

INSPECTION REPORT

St. James' C. E. Primary School

Wardle, Rochdale

LEA area: Rochdale

Unique reference number: 105848

Headteacher: Mr P. Ford

Reporting inspector: Mrs A. Soper
OIN 18148

Dates of inspection: 27th – 30th November 2000

Inspection number: 193723

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior and Infant
School category:	Foundation
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
School address:	Crossfield Road Wardle Rochdale
Postcode:	OL12 9JW
Telephone number:	01706 378268
Fax number:	01706 371676
Appropriate authority:	Governing Body
Name of chair of governors:	Mr G. Bonner
Date of previous inspection:	13 th January 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs A. Soper [18148]	Registered inspector	English	What sort of school is it?
		Art and design	How high are standards?
		History	How well are pupils taught?
		Under fives	
		Special educational needs	
Mrs B. McIntosh [8922]	Lay Inspector		Pupils' attitudes, behaviour and personal development
			How well does the school care for its pupils?
			How well does the school work in partnership with parents?
Mrs A. Brangan [29381]	Team inspector	Science	How well is the school led and managed?
		Design and technology	
		Geography	
		Physical education	
		Equal opportunities	
		English as an additional language	
Mr R. Evans [20692]	Team inspector	Mathematics	How good are the curricular and other opportunities offered to pupils?
		Information and communication technology	
		Religious education	
		Music	

The inspection contractor was:

Pennine Inspection Services

6 Bridle Dene
Shelf
Halifax
HX3 7NR

01274 602139

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The Registrar
The Office for Standards in Education
Alexandra House

33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St. James' C. E. Primary School is situated in Wardle, in Rochdale. It is about the same size as primary schools nationally, with 244 pupils on roll. Most pupils are from white British backgrounds. The socio-economic characteristics of the area are average. The percentage of pupils known to be eligible for free school meals is broadly in line with the national average. There are 31 pupils on the school's register of special educational needs, including one pupil who has a Statement of Special Educational Need. This is below the national average. Attainment on entry to the school is broadly average.

HOW GOOD THE SCHOOL IS

The school effectively promotes pupils' personal and social development. There are good standards in most subjects by the time pupils are 11. There is good provision for pupils' spiritual, moral, social and cultural development. There is some underachievement by some pupils with higher prior attainment. The organisation and deployment of some staffing resources are being developed. Teaching is satisfactory overall. The school has yet to fully address some issues that were identified at the last inspection, including the further development of senior management roles. Overall, the school provides satisfactory value for money.

WHAT THE SCHOOL DOES WELL

- ◆ Standards are good in English and science, art and design and music and high in design and technology and physical education by the end of Key Stage 2.
- ◆ Pupils have positive attitudes and behaviour is generally good.
- ◆ Pupils' spiritual, moral, social and cultural development is good.
- ◆ There is very good provision for pupils with a Statement of Special Educational Need.
- ◆ Financial planning is good.

WHAT COULD BE IMPROVED

- ◆ Standards in mathematics, as already identified by the school.
- ◆ Systems for monitoring, evaluating and developing teaching.
- ◆ Use of assessment for monitoring and recording pupils' progress to guide curricular planning.
- ◆ The organisation of support for pupils with special educational needs requires review.

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

HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION

The school was last inspected in 1997. There has been good improvement in the provision for pupils' cultural development, which is now good. The teaching in the foundation stage is a strength of the school and is no longer an issue. One issue raised at that time was the need to provide guidance on the standards to be expected of pupils as they moved through the school. The school has satisfactorily addressed this issue by improving planning in line with national guidance. Standards have improved in art and design, design and technology and information and

communication technology. The school has still to ensure that assessment is consistently used effectively to plan work for pupils with differing prior attainment in their classes. There has been some restructuring of the staff to more accurately reflect the educational direction of the school. Monitoring has taken place in literacy and numeracy, though this has not been extended to other subjects. The school improvement plan now sets priorities in clearer detail. Overall, there has been satisfactory progress, with good capacity for further improvement, once management roles have been further developed.

STANDARDS

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

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

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

The table shows that in 2000 pupils' performance in the National Curriculum assessments was satisfactory and in line with the national average in English and science, but below average in mathematics. In comparison with similar schools, performance was average in English, but below average in mathematics and science. Taking the three years 1998 to 2000 together, pupils' performance in English and science exceeded the national average for their age group. Over the same period, their performance in mathematics fell below the national average for their age group. Taking all core subjects together, pupils' performance exceeded the national average for their age group. Over time, the trend has been of just above average performance. In 2000, pupils' performance in the national assessments reflected their lower prior attainment. The school has set appropriate targets that indicate higher expectations of attainment for the current Year 6 pupils, whose performance is likely to be better than that achieved in 2000. Evidence from the current inspection indicates that pupils will attain good and above average standards in English and science and satisfactory standards that are in line with the national average in mathematics by the end of Year 6. In the 2000 National Curriculum assessments at the end of Key Stage 1, pupils' performance in reading and writing was very good and well above the national average and that for similar schools. Their performance in mathematics was satisfactory and in line with the national average and the average for similar schools. Evidence from the inspection shows that standards are good in reading and satisfactory in writing, mathematics and science by the end of Key Stage 1. Standards in information and communication technology and religious education are satisfactory at the end of both key stages. By the end of Key Stage 2, pupils attain high standards in design and technology and physical education. Pupils are also likely to achieve well and above average in art and design and music. Standards in other subjects are satisfactory. Standards in mathematics have already been designated as a focus for improvement.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils have positive attitudes to their work.
Behaviour, in and out of classrooms	Good overall. Sometimes, pupils display inappropriate behaviour.
Personal development and relationships	Good. Pupils and staff generally have good relationships. Pupils' personal development is good. They share and contribute ideas and show increasing responsibility.
Attendance	Good. Pupils enjoy coming to school.

Pupils work and play well together. Most have good relationships. At times behaviour deteriorates when work is insufficiently well matched to pupils' prior attainment.

TEACHING AND LEARNING

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

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

The quality of teaching is satisfactory overall. It was consistently good and sometimes very good in the foundation stage. Overall in the school, teaching was very good in six per cent of lessons, good in 35 per cent and satisfactory in 55 per cent. Teaching was unsatisfactory in four per cent of lessons, largely due to some weaknesses in the organisation and management of pupils. English and mathematics are taught satisfactorily overall, with good teaching being seen in the later part of Key Stage 2 and in the reception classes. Overall, there is satisfactory teaching of literacy and numeracy. In the best lessons, work is carefully planned to meet the needs of all pupils. There is inconsistent use of assessment to inform planning and the individual education plans are not always used effectively to plan for and teach pupils with special educational needs. Pupils with higher prior attainment are not always sufficiently challenged. Most pupils' learning is effective. Generally, pupils work hard and sustain concentration. Where learning is less effective, the lesson organisation is sometimes a weakness. In most lessons, support staff have a clear role, though they have yet to benefit from local education authority training. At times, there is too much dependence on classroom assistants to teach pupils with lower prior attainment.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum is broad and balanced. There is an appropriate curriculum for children in the foundation stage.
Provision for pupils with special educational needs	Satisfactory overall. There is very good provision for pupils with a Statement of Special Educational Need. There are some shortcomings in the organisation of support for pupils with special educational needs.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Pupils have good opportunities to reflect on spiritual and moral issues and to experience awe and wonder. Pupils are encouraged to develop good personal relationships and they learn about the multicultural diversity of society in the present and in the past.
How well the school cares for its pupils	Satisfactory overall. There is good provision for personal development and good procedures for promoting good behaviour. The use of assessment to inform planning and the monitoring of pupils' academic performance show some weaknesses.

There is a good partnership with parents, who have very positive views of the school. The quality of information to parents is good and parents contribute well to their children's learning. The school provides particularly well for pupils' knowledge and understanding in music. Pupils' personal development is well provided for.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The role of senior management is not fully developed to ensure they have a clear view of the strengths and weaknesses in some subjects.
How well the governors fulfil their responsibilities	Satisfactory. Statutory requirements are met.
The school's evaluation of its performance	Satisfactory, but with some weaknesses in taking effective action. There is a lack of sharply focused action plans for further improvement.
The strategic use of resources	Good use is made of grants and other funding for their designated use. There is some inefficient use of teaching and support staff.

There are sufficient qualified and experienced staff to teach the curriculum. The accommodation is satisfactory overall but there are limited areas for practical activities in some classes. Resources are generally adequate. There are good resources for information and communication technology, music and physical education. There is satisfactory management overall and good relationships exist within the school. There is satisfactory application of the principles of best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases most parents and carers	What parents would like to see improved
<ul style="list-style-type: none"> ◆ Their children like school. ◆ Behaviour is good. ◆ The school is well led and managed. 	<ul style="list-style-type: none"> ◆ An increased range of activities outside lessons. ◆ Communication with parents.

Inspectors agree that most children like school and most behave well. There is good financial management and the school has good aims and values. Communication with parents is good. Inspectors disagree that parents lack sufficient communication with the school. They also disagree with parents' views that there are limited activities outside lessons. The school offers a wealth of

extra-curricular activities that enhance pupils' learning.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. In the National Curriculum assessments in 2000, pupils' performance at the end of Key Stage 2 was satisfactory and in line with the national average in English and science. It was below average in mathematics. In comparison with similar schools, performance was average in English, but below average in mathematics and science. Performance in 2000 was poorer than usual in mathematics and science, but broadly similar to that usually found in English. Taking the three years 1998 to 2000 together, performance in English and science exceeded the national average for 11 year old pupils. Over the same period, performance in mathematics was below the national average for their age group.
2. School data shows that the performance of Key Stage 2 pupils in 2000 reflected their lower prior attainment and does not indicate a downward trend. The school has been working to improve standards in writing and mathematics, following identified areas of weakness in previous national assessment results. Additional literacy support and 'booster' classes are established, along with a 'better reading' partnership with parents. Mathematics is also an area that has been recognised as requiring development with local consultants, who are to assist with a new policy in the near future.
3. In the 2000 National Curriculum assessments at the end of Key Stage 1, pupils' performance in reading and writing was very good and well above the national average and that for similar schools. Their performance in mathematics was satisfactory and in line with the national average and the average for similar schools. Taking the three years 1998 to 2000 together, pupils exceeded the national average for their age group in all three subjects. The teacher assessments in science show that pupils' performance was good and above average in relation to schools nationally and in comparison with similar schools.
4. Evidence from the inspection shows that standards are good in English by the end of Key Stage 2. Standards are particularly good in speaking and listening and in reading, supported by the considerable input by volunteers, parents and staff. The shared reading part of the literacy hour also makes a good contribution to pupils' progress. Reading is good by the end of both key stages. Standards in writing are satisfactory by the end of Key Stage 1. Pupils write for different purposes, though some pupils have limited opportunities to develop their creative writing skills. Punctuation is not secure. By the end of Key Stage 2, pupils write at length, using complex sentences and varied vocabulary.
5. Standards in mathematics are satisfactory at the end of both key stages. The implementation of the numeracy strategy ensures that all areas of the mathematics syllabus are covered and that pupils' skills in mathematics develop consistently over the key stages. There is sometimes too little challenge for pupils with higher prior attainment and standards for these pupils are not high enough. Attainment in science is satisfactory by the end of Key Stage 1 and good by the end of Key Stage 2. In some classes at Key Stage 1, there is insufficient challenge for pupils with higher prior attainment.
6. Standards in information technology are satisfactory at the end of both key stages. They are satisfactory in religious education by the end of both key stages. Standards are good in music by the end of Key Stage 2. The subject has a high profile in the school. Considerable numbers of pupils play an instrument and the subject contributes well to pupils' cultural and social development.

