

INSPECTION REPORT

ST. HILDA'S CE PRIMARY SCHOOL

Firswood, Manchester

LEA area: Trafford

Unique reference number: 106351

Headteacher : Mr. M. Hayes

Reporting inspector: Mr. Paul Dennison
17736

Dates of inspection: 26th. February – 1st. March 2001

Inspection number: 197644

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary Aided
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	Warwick Road South Firswood Manchester
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Appropriate authority:	Governing body
Name of chair of governors:	Mr J Schofield
Date of previous inspection:	September 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
P Dennison 17736	Registered inspector	Mathematics Physical education	What sort of school is it? The school's results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
D Haynes 9505	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
A Wilson 20846	Team inspector	Science Information and communication technology Music	How good are the curricular and other opportunities offered to pupils?
P A Peaker 12060	Team inspector	Art and design Design and technology History Special educational needs	
P A Ward 32016	Team inspector	English Geography Areas of learning in the foundation stage	
S R Fellows 20081	Team inspector	Equal opportunities English as an additional language	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St. Hilda's C. E. Primary School is situated in Firswood, Manchester. It is a member of the Salford and Trafford Education Action Zone. The school is very popular and, despite an increase in the planned admission number, it is regularly oversubscribed. There is a wide range of ability on entry to the school but overall, attainment is below that expected for the age group. Currently there are 297 on roll full time, taught in 10 classes. In addition, 52 attend the nursery class part time. The proportion of pupils on the school's register of special educational needs (16 per cent) is below the national average. One pupil has a statement of special educational need. The proportion of pupils eligible for free school meals (25.8 per cent) is above the national average. The proportion of pupils for whom English is an additional language is very high in comparison with most schools, and has been increasing in recent years.

HOW GOOD THE SCHOOL IS

This is an effective school which provides a sound quality of education. The headteacher provides satisfactory leadership. Much of the teaching is good and this has a positive effect on pupils' progress. The pupils have positive attitudes to learning and, by the time they leave school, standards in English, mathematics and science are above the national average. Overall, the school provides satisfactory value for money.

What the school does well

- Standards of attainment in English, mathematics and science are above the national average by the end of Key Stage 2.
- The school makes very effective use of information and communication technology to support pupils' learning.
- Provision in the nursery is very good.
- Pupils have positive attitudes to school and their behaviour is good.
- The provision for moral and social development is good.
- It is a caring school with positive relationships.

What could be improved

- The curriculum and resources for children in the reception classes.
- The monitoring and evaluation of teaching and learning in order to promote a greater consistency throughout the school and to extend the very good practice already in place.
- The use of assessment information to inform teachers' planning and ensure that work is well matched to pupils' needs.
- Pupils' attendance and punctuality.
- The partnership with parents.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in September, 1997. The headteacher and governors have ensured that the issues from the previous inspection have been successfully addressed, and improvement has been good. There has been a clear improvement in standards of attainment in English, mathematics and science at the end of Key Stage 2. The provision for design and technology and information and communication technology has improved, and pupils have more opportunities to make use of mathematical and computing skills to support work in other subjects. The provision for pupils with special educational needs has improved. There are good structured procedures in place. Problems are identified at an early stage and individual education plans set out clear targets for improvement. Governors have a greater involvement in the management of the school. The school development plan now clearly prioritises targets for improvement. Satisfactory arrangements are now in place to meet the statutory requirements for appraisal and performance management. Systems for assessing and monitoring pupils' progress have improved but are not yet used effectively in setting clear targets for individuals and groups. Similarly, systems to monitor the quality of teaching and learning have been established but are not yet used effectively to provide a consistency in the quality of teaching throughout the school. Staff appraisal and performance management has been introduced. Library provision and the book stock have been improved, although this is an area for further development.

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	D	B	A	A*
mathematics	B	A	A	A*
science	E	C	A	A*

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

Pupils achieve well and standards by the end of Key Stage 2 are good. Pupils' performance in the 2000 National Curriculum tests at the end of Key Stage 2 was well above the national average in English, mathematics and science. In comparison with similar schools, the school's performance was very high. Taking the years 1998 to 2000 together, results in English and science have been above the national average and results in mathematics have been well above the national average. The school results between 1996 and 2000 have improved at a faster rate than the national trend. On the evidence of the inspection, attainment at the end of Key Stage 2 is currently not as high as last year. This reflects a difference in the range of ability within the different year groups. Nevertheless, attainment is above the national average in all three subjects. Realistic but challenging targets have been agreed for 2001 and the inspection evidence indicates that these are likely to be met.

