils.

## **GEOGRAPHY**

100. Due to timetable arrangements, it was only possible to observe two lessons in the nine to eleven age range. Inspection judgements are based on information from these lessons, together with careful analysis of the work in the books of pupils from all age groups. Standards are average for seven-years olds and achievement is good. At age eleven, standards are average and pupils' achievement is satisfactory. This represents satisfactory improvement since the previous inspection when standards were below average by the age of seven. For pupils who have special educational needs or who speak English as a second language achievement is also satisfactory.

101. The development of geographical skills and knowledge is promoted when pupils in Year 1 visit the local shops and record their observations, clearly stating which shop they think is most useful. They make simple plans of the school, and map their route to the shops. Higher achieving pupils develop their map making skills when they design a playground. The pupils in Year 2 begin to compare their own life with a family in St Lucia, looking at differences in the climate and lifestyles. Their literacy skills are used well when they write descriptions of places they have visited, and when a higher achieving pupil describes his holiday in America, he is able to contrast the hot climate experienced there with the local climate. Other pupils describe features of the local landscape and report that a nearby hill 'had rocks'. The work seen in the five to seven age group and the breadth of activities provided for the pupils indicates that teaching and learning are good.

102. The pupils in Year 3 develop their knowledge and understanding of maps by plotting their route to school. They can position Great Britain on a map of Europe, and recognise the position of Europe on a world map. Much of their work is copied from the blackboard, which limits pupils' individual skills of enquiry and their ability to record findings using a variety of methods. In the two lessons observed, teaching was judged to be good, but when the scrutiny of pupils' work is taken into account teaching is judged to be satisfactory. Pupils in Year 4 know that people can damage the environment and need to recycle rubbish where possible. In a good, well planned lesson, pupils learn how much of our household rubbish can be recycled when the teacher effectively demonstrates the value of this process in the management of our environment. This promotes social and moral values, especially as many pupils do not know of bottle banks or recycling schemes. They show very good attitudes and behaviour because the teacher captures their interest by sharing her strong commitment and learning is good. Pupils in Year 6 have covered a limited amount of work since September 2000. They do, however, gain knowledge and deeper understanding of the water cycle in a good, well-planned lesson where the teacher motivates pupils well with a good range of questions and a lively discussion about the local, River Irwell.

103. Leadership in the subject is satisfactory. Staff complete monitoring sheets every term to record pupils' responses, and a limited amount of assessment is undertaken. However, there has been no monitoring of teaching and information technology is not used often enough as a research or recording tool.

## **HISTORY**

104. During the inspection, it was only possible to observe two lessons in the seven to eleven age group. The quality of teaching was good in the lessons observed, but judged to be satisfactory overall when a close scrutiny of pupils' work is taken into account. Careful analysis of pupils' work in all the age groups, and discussions with teachers and pupils provide evidence that standards are at least as expected for pupils aged seven and eleven, and their achievement is satisfactory. Pupils with special educational needs, and those who speak English as a second language achieve satisfactorily, as they receive bilingual support in some lessons.

105. The work of pupils aged from five to seven shows that pupils develop sound research and enquiry skills through a good range of worthwhile and suitable learning opportunities. Year 1 pupils use homework to conduct research into the toys their parents and grandparents played with as children. They use their findings to make comparisons with their own toys. When they compare cave dwellings with their own homes, pupils quickly conclude that theirs are definitely preferable and can give reasons to support their opinions. Pupils in Year 2 use pictorial evidence when they compare a fictional monarch with real kings and queens. They demonstrate good use of literacy skills, for instance, when they write their own accounts of the Great Fire of London. A higher attaining pupil refers to the way Samuel Pepys wrote about the fire in his diary. The work in pupils' books shows good coverage of the National Curriculum programme of study and indicates teaching to be at least satisfactory.