Standards are good and above average in art and design by the end of both key stages. Standards are satisfactory in physical education and design and technology by the end of Key Stage 1 and high in both subjects by the end of Key Stage 2. Standards in geography are satisfactory at the end of both key stages. Pupils make satisfactory progress in history across the school.

7. Pupils with special educational needs generally make sound progress. Progress is often good where pupils receive support from the part time specialist teacher and where class teachers have good knowledge of their particular needs. In some classes, the organisation of support is not always most effective. Insufficient note is made of pupils' individual education plans in some classes. Pupils receiving additional literacy support make good progress, as they follow a systematic programme to heighten their knowledge and understanding.

Pupils' attitudes, values and personal development

8. The school has maintained the good standards of behaviour and relationships since the last inspection. Pupils' attitudes to the school continue to be good. Pupils like being in school and are generally keen to be involved in the activities provided. Many pupils take part in the wide range of sporting and musical activities on offer outside lessons. They are happy to devote their free time to working together towards a common goal. All pupils speak positively about the school. Parents identify strongly with the school's values and attitudes and believe that high standards of good behaviour are achieved.

9. Children in the reception classes quickly gain an understanding of school routines and expectations through the very supportive nature of the staff. They respond well to the encouraging environment and their behaviour is good. They are enthusiastic about their work and relate positively to adults and each other. Children are beginning to persist with their chosen activities, for example, they persevered for a good length of time when making kites and birthday cards for 'teddy'. They used the scissors carefully and sensibly, proudly showing each other the things they had made. At the end of lessons, children know it is their responsibility to clear resources away and they do this well.

10. Pupils, including those with special educational needs, have good attitudes to their learning. On the whole, pupils are interested in their lessons and most try hard to finish set tasks. They respond particularly well when the work interests them and provides a degree of challenge. In one mathematics lesson, for example, pupils were keen to tackle the problems in a variety of ways and gave good explanations of how they work things out. When faced with interesting activities, pupils enjoy learning and sustain good levels of concentration. In a Year 3 literacy lesson, pupils were so enthusiastic about their drama activity that they asked to repeat the exercise to enable others to take the role of the characters in their play. Most pupils are willing to take part in class discussions, although a few appear tired and lose concentration when asked to listen too long. Throughout the school, pupils show care for the environment and the resources they use.

11. Pupils' behaviour is good. When moving around the building, pupils are orderly and sensible. In many lessons, the good behaviour is a positive feature and contributes well to pupils' learning. Where there are instances of unsatisfactory behaviour, it usually relates to teaching which lacks stimulation, or ineffective behaviour management. During playtimes, pupils mix well and play together in a friendly way and make good use of the play equipment provided. The lunchtime supervisors join in and supervise activities, making a good contribution to the care of pupils. During the past year it has been necessary to exclude four pupils involved in one incident of violence. Such decisions to exclude pupils are only taken after careful consideration of all factors

and correct procedures are followed.

12. Relationships throughout the school are good, helping to achieve a positive work ethos in which pupils collaborate and learn well. Pupils are friendly, polite and helpful to adults. They share resources, take turns and support each other. During plenary sessions, they are keen to share each other's successes and achievements. Pupils show good co-operation in group and class activities. In a Year 2 science activity, pupils collaborated well with their partners when investigating electric circuits and eagerly shared their findings. The school is a happy, friendly community and bullying is not a big issue. Any incidents occurring are dealt with promptly. Pupils with special educational needs are well integrated into school life.

13. Pupils' personal and social skills are good overall. Pupils respond well to opportunities for taking responsibility, such as running the library at lunchtime, organising outdoor play equipment and gardening. All pupils are expected to take care of property and other pupils. There are a few occasions when pupils have the opportunity to develop their research skills. A good example was seen in a design and technology lesson, where pupils used information sources well to support their designing of Tudor homes. This also included independent research at home using the Internet. Some pupils are not used to taking responsibility for their own learning. This is partly because they are not always given opportunities to find things out for themselves. The youngest children readily accept suggestions for improvements to their work and are learning to select, use and return resources very well.

14. Attendance is good and consistently above national figures. Parents confirm overwhelmingly that their children enjoy coming to school. There are no unauthorised absences. The majority of pupils are punctual but there are regular instances of pupils arriving at school after lessons have begun.

HOW WELL ARE PUPILS TAUGHT?

15. The quality of teaching is satisfactory at Key Stages 1 and 2. It is good in the foundation stage. It was consistently good and sometimes very good in the foundation stage. In the school teaching was very good in six per cent of lessons, good in 35 per cent and satisfactory in 55 per cent. Teaching was unsatisfactory in four per cent of lessons, largely due to some weaknesses in the organisation and management of pupils.

16. The quality of teaching in the foundation stage is consistently good and sometimes very good. Both teachers are well organised and manage children well. They have good understanding of how young children learn and provide stimulating early experiences in all areas of learning. Children are sensitively encouraged to become increasingly independent. They are taught to listen carefully and to respond appropriately. Planning adheres closely to national guidance and work carefully progresses along the stepping stones in each area of learning. Children's progress is carefully monitored and recorded so that tasks are accurately matched to children's developing ability. There is very good deployment of non-teaching staff, who provide effective guidance and support for children. Resources are used well to enhance teaching in all areas of learning.

17. At Key Stages 1 and 2, teachers' subject knowledge is generally secure. Teachers have actively sought further training in information and communication technology, which is having a positive impact on raising standards. The teaching of English is satisfactory overall. Some teachers' good subject knowledge ensures effective challenge for pupils with higher prior

attainment. This was particularly evident in the Year 6 class, whose teacher has an additional qualification in reading and language development. A good feature of the teaching of English is the effective development of pupils' speaking and listening skills in most classes. Similarly, most teachers succeed in creating a keen interest in literature. In some cases, subsequent group and individual tasks are insufficiently challenging for pupils with higher prior attainment. At times, work is not carefully matched to pupils' differing prior attainment, including that of pupils with special educational needs.

18. The teaching of mathematics is good at Key Stage 1 and satisfactory at Key Stage 2. Teachers' management of lessons is generally sound and the pace and balance of lessons satisfactory. The teaching of science is satisfactory overall, with some good teaching seen in Key Stage 2. Teachers' subject knowledge is sound and they make good use of scientific terms and vocabulary. The school's programme for promoting pupils' skills development is not always clear. This makes it difficult for teachers to plan lessons that gradually build and extend pupils' understanding of how to carry out scientific enquiries. The teaching of information and communication technology is good overall, as a direct result of teachers' commitment to improving their skills in this subject.

19. The teaching of music is a particular strength of the school, which benefits from having a specialist on the staff. This teacher also organises efficiently the many different aspects of the school's musical activities. Design and technology is also taught well across the school. The school has made good improvements in the subject since the last inspection. Art and design is taught very well in the reception and Year 1 class, which is taught by the subject co-ordinator. A strength of her teaching is the detailed planning and development of skills that include ample opportunities for pupils to investigate and experiment with a range of media. The subject is taught well overall. Physical education is often taught well across the school, though one lesson observed was unsatisfactory due to the weak management of pupils, whose inappropriate behaviour limited progress. In the few lessons observed in geography and history, the teaching was satisfactory. Pupils made sound progress in learning about places and the past. Group and individual work was insufficiently varied to meet the needs of all pupils. Religious education is taught at least satisfactorily and often well. In the better lessons, there was a good variety of well-paced activities and thoughtful preparation. Resources were used well and teachers led discussions effectively, which prompted pupils to think about the fundamental questions of life. Teachers' knowledge and understanding of both the subject and syllabus are good.

20. At both key stages, teachers' planning varies from class to class. Planning appropriately shows progressive development through schemes of work. In a minority of cases, work is clearly identified for pupils with differing prior attainment. Overall, planning is unsatisfactory. Teachers' medium and short term plans insufficiently take into account pupils' differing prior attainment.

21. Class teachers lack involvement in devising individual education plans for pupils with special educational needs. Plans are developed by the part-time, special educational needs teacher. Some teachers are unaware of their contents and the information in these plans is not always used to inform planning for class work.

22. In general, teachers manage their pupils effectively. Most have good relationships with pupils and they usually respond well, particularly where tasks are clearly explained and objectives are made known to pupils. Most pupils' work is presented neatly, reflecting the high standards expected from teachers. Pupils' behaviour is mostly good and they relate well to each other. In a few instances, some weak management of pupils results in some inappropriate behaviour.

23. The use of time, support staff and resources is satisfactory overall. Time is usually used

efficiently. In most lessons, support staff have a clear role, though a few teachers sometimes rely too heavily on these staff to monitor behaviour or to teach particular groups of pupils. The roles of the special educational needs teacher and other part-time teachers are insufficiently well defined to make best use of their expertise. Most resources are used well, though the library is underused as a resource for independent research and pupils are unsure about the most efficient ways in which they can locate books. Some atlases are well out of date and do not contribute to pupils' learning.

24. Homework is suitably provided to reinforce learning. Pupils' work is marked but the use of constructive criticism to help pupils to improve is inconsistent. The use of assessment to inform future work is a main weakness of the teaching. This was also indicated at the time of the last inspection. The school has established appropriate assessment procedures at the end of each year, where pupils' performance is recorded. There are no agreed systems for ongoing assessment or for recording progress. The lack of systematic monitoring of standards by co-ordinators also limits the effectiveness of assessment procedures.

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

25. The curriculum is broadly based and balanced. All subjects of the National Curriculum are taught. Religious education is taught in accordance with the Rochdale agreed syllabus. The allocation of time to each subject is appropriate. The relevance of the curriculum is diminished for some pupils by the lack of proper planning for pupils with higher attainment and for those with special educational needs. The national strategies for literacy and numeracy have been implemented and are successfully raising the standards in English and mathematics. Much work has taken place to ensure that pupils in the mixed age classes in Key Stage 1, especially the reception and Year 1 class, are taught appropriately for their ages.