106. Standards at age eleven are average because pupils in the older classes complete a limited range of studies, and little use is made of the locality as a historical source. The pupils in Year 4 know that the past can be divided into a series of periods. From their study of Tudor times, they know that life was often insecure and dangerous even for important courtiers. They know the king and queen held great power, and of the consequences of the main events of the Tudor period. Although lower attaining pupils lack the literacy skills to write freely, others use their skills well. Work is well illustrated with pupils' own pictures and diagrams. In Year 4 pupils begin to understand a family tree, and in Year 6, pupils build on this when they make a family tree for an imaginary family during the Second World War. They are aware that several well-known phrases in use today such as 'make do and mend' or 'home from home' originated during the War. They know how events during the War have had lasting effects on our lives today, such as the employment of women.

107. When they study 'Anne Frank's Diary', pupils read a first hand historical account. The teacher gives pupils a good spiritual opportunity for reflection on the conditions endured by Jewish people, by asking them to imagine what their feelings would be. They begin to identify the various ways historical facts may be altered by the way they are presented, in books and films for example, and recognise the difference between first and second hand evidence. Pupils in Year 5 enjoy researching and comparing the lives of rich and poor Victorians, using a good range of resources. Many pupils lack the organisational skills to present their findings well, but listen with great interest to the teacher's lively introduction. Several pupils have found out that their own houses were built during the reign of Queen Victoria. Other pupils use the computer to research famous Victorian people.

108. The scheme of work is based on national guidelines, including simple assessment and monitoring sheets to record pupil progress. The assessment arrangements are an improvement since the previous inspection. There is limited use of information technology by the pupils for research, or to present information and findings. Leadership of the subject is satisfactory.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

109. Standards are average for seven-year olds but are below average for eleven-year olds. Standards have improved since the previous inspection when they were below average for seven and eleven-year olds. This improvement is partly due to teachers undertaking training to improve their knowledge, skills and confidence in teaching the subject and the establishment of a computer suite. The level of up to date resources and a lack of confidence amongst teachers have been the reasons for the slow development of pupils' skills and knowledge until recently. The pace of development has gained momentum since the recent appointment of a new subject co-ordinator, who has the enthusiasm and knowledge to support other teachers and lead the drive to raise standards. The teachers are currently undertaking further training to increase their knowledge and skills. The growing confidence among teachers is now evident in the displays and notices around the school, also in teaching in lessons in the computer suite. It will take longer for standards to rise to expected levels by the age of eleven as pupils have not had sufficient access to computers in the past and those in classrooms are still not being used sufficiently to enable pupils to practise skills learned in the suite. Insufficient use of computers in classrooms was a criticism in the previous inspection report which has not been remedied.

110. Achievement is satisfactory for five to seven-year olds, particularly for pupils with special educational needs and those with English as an additional language. By the age of seven pupils can create graphic pictures, for example, Year 2 pupils created pictures inspired by the work of Mondrian, using bold colour and black rectangles and lines. They successfully save their work onto their own disk and print their pictures. A few lower attaining pupils find controlling the mouse difficult, but persevere in order to succeed in completing their tasks such as when Year 1 were completing sequencing patterns. Pupils can present data in pictograms, changing from a horizontal to vertical format and discuss which they find easier to interpret. They can make a programmable toy follow a predetermined route, clearly relating the action of the toy to the instructions they give. Word processing skills develop well, with pupils using the shift key to produce capital letters, and being able to change the colour and style of fonts. Year 2 pupils typed in their 'sun' poems and printed them for a display. They understand the subject vocabulary used by teachers when giving instructions such as the cursor, tool bar, program and accessories. Pupils who have English as an additional language use programs to help in extending their range of vocabulary and their spelling. Pupils with special educational needs have opportunities to work in the computer suite using programs specific to their learning needs and they make good progress relative to their capabilities and achieve well in these lessons.