26. While some satisfactory planning of lessons took place during the inspection, the planning of the curriculum has weaknesses. Its overall content and the progressive development of pupils' skills in each subject are ensured by the introduction and use of nationally produced materials. These are used as the basis for schemes of work. Subject policies are out of date, some by several years, though the school improvement plan shows that these are to be reviewed. Parents are kept informed of the subject topics to be covered in the coming year.

27. There is insufficient information available about the assessment of pupils' day-to-day attainment and progress. This means that teachers' medium and short term planning is not fully based on the identification of pupils' needs. Lesson plans insufficiently recognise and cater for the pupils' different levels of attainment. Pupils, especially in Key Stage 2, are too frequently all engaged on the same tasks. The individual education plans of those with special educational needs are not always referred to in teachers' planning. Scrutiny of pupils' work and monitoring of teachers' planning by subject co-ordinators also plays an insufficient part in the development of the curriculum. The school's homework policy is clearly set out in the prospectus and recorded in the pupils' homework diaries.

28. Governors have been appointed to oversee various aspects of the curriculum such as literacy, numeracy, information and communication technology and special educational needs. They discuss the subjects with teachers and co-ordinators and some have had a limited experience of seeing them taught in the classroom. The governors have also approved a policy for pupils' health education which includes the use and abuse of drugs, including alcohol and tobacco. Pupils receive sex education as a separate topic in Year 6. The school nurse assists with this. The introduction of circle time should provide further opportunity for discussion of appropriate moral

topics.

29. There is a good range of extra-curricular activities. Choirs, recorder groups and the band rehearse regularly and participate widely in the community. Football, netball, cricket, rounders and athletics are some of the sporting activities on offer. The school has fixtures with other schools and professional coaching is available in football. A good variety of excursions enriches the curriculum. These include visits to the theatre, church, aquarium, safari park and a residential experience in Scotland. Visitors to school have included theatre groups, African drummers and dancers, members of 'The London Mozart Players', representatives of the social services and a children's author.

30. The school's provision for pupils' personal development is good, being strongly underpinned by the Christian ethos of the school. The daily assemblies offer good spiritual learning and experiences for the pupils. They are well planned and led. The vicar regularly leads an assembly. During the week of the inspection the theme was "Giving Thanks" and this began with pupils and a teacher whose first languages were not English saying "Thank You" in their own language. The headteacher went on to tell the story of Jesus healing the ten lepers, only one of whom returned to say, "Thank You". The theme was developed well through the week. Religious education lessons also provide good input into pupils' spiritual understanding. The use of symbolism to express religious ideas is well explored through discussion of Advent rings, candles and calendars in preparation for Christmas. In Year 6, pupils discuss in depth what the Buddhist Eightfold Path might mean in everyday life. Art and music also offer good opportunities for pupils to extend their imaginative and creative personalities.

31. The school and classroom rules are prominently displayed and well understood by pupils. The attitude and behaviour of the great majority of pupils in the classroom and around the school are good. Occasional incidents of inappropriate behaviour are quickly and effectively dealt with by the headteacher and staff. Staff, in their relationship with pupils and each other, act as good role models for the pupils. Positive relationships, behaviour and respect for others are constantly emphasised in assemblies and lessons. Pupils also consider wider moral issues such as when they discuss fox hunting in a literacy lesson.

32. There is a strong feeling of an inclusive and happy community in the school. Pupils are friendly and polite with visitors. They are proud of their school. At lunchtime, behaviour and social interaction in the dining hall are particularly good. Pupils readily talk to visitors, offer to fetch cutlery or clear away their plates. In classrooms pupils willingly help to tidy up. Older pupils take various responsibilities such as acting as librarians and gardeners. In assembly, pupils operate the cassette player and put away the chairs at the end. Some look after the younger pupils' outdoor equipment. The outside school activities, a week's residential course and visits to the theatre, church, music festival and places of interest all help to foster pupils' social awareness and sense of belonging. Pupils show their awareness of the needs of others by supporting various charities. Some of this they organise themselves.

33. The school provides well for pupils' cultural development. The band and other musical activities reflect and enhance the strong local musical culture. Their studies of local history, and excursions also remind pupils of their heritage. Their awareness of other cultures is fostered well by their studies of world faiths. Pupils show respect for beliefs, values and traditions other than their own. Posters with "Thank You" written in different languages are displayed in the hall. The school has a very good link with another local school whose population is predominantly Asian. Exchange visits have taken place. Pupils also support a child in Uganda.

Apart from the basic purpose of helping someone in need, pupils learn about the living conditions of another country and continent through the exchange of letters.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. The day-to-day pastoral care of pupils is good. Teachers know their pupils well and provide a caring environment in which pupils will readily turn to them for help. Procedures for monitoring pupils' academic progress are unsatisfactory and since the last inspection there has been insufficient improvement in the use of assessment information to plan future work for pupils at appropriate levels.

35. Overall, procedures for ensuring pupils' welfare are satisfactory. The medical needs of pupils are well catered for as most staff have emergency first aid training and two have full first aid certificates. There is a suitable health and safety policy, with effective procedures to carry out inspections of the school premises. Pupils are supervised well during playtimes and the lunch break. They are confident that they will be looked after and are aware of routines to follow if they have an accident or are feeling unwell. Pupils with a Statement of Special Educational Need are very well supported. There are two designated teachers for child protection and staff have satisfactory understanding of the procedures. Although the school has no formal policy, it follows guidelines set out by the local education authority and the Area Child Protection Committee.

36. The school's management of behaviour is good overall but it is an uneven picture. There is an effective policy that is reinforced by a good system of rewards and sanctions which are well understood by the pupils. Most staff have high expectations of pupils' behaviour and use praise and encouragement well to positively reinforce good behaviour. Some teachers do not have a full range of strategies to enable good order to be maintained and in some of their lessons behaviour is unsatisfactory. This limits the contribution made to pupils' learning. Midday supervisory staff maintain good order and provide good support at lunchtime, especially in the playground, which has a positive effect on pupils' behaviour and safety.

37. Procedures for monitoring and promoting good attendance are satisfactory. Attendance levels at the school are good and consistently above national figures. Last year there were no unauthorised absences. Parents provide letters to explain why their child has been absent but teachers are failing to record this information in the registers and as a result of this too many absences are left as unauthorised. Pupils sign a late book if they arrive after school has started and parents are reminded about the importance of regular attendance and prompt arrival at school.

38. There are satisfactory procedures for monitoring and supporting pupils' personal development. Informal monitoring, which benefits from teachers' knowledge of pupils as individuals, is good. Where support staff are used effectively, they have a good impact on raising the achievements of groups or individual pupils. Assessments are made of pupils' personal qualities such as attitudes, behaviour and attendance but are only recorded formally in pupils' annual reports. The tracking continues when pupil record folders are passed on at the end of each year. The school is most successful in valuing pupils' achievements and celebrates their successes in the weekly reward assembly.

39. Procedures for assessing and monitoring pupils' attainment and progress are unsatisfactory overall. In the reception classes, good procedures are in place for assessing children's attainment in all areas of learning. Records are updated regularly using information noted during classroom observations. Children are assessed on entry to the reception classes. These initial assessments enable teachers to judge progress by the end of the reception classes but subsequently procedures for assessing and recording attainment and progress are unsatisfactory. There is no consistent format that is universally used across the school to record the acquisition of knowledge and skills. Class teachers have developed their own individual procedures and there is generally a

lack of understanding about when and how to assess pupils' attainment. Information is suitably collected from pupils' achievements in standardised and national tests but there is no useful way of collating and recording the results of these assessments to enable the school to easily track progress of individuals over time. This information is not used in conjunction with any other assessments to set reliable targets for individuals and then to judge whether they have been achieved.

40. The use of assessment to inform curriculum planning and match work to pupils' varying needs is unsatisfactory. This was an issue identified in the last inspection report and has not been addressed satisfactorily. There is very little self-assessment by pupils and target setting is not well developed. Marking of pupils' work is inconsistent across the school and does not always indicate how pupils can improve their work.

41. The provision for pupils with special educational needs is satisfactory. The co-ordinator's work with pupils is of a good standard but she has insufficient input in determining the pupils who would most benefit from her support. The co-ordinator prepares individual education plans for pupils but these are not always used effectively to inform the work in some classes.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS AND CARERS?

42. Parents' hold very positive views about the school. The good number who attended the meeting prior to inspection and returned questionnaires demonstrated this. Parents have a very clear view that this is a well led, approachable school where the children make good progress. They feel that staff expect their children to work hard and also help them to enjoy school. Inspection evidence supports many of the positive features identified by parents. A significant number of parents responding to the questionnaire expressed concern about the range of provision for activities outside lessons. Their concerns are unjustified as the school provides a good range of sporting and musical activities on a regular basis.

43. The school has good links with parents. The positive features found at the time of the last inspection have been maintained, with some having been developed further by the introduction of a home-school agreement. This provides a commitment by the school, parents and the pupils to work in partnership to improve standards.

44. The school provides some good information to parents and encourages them to become involved in their children's work. Parents are encouraged to take an active part in the life of the school and their child's education. Good information about the school's daily life and events is available in the prospectus, governors' annual report and regular newsletters. These are well presented and provide useful reference. The school holds a good range of workshops for parents about different curriculum areas and other important issues such as drugs education. These evenings are usually well attended by parents. Class teachers provide detailed information on topics and work to be covered at the beginning of the school year, which enables parents to support their child's learning at home.

45. Pupils' annual reports are satisfactory overall. They are inconsistent in the quality of information provided about attainment and progress. Reports focus on what the children know and can do but there is insufficient detail on progress made throughout the year and the next stages of development. There are regular opportunities, both formal and informal, for parents to meet with teachers to discuss their child's progress. Parental attendance at progress meetings is good and

older children are now encouraged to attend with their parents. Parents of pupils with special educational needs are kept well informed about their children's progress through review meetings with the special educational needs co-ordinator.

46. The school has established effective relationships with parents in order to involve them in their child's learning. Parental involvement has a very good impact on pupils' learning and the work of the school. A good number of parents help regularly in class and many more are willing to help on educational visits. They are effectively deployed in the classrooms, making a positive contribution to the standards attained. Most of the governors are either parents or past parents. Parents are very generous in their support of the fund-raising events held each year and help raise a substantial amount of money for school funds. School productions and concerts are very popular and extremely well attended by parents. Many parents are happy to support their child when work is sent home. Parents of younger children listen to their children read and make regular comments in the home-school reading diary. Older pupils have a useful homework diary which supports communications between home and school. The school seeks parents' opinions both formally and informally and listens to their views and suggestions.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. There is satisfactory management of the school. The headteacher and the staff are working to improve standards but the needs of the higher attaining pupils have yet to be consistently met. The school is meeting many of its aims and most parents are pleased with the way these aims are reflected in pupils' achievements and personal development. The school aim "to improve curriculum delivery by reviewing the school approach and setting challenging targets, with particular attention to special needs" is adequately met.

48. The previous report required the school to ensure that the school development plan effectively set priorities. A detailed action plan was produced and the format of the school improvement plan was revised by the headteacher and staff and approved by the governing body. Some of the recommendations have not been fully addressed. Some higher attaining pupils are still not being sufficiently challenged. The development of the use of assessment to inform planning is not established and the regular, formal monitoring of teaching is still being established. A structured and consistent policy of target setting is not yet fully developed.

49. Members of the governing body play a positive role in the development of the school and are very supportive of the headteacher and staff. The sub-committees operate effectively, debating issues carefully before presenting proposals to the full governing body. Some governors visit the school regularly. Statutory requirements are met.

50. There are sufficient qualified and experienced staff to teach the curriculum. At times, the deployment is inefficient and costly, such as where some teaching staff undertake work of support assistants. Co-ordinators are appropriately matched to their roles, either by basic qualification or by training and experience. Pupils with special educational needs are well supported by the co-ordinator and some classroom support assistants. Individual education plans are not always used effectively to inform teachers' planning. The co-ordinator's expertise is not being effectively used.

51. Good induction procedures are in place for any newly qualified teachers, who have the support of the headteacher, a mentor and much informal help from the whole staff. A performance management strategy is in place and a training day has been arranged in December for all staff, with an educational consultant leading the training. The staff generally work well together, sharing their expertise to improve the quality of teaching and learning. For example, the teacher with

expertise in music takes a leading role in teaching this subject. The monitoring of teaching and learning in some subjects is insufficient. Some monitoring of literacy and numeracy is being developed but the senior management have insufficient information about the strengths and weaknesses of most subjects across the school.

52. The arrangements for professional development are satisfactory and well focused on recent curricular developments. Whole school training is provided in key areas and members of staff have opportunities to attend courses of specific relevance to their work. The National Literacy and Numeracy Strategies have had a major impact on teaching techniques and standards but there is capacity for further improvement.

53. The commitment to provide equal opportunities for all pupils is reflected in the aims and objectives of the school and is usually successfully achieved. The ethos of the school is based on Christian teaching. The school is very successful in providing a shared, safe and secure environment which has a significant beneficial impact on the teaching and learning.

54. The school makes good use of assessment in the reception class but priorities and targets throughout the school are not clearly detailed to programmes of action. Procedures for the use of assessment to inform planning and the systematic recording of progress are inconsistent and ineffective.

55. The accommodation allows the curriculum to be taught appropriately but the structure of the building has its limitations, which sometimes has an adverse effect on teaching and learning. The Years 3, 4 and 6 classrooms provide limited space, especially for the practical work of art and design and design and technology. There is no corridor beside the Year 3 and Year 4 classrooms, which means that lessons are often interrupted as people move through the building. The school is hoping for government funding to install a corridor, which would benefit teaching and learning. Plans for reception and Year 1 to have an outside play area shared with the playgroup are in place. Foundation stage staff have had personal involvement in designing and planning this facility, for which a lottery grant has been awarded. Overall, the outdoor facilities are good, with a grassed area and two hard surfaced playgrounds. Both playgrounds are marked for netball and rounders, with additional well marked imaginative play designs on the Key Stage 1 playground.

56. Learning resources are adequate in most subjects of the curriculum. There is very good provision for music, with a variety of instruments available to promote high standards of learning. The computer suite that was mainly funded by parents and the National Grid for Learning enhances the learning for information and communication technology for both key stages. Resources for physical education are good. Many library books are too old and worn and are being systematically replaced. Out of date atlases constrain the learning in geography. An appropriate amount of tools and materials contributes to successful learning in design and technology. Some resources, such as large toys, are limited due to lack of storage space.

57. The headteacher and finance committee take responsibility for monitoring the school's budget. The budget is approved by the finance committee and then presented to the full governing body. Funds allocated for the support of pupils with special educational needs are used effectively. The Seed Challenge Fund of £7,000 contributed to the latest extension.

58. The day-to-day administration of the school is good. The school administrative officers have a good understanding of both the school and the local authority systems. They make a positive contribution to the efficient running of the school, ensuring that best value is achieved when ordering stock and buying in services. The school has addressed all the points raised in the latest audit

report. The school is bright, orderly and tidy and benefits from the conscientious care and commitment of the caretaker. Pupils receive good support from the efficient kitchen and supervisory staff.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to further raise standards and the quality of education, the governing body, headteacher and staff should:

- ◆ continue to improve standards in mathematics, particularly for pupils with higher prior attainment, by;
 - *ensuring all classes plan appropriate mental mathematics activities in the numeracy session;*
 - *consistently using information about pupils' prior attainment to plan work that is suitably challenging;*
 - *ensuring there are extension tasks for pupils with higher prior attainment;*

(paragraphs 5, 47, 84 and 91)

- ◆ improve systems for monitoring, evaluating and developing the quality of teaching and learning by:
 - *making effective and efficient use of staff with particular expertise;*
 - *enabling subject co-ordinators and key management staff to observe and evaluate the quality of teaching and learning in classes;*
 - *establishing procedures for regularly reviewing standards of work produced across the school;*

(paragraphs 7, 11, 23, 25, 50, 51 and 81)

- ◆ improve the use of ongoing assessment to inform future planning by:
 - *agreeing a whole school system for assessing ongoing work and recording pupils' progress;*

(paragraphs 17, 20, 24, 27, 34, 39, 40, 48, 54, 76, 79, 90, 105, 122 and 128)

- ◆ review the organisation of support for pupils with special educational needs by:
 - *determining when pupils need support by being withdrawn from lessons and identifying which staff will provide that support;*
 - *ensuring that teachers are involved in devising and implementing individual education plans for pupils with special educational needs.*

(paragraphs 27 and 48)

In addition to the key issues above, the school should include the following less important weakness in its action plan. This is indicated in paragraphs 11 and 36:

- ◆ provide further training to all staff on how to best manage pupils with behavioural difficulties.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	59
Number of discussions with staff, governors, other adults and pupils	64

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	6	35	55	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	244
Number of full-time pupils eligible for free school meals	27

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	31

English as an additional language	No of pupils
Number of pupils on the school's roll (FTE for part-time pupils)	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	4.6
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	18	16	34

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC level 2 or above	Boys	16	16	17
	Girls	16	15	16
	Total	32	31	33
Percentage of pupils at NC Level 2 or above	School	94 (91)	91 (94)	97 (100)
	National	83 (82)	84 (83)	90 (87)

Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC level 2 or above	Boys	16	17	17
	Girls	16	16	16
	Total	32	33	33
Percentage of pupils at NC Level 2 or above	School	94 (91)	97 (100)	97 (100)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	14	20	34

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC level 4 and above	Boys	11	10	13
	Girls	16	14	19
	Total	27	24	32
Percentage of pupils at NC Level 4 or above	School	79 (86)	71 (86)	94 (94)
	National	75 (70)	72 (69)	85 (78)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC level 4 and above	Boys	8	11	12
	Girls	16	16	17
	Total	24	27	29

Percentage of pupils at NC Level 4 or above	School	70 (66)	79 (83)	85 (91)
	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	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	0
Any other minority ethnic groups	0

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	10.5
Number of pupils per qualified teacher	23.2 : 1
Average class size	30.5

Educational support staff: YR – Y6

Total number of educational support staff	6
Total aggregate hours worked per week	167

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	0	0
Other minority ethnic groups	0	0

Financial information

Financial year	1999/00
	£
Total income	512,011
Total expenditure	499,726
Expenditure per pupil	2,074
Balance brought forward from previous year	1,587
Balance carried forward to next year	13,872

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out:

244

Number of questionnaires returned:

127

Percentage of responses in each category

	Strongly agree	Tend to Agree	Tend to disagree	Strongly disagree	Don't know
My child likes school	70	28	1	0	1
My child is making good progress in school	54	42	1	1	2
Behaviour in the school is good	49	43	2	0	6
My child gets the right amount of work to do at home	41	45	8	1	5
The teaching is good	59	39	0	0	2
I am kept well informed about how my child is getting on	37	46	12	2	3
I would feel comfortable about approaching the school with questions or a problem	62	25	10	2	1
The school expects my child to work hard and achieve his or her best	68	30	0	0	2
The school works closely with parents	42	39	15	3	1
The school is well led and managed	48	47	2	0	3
The school is helping my child become mature and responsible	58	37	1	0	4
The school provides as interesting range of activities outside lessons	29	30	27	5	9

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

59. Children in the foundation stage are taught in the reception class and in the mixed reception and Year 1 class. The recent assessments show that their attainment on entry is broadly average. Children are on course to meet the early learning goals by the end of the reception year in most areas of learning. They are likely to exceed the early learning goals in their personal, social and emotional development, communication, language and literacy and in their creative development. These standards indicate an improvement since the last inspection, where children were judged to be making satisfactory achievement in the early learning goals.

Personal, social and emotional development

60. Children are keen to learn and quickly develop confidence and independence. For example, they quickly learn to share resources during different activities and take responsibility for clearing away resources. They select from a variety of well-planned tasks, requiring little support from the teacher to make their choices. During class discussions, children willingly contribute their views, such as when talking about the recent floods in the country. They make good relationships with others and are confident when working in small and larger groups. Children show increasing independence in dressing and undressing for physical activities. Some require help from adults but most change quickly and quietly. Children have good understanding of what is right and wrong and show respect for others. Teachers and support staff work together effectively to create a secure and happy environment for children. They provide good models of behaviour and attitude for children.

Communication, language and literacy

61. Children enjoy speaking and listening activities. They talk clearly and willingly take part in discussions, such as when talking to the teacher and their classmates about matters of interest. For example, children exchange ideas about the way in which they can construct a bridge, house and road when playing with construction equipment. They enjoy the sounds made in musical activities and sing a range of songs enthusiastically. Children interpret and perform actions to songs well. They use increasingly appropriate language to describe their work, for example, in music when they use terms such as 'loud, quiet, slow and fast'. Most of the youngest children have made a start in recognising letters of the alphabet and some familiar words. Many begin to copy the teacher's writing. Children handle books confidently, retell familiar stories and can answer simple questions about what they have read. Most children hold pencils and other writing tools effectively, to make recognisable letters. Older children enjoy taking part in shared reading activities, repeating some of the story and rhymes with enthusiasm. They recognise several letters and use the listening centres well to follow a story. The quality of teaching is good. Tasks are often imaginatively devised to link different areas of learning. A good example was seen where the teacher used the story 'We're going on a bear hunt' to develop different group activities.