111. Achievement is unsatisfactory in the seven to eleven age group. Pupils' word processing skills develop satisfactorily, they are confident in typing their work onto computers and printing in an appropriate style according to the task set. They can create branching databases to identify an object through a set of yes/no questions, for example, when Year 4 created a database linked to their work on materials in science. They use CD Rom to find information for history projects, for example about the Ancient Egyptians in Year 5 and create flowcharts to control the frequency of the flashing light and foghorn on a lighthouse. However, the scrutiny of pupils' work revealed very few examples of the use of

computers to support their learning in other subjects. Pupils in Year 6 said they did not use computers often, some have had access to the Internet during the lunchtime with supervision from a teacher, but their knowledge of sending emails is sketchy. There are gaps in their knowledge for example in creating multi-media presentations and in the use of sensing equipment and spreadsheets.

112. There is some evidence of pupils using computers to support work in mathematics, for example, when Year 1 pupils were completing sequencing patterns, but little otherwise except for pupils with special educational needs who receive additional support in the 'Friday Club'. There is very little evidence of older pupils using computers in mathematics or science, such as when presenting data in charts or graphs and no use of computers in music. Where pupils have computers at home they are often more secure in their knowledge and understanding and more confident in exploring programs. A visit to all classes on one morning during the inspection showed no computers in use in Years 3 to 6. Only one lesson seen involved the use of computers. This confirms the judgement that computers are not used often enough to support pupils' work in other subjects. Too often the computers were switched on but not used.

113. Teaching is good for pupils up to the age of seven and is satisfactory overall in the seven to eleven age group. In lessons seen in the computer suite teaching was consistently good. The number of computers means classes are split into two groups, one focusing on developing library skills whilst the other uses the computers. The groups then change over. This is the best organisation given the number of computers available and often classroom support assistants are effectively deployed in supporting those working on library skills. The good lessons result from teachers' confidence and knowledge of programs, which enable them to give clear instructions and support pupils having problems. Pupils are interested and want to get on to use computers and this helps to maintain a brisk pace throughout the lessons. Teachers use specific subject vocabulary when giving instructions and check those with English as an additional language understand.

114. The subject is well led and managed, with good support available to colleagues when using programs for the first time or having problems with equipment. There has been effective monitoring of planning and teaching. The monitoring of teaching in the computer suite and subsequent support are now evident in the good teaching seen. Teachers have worked hard to improve pupils' basic skills in opening up computers, loading programs and shutting down safely and in these aspects have been successful. However, there are no assessment procedures in use to check the development of pupils' skills and knowledge, this has been identified as an area for development in the subject action plan.

## **MUSIC**

115. It is not possible to make secure judgements on standards or teaching as only one lesson was seen in the five to seven age group. Most lessons for seven to eleven-year olds took place outside the inspection period. The Year 6 lesson and hymn practice did not take place due to changes to the timetable. Only one pupil receives instrumental tuition, as parents are required to pay the fees. However, discussions with staff and pupils and teachers' planning gave sufficient evidence for some judgements to be made. At the time of the previous inspection there was no scheme of work to help teachers plan their lessons. This has been remedied and satisfactory improvement has been made.

116. The planning follows a published programme of work, which includes all the elements required by the National Curriculum and a good balance between listening, appraising music, performing and composing. From the lesson seen in Year 2, indications

are that standards are average for seven-year olds and pupils achieve satisfactorily in all aspects of the subject. Those having English as an additional language achieve well as an interpreter supports them. Pupils listen carefully and identify outdoor sounds and select appropriate instruments to represent different types of weather. They organise the sounds of the instruments into simple compositions to represent thunder, a snowstorm or sunshine. They follow the graphic notation carefully when performing, showing a good awareness of others in their group and in other groups. Pupils sing in tune, both accompanied and unaccompanied, evident in their singing of 'What's the weather like today?' Pupils respond well, enjoying their music making and the pace of learning is satisfactory.