Mathematical development

62. Children recognise numerals up to 5 and count orally up to 10 with confidence. They begin to solve number problems by adding one more and taking away one less, using appropriate vocabulary. For example, children use these processes to add single coins during a 'shopping' activity where they understand language such as 'how much altogether?' They recognise simple shapes, such as a circle, square and rectangle and use simple mathematical language to describe

quantities. For example, when playing with sand, children use terms such as 'heavier' and 'lighter'. They recognise and create simple patterns, such as in using coloured blocks and pegs and creating drawings with repeated patterns. There is good teaching in mathematics. Children are encouraged to use a widening range of mathematical language, through a range of stimulating activities that are carefully planned and delivered. Teachers have good knowledge of children's prior learning and carefully build on this to reinforce and develop new concepts.

Knowledge and understanding of the world

63. Children develop satisfactory knowledge and understanding of the world. They understand similarities and differences, such as those between themselves and others. For example, they recognise differences in their appearances and their homes. Children begin to understand how things work. They know that some toys are operated by mechanisms and most have a good understanding of computer functions. Children use terms such as 'mouse, cursor and click' and most know how to print their work. Children talk about where they live, though a few of the youngest have yet to recall their addresses. They willingly talk about their likes and dislikes. In role-play, children adopt a variety of roles, such as shopkeeper and customers and maintain good dialogues with others, such as when placing 'orders' for goods. The quality of teaching is good. Children's literacy skills and cultural development are often effectively linked through activities such as planning for a class party. There is effective support provided by teachers and classroom assistants.

Physical development

64. Children quickly develop a sense of space and begin to understand the effect of physical exercise on their bodies. They follow instructions well when running and jumping and respond positively when working together. They show increasing awareness of different ways in which they can travel around the hall. Their self-responsibility is well developed as seen in the effective ways in which children take out and put away apparatus. In music and movement, children show good imagination, such as where they perform actions to songs such as 'There was a princess long ago' and 'One elephant came out to play one day'. Children use tools such as scissors appropriately. The quality of teaching is good. Children are encouraged to move imaginatively and safely. Teachers make good use of resources. In one lesson seen, the very well managed activities were enhanced by a parent who played the guitar.

Creative development

65. Younger children develop good knowledge of colour, texture, shape and space. They explore materials and media effectively. For example, children use paint, crayons and paper in a variety of ways, such as in making collages of their faces and drawing favourite characters from a story. They use their imagination when designing and making patterns and representing scenes. Children observe closely and produce recognisable pictures of, for example, autumn landscapes. Their creative skills are good in music, where children recognise and repeat sounds and sing a range of songs from memory. They interpret the mood well in music and movement activities. The good teaching promotes enthusiasm for learning. Children show delight in many activities, for example, they repeat rhymes, using good intonation and expression. They observe carefully and produce good quality work in art, such as in their drawings of reflected objects.

66. The quality of teaching in the foundation stage is consistently good. Teachers have good understanding of how young children learn and tasks are carefully developed along the stepping stones in this stage. Teachers positively encourage children to become independent and to develop positive relationships. Children respond well by quickly developing self-confidence. They

ask and answer questions and show enthusiasm for learning. Teachers assess and monitor children's progress carefully, using the information they have gained to plan future work carefully. Speaking and listening skills are given a strong focus in all areas of learning so that children talk confidently by the end of the foundation stage. Teachers and support staff collaborate well to ensure activities are adapted to meet the needs of all children. The issue of low expectations stated in the previous inspection report is no longer evident.

ENGLISH

67. In the National Curriculum assessments of 2000, pupils' attainment at the end of Key Stage 2 was satisfactory and in line with the national average and in comparison with similar schools. In 1999, performance was very good and well above average, though the trend over the last four years has been of average attainment. The very good results in 1999 reflected the above average prior attainment of the pupils who undertook the national tests. Taking the three years 1998 to 2000 together, pupils' performance in English is good and above the national average.

68. In 2000, pupils' attainment in the National Curriculum tests at the end of Key Stage 1 was very good and well above average in reading and writing. It was well above average in comparison with similar schools. In 1999, pupils' performance was good and above average. Taking the three years 1998 to 2000 together, performance is good and above the national average in reading and writing.

69. Evidence from the current inspection shows that pupils' attainment in English is good and above average by the end of Key Stage 2. Speaking and listening skills are good by the end of Key Stage 2. Attainment at the end of Key Stage 1 is good in reading and satisfactory in writing, reflecting the judgements of the last inspection. Good and above average standards at the end of both key stages in speaking and listening skills and reading were similarly seen at the time of the last inspection.

70. At Key Stage 1, younger pupils talk clearly and confidently. They listen attentively and work purposefully, for example, during the literacy hour, pupils talk about the story they have read about a bear hunt. They repeat rhymes expressively and show enthusiasm for subsequent tasks. Pupils ask and answer questions and willingly contribute to discussions. By the end of Key Stage 1, most pupils contribute well to discussions though a few lack concentration. At times, some pupils lack self control and are unwilling to take their turn. A few pupils with special educational needs are sometimes unsure about their work where tasks are insufficiently well explained.

71. At Key Stage 2, most pupils are attentive, particularly where introductions to lessons include clearly stated objectives. Pupils show interest in discussions and are encouraged to contribute, for example, Year 3 pupils successfully offered opinions and suggestions about the symbolism of a lighted candle during a religious education lesson. The good teaching ensured that all pupils maintained interest and concentration and that there was a good level of discussion. These had a good impact on the progress made in speaking and listening. Most older pupils continue to make good progress in speaking and listening. At times introductions to some lessons insufficiently take into account the needs of some pupils with special educational needs. In some cases, teachers rely too much on support staff to develop discussions and to explain tasks. By the end of Key Stage 2, pupils have good speaking and listening skills. Their work is usually explained well and pupils are encouraged to ask and answer questions. Pupils develop a wide range of vocabulary. A good example was seen in a collaborative task about composing a summary, where the teacher and pupils discussed the use of vocabulary, format and style very effectively.

72. Reading is good across the school. Pupils show interest in books and other reading material. The school has improved the range of reading material, particularly for boys, which has had a positive impact on raising their attainment. Boys told inspectors that they appreciated the interesting selection of books available. Younger pupils in Key Stage 1 often show delight in shared reading activities. For example, they read 'Can't You Sleep Little Bear?' expressively, responding well to the mood created by the author. They discuss the characters' feelings as the story unfolds, showing good understanding. Older pupils in the key stage know that there are different ways of presenting information in books, such as where diagrams and labels are used to clarify information. At Key Stage 2, younger pupils continue to read with good understanding. In one lesson seen they showed good understanding of the play, 'The Conjurors', when they enacted the plot and discussed the characters. Similarly, pupils in Year 5 showed good understanding of rhyme and the use of effective vocabulary, when compiling a poem about contrasting scenes. By the end of Key Stage 2, most pupils read fluently and with enjoyment. They understand words that are quite complex, such as 'uniformly'. They have read a wide range of good quality fiction and show good ability to select main ideas and to understand more implicit meanings in writing.

73. Pupils' writing is satisfactory overall by the end of Key Stage 1 and good by the end of Key Stage 2. Younger pupils in Key Stage 1 write for an increasingly wide range of purposes, such as in writing their names for desk signs, making lists, completing spelling worksheets and writing stories. They form letters appropriately and develop satisfactory understanding of spelling patterns. Most pupils use suitable punctuation when writing sentences. Older pupils in the key stage continue to print letters and there is some variation in presentation of their writing. Some pupils hold their pencils incorrectly. Their use of punctuation is not secure. Pupils' work shows that there have been limited opportunities for creative writing. At Key Stage 2, most of the younger pupils develop satisfactory writing skills. They learn words with common prefixes, such as 'un, dis and pre' and use these words in sentences. Though pupils with special educational needs are given different tasks, their needs are not always fully met by planning work to meet targets in their individual education plans. In one lesson, where these pupils were asked to design and complete an invitation card, they lacked appropriate support. They were unsure of using their word books to find words they were unable to spell.

74. Pupils in Year 5 write appropriately for their age. They punctuate sentences correctly and use an increasingly more complex range of words in their writing. For example, when considering contrasting scenes, they suggest words such as 'tranquil' and 'deserted' to describe a winter scene. In this introduction pupils with special educational needs were insufficiently encouraged to answer questions. Their understanding of the task was only subsequently supported by the classroom assistant, who worked effectively with these pupils in a separate area of the classroom. By Year 6, pupils write at length, using effective vocabulary. They punctuate work well and have good knowledge of spelling patterns. Sentences are well constructed and varied. The standard of writing by the end of Key Stage 2 is good.

75. Progress in reading is good throughout the school. It is usually enhanced by effective introductions to the literacy hour, where most teachers succeed in promoting interest and enjoyment of a range of stories and information. Pupils enjoy shared reading activities, where they read with increasing understanding and expression. Individual pupils read their books well to inspectors. Most pupils with special educational needs make sound progress in reading, though, in several instances, the reading materials they used in group tasks were too difficult for them to read independently. Discussions with pupils revealed that many are unfamiliar with the classification system in the school library, which restricts their efficiency in selecting books.

76. Progress overall is best in the early part of Key Stage 1, where work is carefully planned and

matched to pupils' prior attainment. Older pupils receiving additional literacy support make sound progress, supported by classroom assistants and the special educational needs teacher. In the later part of Key Stage 1, pupils with higher prior attainment are often insufficiently challenged. Here, most work is planned for the whole class, with insufficient use being made of assessment to inform planning. Similarly, in the early parts of Key Stage 2, there is often insufficient focus on planning different work for pupils with higher prior attainment.

77. Pupils generally respond well in lessons. They enjoy introductory parts of the literacy hour, where they share reading and discussions about what they have read. In some classes, pupils show enthusiasm, sustain concentration and produce good work. In others, where tasks are insufficiently well matched to pupils' prior attainment, or where the pace of the lesson is too slow, pupils become restless and some display inappropriate behaviour.

78. The quality of teaching is satisfactory overall. The school has adopted the literacy hour and uses the strategy to inform planning. Planning for the literacy hour sometimes varies in some classes, where there is no consistent focus on the use of time or the inclusion of all elements. In some classes, there is little shared reading or discussion, whilst in some others there is insufficient planning for pupils with differing prior attainment. At the time of the last inspection, teachers were seen to have insufficient guidance on the standards expected from pupils at different stages in the school and the use of assessment to inform planning was not in place. Although the school has gone some way towards addressing these issues, by including staff in assessing levels of work at the end of terms, there is still insufficient use of ongoing assessment to inform planning.

79. Teachers usually work hard to provide appropriate work for pupils with special educational needs but there is an over-reliance on classroom assistants and the special educational needs teacher to undertake support in some classes. Pupils' individual education plans are satisfactory but are devised solely by the special educational needs teacher. Evidence from the inspection shows that the information and targets in the plans are not always used effectively by teachers to plan appropriate tasks.

80. The headteacher, deputy and the subject co-ordinator have undertaken some initial monitoring of lessons but this has not been established on a regular basis. Consequently, some teachers lack sufficient guidance on using the literacy strategy effectively. Pupils' achievement in national and other standardised tests is scrutinised and targets for improvement are set. Some teachers set individual targets for pupils' improvement, through, for example, written comments in their books. Pupils' progress is variously recorded, though the school does not have a commonly agreed system for this. Homework is usually appropriate.

81. The organisation of some support in literacy is inappropriate. In some cases, pupils are frequently withdrawn from lessons for reading tasks. In one case, a pupil was withdrawn to read to three different adults in one morning. In other instances, some pupils with special educational needs have to wait for classroom assistants to begin their work.

82. The policy for English is out of date, though there are plans to review this in the near future as noted in the school improvement plan. The literacy strategy is used to plan work progressively across the school. It is delivered well in some classes, where content and delivery match the needs of all pupils. In some other classes, planning rigidly follows content alone, without considering the differing needs of all pupils.

83. Resources are good overall. The school has a good range of books to reinforce work in the literacy hour. In some classes, reading books are in a poor state of repair and a few class libraries are not displayed well enough to encourage personal reading. The accommodation is satisfactory.

MATHEMATICS

84. In the 2000 National Curriculum assessments, pupils' performance at the end of Key Stage 2 was below the national average and below the average attainment of pupils in similar schools. The number of pupils attaining the expected level 4 and above was similar to the national average but the number of pupils achieving the higher level 5 was well below average. The majority of pupils make satisfactory progress over the key stage but some pupils capable of higher attainment are underachieving.

85. At the end of Key Stage 1, pupils' performance in the National Curriculum assessments of 2000 was satisfactory and in line with the national average and the average for similar schools. Although there have been fluctuations in attainment since the last inspection, standards now are approximately the same as they were at that time. Pupils make satisfactory progress over the key stage.

86. Evidence from this inspection shows that attainment at the end of both key stages is satisfactory and in line with that expected nationally. Younger pupils have a good understanding of one more and one less through the action song 'Five Currant Buns'. Most pupils know that at the end of the song the 'shopkeeper' has five pennies in return for five buns. They also calculate correctly what coins make sums up to five pence. Year 1 pupils understand the meaning of one more than to 20. In a lively Bingo game they use this concept to calculate quickly and accurately. By the end of Key Stage 1, pupils quickly add and subtract numbers to 20. They have a good understanding that the place of a digit in a two-figure number determines its value. Some pupils quickly grasp the principle that in addition and subtraction, number patterns can be used to aid quick calculation. For example, 17 take away 4 is 13, 27 take away 4 is 23, 37 take away 4 is 33 and so on. Scrutiny of pupils' written work shows satisfactory understanding of measuring, shapes, right angles and units of time. Pupils' calculations and solving of problems show a good level of accuracy. Pupils complete a satisfactory amount of written work in accordance with their prior attainment. The presentation of work is mostly satisfactory.

87. At Key Stage 2, younger pupils consider different methods of subtracting a two-digit number from a three-digit number. The teacher concentrates on a 'counting-on' method for mental calculation. Half the class successfully grasps the principle, though others need support in understanding the steps required in the process. Year 5 pupils explore the construction of diagonal lines in regular and irregular shapes. They successfully use mirrors or paper folding to test their accuracy. By the end of Key Stage 2, pupils show sound understanding of percentages and their equivalent expression as fractions. In calculating percentages of £50 rising in five and 10 per cent steps, pupils quickly see the equivalent pattern. Higher attaining pupils work out more complex percentages giving accurate reasons for their calculations.

88. Pupils make satisfactory progress. Pupils with special educational needs and those with higher prior attainment generally make sound progress by the end of Key Stage 2, though the consistency of progress varies. Work is not always sufficiently well adapted to build on prior learning and there is sometimes insufficient challenge for those with higher prior attainment. Their written work shows satisfactory coverage and developing understanding of the range of work required by the National Numeracy Strategy. This includes shapes and measures, data handling and probability. A good feature of mathematics teaching is the way in which it is used across the curriculum, for example, in science pupils transfer their evidence about dissolving substances into line graphs.

89. Teaching is predominantly good at Key Stage 1 and satisfactory at Key Stage 2. No unsatisfactory lessons were observed during the inspection. Teachers have a sound knowledge of mathematics, which has been aided by in-service training as a result of the National Numeracy Strategy. The implementation of the strategy ensures that all areas of the mathematics syllabus are covered and that pupils' skills in mathematics develop consistently over the key stages. Teachers' management of lessons is generally sound and the pace and balance of lessons satisfactory. There are some weaknesses in teaching. Teachers do not always use the mental mathematics session to sharpen pupils' quick recall of mathematical facts as a preparation for the lesson. An example of this occurred when pupils were learning a strategy for mental subtraction. The opportunity for a concentrated spell of quick-fire mental mathematics was not taken. To have done this would have benefited pupils in their subsequent work.

90. Teachers' planning is inconsistent. Though satisfactorily outlining the content and objectives of lessons, teachers insufficiently plan activities that match pupils' different prior levels of attainment, including those of pupils with special educational needs. This sometimes leads to inattention and loss of concentration by a few pupils. In particular, more able pupils are insufficiently stretched. There are procedures for testing pupils at the end of each year. These provide teachers with information about pupils' achievement and form the basis for setting targets for the ensuing year. Procedures for assessing and recording pupils' achievement apart from this are very limited. There is no established format or process common to the school. This means that there is insufficient assessment data to inform teachers' planning in the short term or to provide up to date information on each pupil's attainment. Marking of pupils' work does not provide sufficient feedback to pupils on how they might improve.

91. The co-ordination of mathematics has some weaknesses. There is insufficient monitoring of standards, teaching and learning. Staff lack appropriate guidance on successful methods and ways in which to plan work and record results. The policy is to be reviewed in the near future with advisory support. Resources and the accommodation are satisfactory, though there is limited space in some classrooms for practical investigations.

SCIENCE

92. In the 2000 National Curriculum tests at the end of Key Stage 2 standards of attainment in science were broadly in line with the national average but below average when compared with similar schools. Overall performance for the past four years has been above national averages. The lower performance in 2000 reflects pupils' prior attainment. The current Year 6 pupils are expected to reach higher standards than those in 2000. A significant proportion of pupils, approximately 40 per cent, are on track to reach the higher level 5. Inspection findings support these predicted results. Science has not been a priority for development over the past few years and this subject is to be focused in 2001.

93. Teachers' assessments in science at the end of Key Stage 1 in 2000 indicate that the number of pupils achieving level 2, which is in line for pupils of this age, was higher than national averages. The number of pupils attaining the higher level 3 was also higher than the national average. Inspection findings do not reflect these results and show that by the end of Key Stage 1, attainment is broadly in line with national averages.

94. At Key Stage 1, younger pupils understand that the sun is a source of light. They recognise the input of light to sequence night and day and how clouds affect light. They know about the senses and how to keep healthy. Year 2 pupils know about electricity and experiment to discover

how a circuit works. Some pupils find evidence that supports their predictions. They interpret drawings of circuits, giving correct predictions and explanations. Many pupils have difficulty in understanding why the circuit works as it does and can only apply their knowledge to new situations with the teacher's help. Some higher attaining pupils quickly grasp the principles. Extension work is not available and pupils become restless. By the end of Key Stage 1, pupils know the difference between living and non-living things. They have experience of predicting and evaluating. Their attainment is satisfactory overall.

95. At Key Stage 2, younger pupils use their knowledge of mathematics when studying and measuring the growth of plants and when working out amounts of water required to sustain life. They sequence the growth of a plant from seed to flower and they know the types of conditions in which plants grow well. Year 4 pupils are developing their knowledge of food sources of different animals in various habitats and identifying ways in which an animal suits its environment. Many pupils are not selective and sufficiently precise in their research and merely copy sometimes irrelevant information about the animals from books. Year 6 pupils translate data from an investigation about dissolving substances into graphical form. By the end of Key Stage 2 pupils use more focused exploration and investigation to acquire scientific knowledge, understanding and skills. By the end of the key stage their attainment is good.

96. Pupils respond well to their work and most make good progress. Most pupils behave well and happily share their findings with others. Pupils work hard and participate effectively in the practical activities. Most show good levels of concentration and attention, although a minority of pupils display disruptive behaviour at times. Pupils with special educational needs make satisfactory progress.

97. The teaching of science is satisfactory at both key stages and sometimes good at Key Stage 2. Teachers' subject knowledge is sound and they make good use of scientific terms and vocabulary. In a Year 3 lesson about plants needing water for healthy growth, the pupils are very good at discussing evidence needed for fair testing. The school's programme for promoting pupils' skills development is not always clear. This makes it difficult for teachers to plan lessons that gradually build and extend pupils' understanding of how to carry out scientific enquiries.

98. The school uses a commercial scheme for planning but this has not been adapted to their precise needs. Planning is an area for development recognised by the school. It intends to focus on improving the subject from January 2001. No monitoring of teaching of the subject is in place. A nominated governor with responsibility for science occasionally visits the school. Assessment takes the form of analysis of the National Curriculum tests but no formal structured assessment is in place. Most pupils are given the same work as their age group with very little work being adapted to meet pupils' differing prior attainment.

99. The subject is satisfactorily co-ordinated and managed. The requirements of the National Curriculum are met. The range of equipment is adequate and well organised and it enables a variety of investigative work to be carried out. Accommodation in classes 3, 4 and 6 constrains some practical activities due to lack of space.

INFORMATION AND COMMUNICATION TECHNOLOGY

100. The school has invested heavily in information and communication technology since 1998. A classroom has been converted into a computer suite containing 20 machines. Some have access to the Internet. All staff have received or are receiving training, some at university level. The result is that pupils' attainment is satisfactory and in line with national expectations by the

end of both key stages. Pupils make sound progress across both key stages. This is an improvement since the previous inspection when systems, teaching and learning were less securely developed. A further major impetus has been provided by timetabling each class for work in the computer suite for three half hour sessions each week.

101. Younger pupils in Key Stage 1 correctly use the mouse, cursor and spacer. They understand and quickly respond when the teacher uses terms like 'log on to the program', 'click on' and 'double click'. The pupils successfully create price tags for their 'class café' using numerals and pound and pence signs. They correctly use the space and backspace keys and choose their font and size. They know how to save and print their work. Older pupils in the key stage confidently use word processing skills to write 'blurb' for their reading books.