117. Singing in assemblies is of good quality, tuneful, with clear diction and good pitch. Pupils listen attentively to music played on entering and leaving assemblies. During the 'Ascension Day' assembly, pupils demonstrated good listening skills, which they sustained well whilst listening to the Hallelujah Chorus from Handel's Messiah. Discussions with pupils revealed satisfactory understanding of musical notation and adequate knowledge of famous composers and some of their works.

118. The previous inspection report identified weaknesses in pupils' skills in listening and appraising music. Discussions with the subject co-ordinator and the limited evidence indicate this to have been remedied and satisfactory improvement made since the previous inspection. Annual school productions and extra-curricular activities enrich the musical experiences available to those who wish to join in. The school has identified relevant areas for development which include the monitoring of teaching, the use of information and communication technology and increasing the resources available. However, there are no assessment procedures to inform annual reports to parents.

## **PHYSICAL EDUCATION**

119. Standards for pupils aged seven and eleven in dance, gymnastics and games are broadly typical for their age. All pupils, including those with special educational needs and those who speak English as a second language show satisfactory achievement in all areas of the subject. Swimming lessons are provided for pupils in Year 5 in the form of an intensive course which pupils attend every day for four weeks. This enables the large majority of pupils to reach the level of attainment expected by the age of eleven. The previous inspection reported that the lack of a scheme of work hampered pupils' progress in the acquisition of skills. Older pupils tended to reach higher standards than the younger ones, and the lack of resources affected teaching and learning in all aspects of the curriculum. These weaknesses have been overcome and satisfactory improvement has been made. National guidelines, combined with the 'Top Sport' programme forms the scheme of work and is the basis of lesson planning. Activities suitable for pupils of all ability levels are included. The quality and range of resources available is much improved, and provision is more consistent throughout the school.

120. By the age of seven, pupils understand the importance of changing into the correct clothing for physical activities, and of carefully warming up their muscles before exercise. They show an increasing awareness of how to use the space in the hall well. They are taught to follow well-established routines that enable them to set out the large apparatus safely and efficiently. Pupils in Year 1 found it difficult to copy the movement of their partner but showed agility when climbing ropes, wall bars and climbing frames. They work co-operatively in pairs and small groups, moving safely on the apparatus. Pupils in Year 3 hold a balance on two different parts of the body showing good body control. They practise first before the teacher varies the task by introducing work on low benches. However, pupils need more practice to develop an imaginative range of balances.

121. The quality of teaching is satisfactory overall in both the five to seven and seven to eleven age groups, with an example of good teaching in Year 5. The large school field is well used during athletics lessons. Pupils in Year 4 are divided into teams and improve their performance when running in relay races and exchanging batons. In a well-paced and varied lesson, the teacher ensures the pupils listen and behave well by using praise to reinforce good team spirit. A further challenge is added when the teacher adopts one pupil's idea to add low hurdles and make the task more difficult. Older pupils enjoy games lessons. The teacher transmits her own enthusiasm to the pupils when she demonstrates effectively how they can refine their ability to catch by watching the ball carefully and placing their hands correctly. They practise and improve these skills when they all participate in a rounders lesson, with mixed teams of boys and girls. In this good lesson, the teacher made provision for pupils of different abilities to chose equipment suited to their level of skill.

122. Pupils of all ages co-operate and behave well in lessons. A good example of this was observed when one girl was particularly helpful to her partner who was having great difficulty co-ordinating his hand-eye skills. She kept on patiently throwing the ball to him and was delighted when he finally succeeded in hitting it. Class teachers and assistants participate fully in all activities to ensure all pupils can take part, and actively promote the school's policy of equal opportunities. The subject is satisfactorily managed by the headteacher as there is no subject co-ordinator at present. The policy and scheme of work support teacher's subject knowledge and enable them to plan appropriate lessons, supported by sufficient resources.

## **RELIGIOUS EDUCATION**

123. Religious education is subject to a Section 23 denominational inspection and is reported on separately.