102. Younger pupils in Key Stage 2 successfully use a control program to create different shapes on screen. Looking at the well-prepared sheet showing the procedures to be followed, some correctly predict what the shapes will be. Most pupils accurately complete their shapes in the time available. They correctly name them. Some go on to extension work, using the program to create letter shapes. In another class, pupils use the Internet to research information for their science investigation into plantlife.

103. By the end of Key Stage 2, pupils create spreadsheets. They key in tabular form evidence from their scientific investigation. For example, they enter the time taken for different substances to dissolve in hot and cold water. They have a good understanding of computer functions and confidently use the procedures to accomplish this work. Later, pupils use the information to create line graphs to represent their findings. A higher attaining pupil rescued the work of two other pupils whose work "crashed". He explained well what needed to be done, showing a high level of knowledge and understanding. Pupils understand computing vocabulary and readily follow the teacher's technical instructions.

104. Pupils greatly enjoy working in the computer suite and are anxious to succeed. They work very well together in twos and threes, sharing time at the machines sensibly and treating the equipment with respect. Teachers carefully mix the groups so that all have turns and pupils more adept at computer use help those with less skill. This is particularly evident in their support of those with special educational needs, who are fully integrated into the lessons and who make good progress.

105. The teaching observed was mostly good and never less than satisfactory. Teachers, strongly supported by the in-service training programme, have a good knowledge and teach the subject confidently. Whilst directly teaching computer skills, they also extend pupils' work in other subjects, for example English and mathematics in Key Stage 1 and science and mathematics in Key Stage 2. Pupils' folders show a good range of work, including examples of word processing and data handling. Planning is satisfactory. Teachers' short term plans are drawn from nationally produced material which ensures full coverage of the National Curriculum, as well as the development of pupils' skills. Assessment is less satisfactory. Teachers have no consistent system for assessing and recording individual pupils' attainment and progress. Pupils complete and include self-assessment sheets in their folders. Teachers manage their lessons well. In the relatively short time available in each session, they see that the pupils complete a good amount of work.

RELIGIOUS EDUCATION

106. Few lessons could be observed during the inspection. Discussion with pupils and teachers

and the scrutiny of planning indicate that pupils' attainment is in line with the targets of the Rochdale agreed syllabus. Pupils have a sound knowledge of the basic teachings of Christianity, including the significance of the major festivals, the parables and teaching of Jesus. Their visits to the local church for services at harvest, Christmas and Easter are a good support to this learning.

107. Younger pupils animatedly discuss the preparations necessary for a journey. They link this with the journey taken by Mary and Joseph from Nazareth to Bethlehem. A good feature of the work is their finding in the Bible of the appropriate passage in Luke's gospel, which some pupils then read aloud. In keeping with the theme of preparation, they consider the church's period of Advent as preparing for Christmas. They discuss in good depth the significance of the symbols of Advent, such as the ring, candles and calendar.

108. At the end of Key Stage 2, pupils have sound understanding and their attainment is in line with requirements. Pupils study the life and teachings of the Buddha. In a well-led discussion, they compare his temptations with those of Jesus in the desert. Pupils show good insight into the deep questions of life. In considering the Buddha's teaching about the noble eightfold path, they discuss the ethics of certain jobs. They talk about the morality of fox hunting and discuss whether those who look after the hounds are involved in a moral issue. They listen to each other carefully and value each other's ideas. The pupils develop their work well by drawing a "Mandala" for meditation and illustrating with pictures and captions what the eightfold path might mean in everyday life.

109. Pupils' folders contain a satisfactory range of work showing developing knowledge and understanding of the various faiths in the syllabus. There are insufficient opportunities for original writing. Religious education, although offering pupils good opportunities for speaking and listening, does not contribute to the development of their literacy skills as fully as it might. Pupils with special educational needs participate fully in the lessons and often contribute usefully to discussion. They make similar satisfactory progress to their peers.

110. Pupils enjoy the discussions, learning and tasks of religious education. They are interested in other people's beliefs and traditions. They mostly listen carefully to the teacher and each other. Their attitudes and behaviour are usually good and never less than satisfactory. They persevere at the tasks set and are anxious to complete them successfully.

111. The teaching of religious education in the lessons observed was satisfactory or good in equal proportion. In the better lessons, there was a good variety of well-paced activities, thoughtful preparation and use of resources and leadership of discussion, which prompted pupils to think about the fundamental questions of life. Teachers' knowledge and understanding of both the subject and syllabus are good. They manage their lessons well and have clear objectives, which are satisfactorily overtaken. Lessons provide good input into pupils' spiritual, moral, social and cultural development. Assessment procedures are not yet consistent but the co-ordinator is shortly to attend a course to support their development. Planning, drawn from the agreed syllabus and translated into medium and short term plans, is satisfactory. There is a good range of artefacts to support teaching and learning. These are separated information boxes for each of the faiths studied and they are readily accessible.

ART AND DESIGN

112. Standards in art and design are good across the school. Pupils, including those with special educational needs, make good progress in observing and using their imagination. This represents an improvement since the last inspection, where progress was seen to be satisfactory

and where attainment at the end of Key Stage 2 was satisfactory.

113. At Key Stage 1, pupils show good investigation skills. They explore and develop ideas well, for example, Year 1 pupils looked at their own reflections, searched outdoors and from photographs for places where they could find reflections. They subsequently used the story about Elmer and Wilbur to draw their own pictures, for example, of reflections in a river. Pupils made good use of pastels to create effects of light and darkness. In Year 2 pupils created book covers, choosing pens, pastels or wax crayons to illustrate their work effectively. Pupils have created patterns, using 'warm' and 'cold' colours and have depicted bonfire scenes using a range of collage materials.

114. At Key Stage 2, pupils continue to use a range of media. They draw and paint, mixing colours to good effect, for example, pupils have depicted autumn scenes, showing the different hues of the season well. They have illustrated autumn poems, book covers and have produced portraits of famous characters in Tudor times. By the end of Key Stage 2, pupils have good sketching ability, such as seen in their portraits, where they have represented skin tone and facial features well. Pupils select resources and tools confidently. Pupils enjoy art and design. They concentrate and produce good quality work. Their behaviour and attitudes are good.

115. The subject is taught well overall. It is taught particularly well in the reception and Year 1 class, whose teacher is the co-ordinator for art and design. Lessons are imaginatively planned and often link work in other subjects, such as English. For example, the story of Elmer was used well to support pupils' literacy and creative skills. Techniques were carefully demonstrated and pupils were clear about objectives. They were encouraged to investigate and to explore different media. In a few lessons, there was minimal introduction to the lesson and insufficient time for pupils to undertake their work.

116. The co-ordinator is enthusiastic and has introduced systems for displaying work around the school, which is suitably enhanced by the quality of display. She is currently developing a national scheme that has recently been acquired. The policy, which is out of date, is appropriately to be reviewed in the next academic year. Examples of pupils' work are kept by the co-ordinator, who understands the importance of monitoring standards. At present, there is no time set aside for her to monitor and evaluate teaching and learning in colleagues' classes. The accommodation and resources are adequate for teaching and learning.

DESIGN AND TECHNOLOGY

117. The school has made good improvements in the subject since the last inspection. All elements of the National Curriculum are taught and pupils receive regular design and technology lessons. As a consequence, standards have risen and at the end of Key Stage 1 pupils have the knowledge and skills expected for their age. Pupils by the end of Key Stage 2 achieve high standards in relation to national expectations.

118. Pupils' understanding of how to construct and use designs develops systematically as they progress through the school. The younger pupils in Key Stage 1 make skeletons with movable joints using split pins. They use a variety of materials and experiment with hinges for their animal homes. One pupil designed a bar, adapting it as a perch for her model birdcage. Year 1 also design and make effective moving pictures for the teacher to use when telling the story of the bear hunt. They experience the skill of designing and making simple sliders and levers. Year 2 pupils design puppets using templates, which inhibits their ability to solve design problems and most pupils follow similar designs. They are beginning to develop the skill of choosing appropriate

materials, tools and techniques.

119. Year 3 pupils design and make a free standing picture frame for a particular person. The pupils are encouraged to list shared criteria and evaluate their designs. Year 4 discuss their methods for making pop-up books for reception pupils but they have not written designs and are not as precise in their designing skills compared with other pupils of this age group. Year 5 pupils design and organise ideas for making Tudor houses. They clarify their ideas, design criteria and propose methods of procedure, for example, one boy suggested making windows from cling film and spreading mud on them for more authenticity. Very good cross-curricular teaching with history was seen where the teacher reminded pupils of the design framework of Tudor buildings, for example, herringbone, diamond and Tudor rose.

120. Year 6 test girders for strength using weights; they design bridges and predict which will be the strongest. Good evidence was seen of pupils designing and making models of shelters displayed in class. All the elements of design and technology are in place from designing to final evaluation by the end of Key Stage 2. By the time they are 11 pupils have a clear understanding of what is involved. They know they have to select the materials to suit the purpose and recognise what level of planning is necessary before they start to construct. They are aware that someone using the same sort of approach has designed the products around them, such as furniture in the room. Pupils learn how simple mechanisms work.

121. It was only possible to see three lessons across both key stages. The teaching was good overall. From pupils' work from other lessons and talking to pupils about their designs and models their progress is good across both key stages. Pupils with special educational needs also make good progress. Most pupils are well managed, well behaved and listen well to the teachers. The Year 5 pupils listened with great anticipation before undertaking the activity. Pupils are very good at praising others' achievements. There was a gasp of wonder expressed in Year 5 when the teacher held up one pupil's intricate design. Teachers give regular advice, encouragement and praise while pupils are working, helping to keep pupils focused and to raise their self-esteem.

122. The subject is effectively co-ordinated, although the designated teacher was absent at the time of the inspection. The policy is to be reviewed and updated in 2001. A commercial scheme of work is followed, with little formal assessment in place. Resources are good, easily accessible in a central storage place, allowing all the areas of the subject to be provided for.

GEOGRAPHY

123. Only a few lessons were seen during the inspection week. Judgements were made from these satisfactory lessons, discussions with the teacher overseeing work in geography, talking to pupils, the scrutiny of work completed last half term and displays across the school. Pupils, including those with special needs, make satisfactory progress in their learning. Standards of attainment are in line with national expectations at the end of both key stages. These findings are similar to those at the time of the previous inspection.

124. Teachers make good use of the local environment, especially Wardle Village. Key Stage 1 pupils build up a clear picture of the predominant features of the area in which they live, such as buildings and road conditions. Year 1 pupils make graphs about their journey to school. They draw the route and build a model of the village using building blocks. This study is made more relevant by its link with mathematics and design and technology. By the end of Key Stage 1, pupils are aware of environmental and safety issues for the local area. Pupils are beginning to name and locate counties in the United Kingdom and further afield as they follow the journeys of 'Barnaby

Bear'.

125. At Key Stage 2, younger pupils investigate the local area and ways to improve it in depth. Year 4 pupils study a Scottish island and compare it with their village. By Year 4, pupils make an in depth study of a village in India. Year 5 pupils study hurricanes and their impact on human lives. Most pupils respond to geographical questions by using skills and evidence. In Year 6, pupils develop an awareness of the world by finding news items from around the globe. They study the geography of Llandudno and contrast it with Rochdale. Overall, pupils across Key Stage 2 are not given sufficient opportunities to develop independent research skills and their interest wanes when they are all given the same worksheets regardless of their ability.

126. By the end of Key Stage 2, pupils understanding of various and contrasting communities in England and Scotland and the impact on the environment is in line with that which is expected of pupils of this age group. They know less about the location of countries on a world map or using an atlas. The quality of teaching is satisfactory. Pupils' attitudes and behaviour are good overall. Most pupils stay on task and collaborate well with others.

127. A good feature of the curriculum is the residential visit to Pitlochry for Year 6 pupils. Pupils study the town and its surroundings, enjoy nature walks, notice water features, for example, how the river meanders. They study vegetation, the fauna and flora of the area and industry, for example, saw mills. Pupils watch salmon leaping at the dam in Pitlochry. Year 4 pupils visit Wardle reservoir as part of their study of water and settlements linking with history. Teachers enliven the subject, after explaining why all country cottages in the past used candles, by showing pupils how to make tallow candles.

128. The geography policy is to be updated in 2001. A commercial scheme of work is followed. No monitoring of teaching is in place. Assessment is underdeveloped. Resources are satisfactory but some are in urgent need of replacing, for example, one class is using atlases which are 12 years old. The subject is satisfactorily co-ordinated.

HISTORY

129. Few lessons were seen in history due to the organisation of the timetable. Evidence from the lessons seen, the scrutiny of pupils' work, displays and discussion with pupils show that most make sound progress across the school. This was also found at the time of the last inspection.

130. Pupils develop a sound understanding of the passing of time. At Key Stage 1, pupils have produced a personal timeline, to develop their understanding of change over time. They understand the difference between fact and fiction, such as in learning about Dick Whittington and King Alfred. Pupils have looked at events in their past, such as where they have spent holidays and ways in which they celebrate events such as birthdays.

131. At Key Stage 2, younger pupils develop increasing awareness of different sources of evidence. They use reference books to find out information, such as that about Roman baths. They have secure understanding of main events, such as the Roman invasion and settlement in Britain. They know about features of life in Roman times, such as customs and lifestyles. In a lesson seen in Year 3, pupils were suitably encouraged to ask and answer questions that recalled their prior learning. There was good support provided for individual pupils who looked for further information in books.

132. Pupils in Year 4 have sound understanding of life during World War Two. They learn about evacuation and discuss the likely feelings of children who were evacuated. They know about rationing and have learned some recipes that were used at that time. By the end of the key stage,

pupils have secure understanding of the passing of time. They know they can find information from a variety of sources, including books, artefacts, computer programs and television programmes. In Year 6, pupils undertook quite challenging work from a copy of the 1841 Census. They succeeded in identifying changes from 1841 to 1890 by comparing various lists. Most pupils responded well to the challenge, though some with lower prior attainment found this work difficult. Some of these pupils learned to copy without fully understanding the information.

133. In the lessons observed, pupils showed interest in the past. They enjoyed discussions and most completed tasks appropriately. The scrutiny of work shows that pupils make sound progress over time.

134. The quality of teaching in lessons seen was satisfactory overall. Lesson planning follows national guidance and there is appropriate consideration paid to explanation, investigation and research. Pupils use their prior learning to note similarities and differences in different periods. They recognise that things change over time for a variety of reasons. In the lessons observed, teachers usually gave good introductions to lessons that encouraged pupils to reason, ask and answer questions. In the Year 4 lesson, the teacher introduced the lesson about evacuation imaginatively, by presenting the class with a battered old suitcase and asking pupils what they would have taken with them if they had been evacuated. In a few instances, lesson introductions were interrupted by others moving through the classroom. In a few other lessons, individual work was insufficiently adapted to meet the needs of all pupils, including those with special educational needs.

135. The policy for history has a clear rationale. Aims and objectives are stated within the detailed scheme for the school. Leadership is sound, though there are no systems for the co-ordinator to monitor and evaluate the quality of teaching and learning. Resources are good and the school makes good use of visits to places of historical interest to reinforce pupils' learning. The accommodation is satisfactory, though there is limited space in some classrooms for pupils to move around when undertaking independent research. The classification system of the school library is not familiar to many pupils, restricting their efficiency in locating and using information.

MUSIC

136. The school has maintained well the high standards noted in the previous inspection report. The school is justly proud of its musical tradition, which is one of its strengths. Pupils' attainment is satisfactory and in line with national expectations at the end of Key Stage 1. It is good and above national expectations by the end of Key Stage 2. Pupils make good progress across the school.

137. Younger pupils in Key Stage 1 have a good knowledge of musical contrasts of pitch, tempo and dynamics. They recognise high and low sounds, quick and slow music and loud and soft singing. They have a good repertoire of action songs which they perform enthusiastically with good rhythm. These often link well with other subjects, such as when pupils count in the song, "Five Currant Buns". Singing in class and in key stage assemblies is tuneful, well in pitch and lively. The pupils enjoy singing.

138. At Key Stage 2, younger pupils successfully clap rhythmic patterns holding a steady beat. They know the notation symbols that represent the rhythms. Pupils rhythmically clap the pulse of "Row the Boat" as they sing it. In a good development of this work the class divides into two and sings the song as a round, with some pupils accompanying the singing on classroom instruments. At the end of Key Stage 2, pupils listen with involvement to film music from "The War of the Worlds".

They recognise how film music supplies an extra dramatic dimension to the film and successfully clap a complex repeated rhythm from it. The pupils show good knowledge as they name and describe the electronic and orchestral instruments that are playing. Working in groups, the pupils begin to extemporise their own versions of the music, playing tuned and untuned classroom instruments. They base their improvisations on the rhythm they have learned. Although at an initial stage of creation, the groups' pieces show good potential for development.

139. There is a very wide range of musical education in the school, with classroom learning and activities merging closely into extra-curricular music. For example, pupils learn to play the recorder in class and form recorder groups to participate in musical concerts and other events. Singing is taught in class and developed in hymn practices and choirs. Half the pupils in Key Stage 2 are learning to play a brass, woodwind or stringed instrument. Expert tuition is provided by teachers from Wardle High School and the Rochdale Music Service. More than 40 pupils play in the school's brass band. They reach a high standard of performance, playing a good range of music with great technical skill, rhythmic assurance and confident ensemble.

140. Pupils greatly enjoy the musical activities which the school provides. These give pupils outstanding opportunities to develop skills as well as the satisfaction and fulfilment in performing at a high level in bands and with other music groups. These play an important part in the life of the community, with participation in concerts, music festivals and other performances. There are good links in these with the local high school.

141. The music teaching is good at both key stages. Key Stage 2 classes are taught by a specialist on the staff. The broadly based curriculum develops pupils' knowledge and understanding of music and its notation well. It also offers very good opportunities for the development of performing and composing skills. Apart from teaching these well with a high level of musical expertise, the teacher also organises efficiently the many different aspects of the school's musical activities.

142. Since the last inspection, the school has acquired a new classroom, sited away from the main school block. This is now used during the afternoon for music lessons and rehearsals. It is a good sized room and is an asset to the school's music department. The facilities for storing the school's large stock of classroom and band instruments are unsatisfactory, particularly as the room is used by other groups.

PHYSICAL EDUCATION

143. Attainment in physical education is high compared to national expectations at the end of Key Stage 2 and satisfactory and in line with national expectations at the end of Key Stage 1.

144. By the end of Key Stage 1 pupils know different ways of moving using small apparatus. They practise moving around the room bearing their weight on different parts of their bodies. They are improving their skills at throwing and catching a ball. Most of the younger pupils change independently into their kit with very little adult intervention. By the end of Key Stage 1 pupils' progress is satisfactory.

145. At Key Stage 2, younger pupils use their gymnastic movements to develop a sequence. These pupils use space well, move backwards and forwards sensibly, jump and land correctly and are very good at stretching and bending. Year 4 pupils transfer weight from hands to feet and vice versa, around and on their apparatus. Good handstands and cartwheels are demonstrated willingly by pupils. Year 5 and 6 girls have highly developed netball skills. They throw overarm confidently, use the bounce technique appropriately, intercept well, use space correctly and have correct

footwork techniques. Year 5 and 6 boys improve their football skills and develop attacking and defending techniques. By the end of Key Stage 2, pupils' progress is good.

146. Pupils enjoy physical education throughout the school. Most pupils listen attentively and behave well. They are keen to explore tasks set and work successfully. Apparatus is put out enthusiastically but safely and good routines are well established in the majority of classes.

147. The teaching is satisfactory and often good, though one unsatisfactory lesson was seen. Teachers stress the importance of safe actions carefully and insist on suitable dress for the lessons. Teachers raise health issues appropriately and most lessons have warming up and cooling down sessions. Most successful teachers set high expectations and make regular use of demonstrations by pupils to illustrate good practice. In the less successful teaching, some pupils displayed unacceptable behaviour by not listening, disrupting others and preventing effective learning from taking place. Throughout most lessons a good pace of work is maintained and appropriate apparatus is provided.

148. Pupils receive a balance of experiences, reflecting all aspects of physical education, including good provision for swimming. Most pupils achieve the required 25 metres in swimming by the end of Key Stage 2. Pupils with special educational needs are given full access to the broad physical education curriculum and make sound progress in the different aspects of the subject.

149. The school provides good extra-curricular activities that are well supported by pupils. These include football, netball, rounders inter-league matches and athletics training. The netball practice that is organised by a teacher and a parent was observed during the inspection. Social skills and good sportsmanship are encouraged throughout this practice session. The extra-curricular activities enrich the school curriculum and promote good social and moral values.

150. Since the last inspection, in-service training has been given to all staff. A physical education advisor came for six evening sessions and gave practical lessons in teaching many basic skills. The policy would benefit from reviewing and updating. Planning is underdeveloped and there is very little formal assessment. No monitoring of the teaching is in place. The subject is soundly co-ordinated. Resources are good overall. The school has good facilities for both indoor and outdoor activities. There is a large hall, two hard playgrounds; one with netball and rounders markings and the other with well marked imaginative play designs for Key Stage 1 pupils. The playing field is used for football and athletics or the local recreation ground is used when the field is waterlogged.