Children in the nursery class achieve well and make good progress. However, progress is slower in the reception classes and standards overall at the age of five are below those expected for the age group.

Attainment at the end of Key Stage 1 is in line with the national average in reading and writing, above average in science and below average in mathematics.

Pupils' attainment in information and communication technology has improved significantly since the last inspection. Standards are now securely in line with national expectations in each key stage.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have positive attitudes to school. They work hard, concentrate well and show good levels of interest.
Behaviour, in and out of classrooms	The behaviour of the great majority of pupils is good. Pupils know what is expected of them and respond in a positive manner.
Personal development and relationships	Personal development and relationships are good. Pupils co-operate well with each other and their teachers.
Attendance	Attendance is unsatisfactory. This is primarily due to the high rate of extended holidays taken during term time by a significant number of pupils. Punctuality is a problem. Some pupils arrive late on a regular basis.

TEACHING AND LEARNING

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

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

The quality of teaching is good overall and has a positive impact on pupils' attainment and progress. During the inspection, 53 per cent of the teaching observed was good or better, 19 per cent was very good or better and 4 per cent was excellent. Five per cent of the teaching was unsatisfactory and none was poor.

The quality of teaching in the Foundation Stage is satisfactory overall. Thirty one per cent of the teaching was very good or better and 13 per cent was excellent. This high quality teaching is found in the nursery class. The main strengths are the very good relationships between adults and children, good planning, and the teachers' knowledge of the curriculum and of how young children learn. Children are provided with many interesting practical activities and they respond very positively, making good progress. The quality of teaching in the reception classes is generally satisfactory, although some unsatisfactory lessons were observed. Work is not always sufficiently well matched to children's needs. There are insufficient activities for children to explore and use independently.

In Key Stages 1 and 2, the quality of teaching is good overall. Fifty six per cent of the teaching was good or better and 16 per cent was very good or better. One lesson was excellent and two were unsatisfactory.

Teaching in English and mathematics is good overall. The skills of literacy and numeracy are taught well. Lessons usually proceed at a lively pace and pupils work hard, showing good levels of concentration and developing their knowledge, skills and understanding. As a result, they make good progress. On the occasions where teaching is less than good, it is usually because the work provided is not well matched to pupils' needs. At times it lacks challenge and the pace of pupils' response slows, with an adverse effect on the progress made.

There is good support for pupils with special educational needs and satisfactory support for pupils for whom English is an additional language.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is sound overall. There is good provision in the nursery, but there are weaknesses in the curriculum for the reception classes. In Key Stages 1 and 2, there is an appropriately wide range of learning opportunities to support pupils' academic and personal development.
Provision for pupils with special educational needs	Provision is good. There are good procedures for assessing and identifying those pupils who have special educational needs. They are well supported by the special educational needs co-ordinator.
Provision for pupils with English as an additional language	Provision is satisfactory. The additional support provided is effective. There is insufficient support for children in the nursery and reception classes.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for spiritual, moral, social and cultural development is sound overall. Personal development, including moral and social development is good.
How well the school cares for its pupils	The school cares for its pupils well. Staff know their pupils well as individuals and create a supportive environment in which pupils can develop.

Overall, the partnership with parents is satisfactory. However, a significant minority of parents expressed concerns about communication. Teachers know their pupils well. However, teachers do not always make effective use of assessment to support their planning and ensure that work is well matched to pupils' needs and abilities.

Procedures for child protection and for ensuring pupils' welfare are sound.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The overall quality of the leadership and management provided by the headteacher and other key staff is satisfactory.
How well the governors fulfil their responsibilities	Governors are very supportive. They are aware of the needs and priorities facing the school and contribute effectively to its success.
The school's evaluation of its performance	There are systems in place to monitor the quality of planning and teaching but these are not yet effective in ensuring consistency throughout the school. Assessment results are analysed to monitor standards of attainment and the progress of pupils. However, they are not yet used effectively in setting clear targets for individuals and groups.
The strategic use of resources	Resources are used well. Finance is managed prudently. Grants for specific purposes such as provision for pupils with special educational needs are used effectively.

There are sufficient, well qualified and experienced teachers and support staff to meet the needs of pupils. The accommodation is satisfactory. Learning resources are adequate. The school development plan has been produced in consultation with staff and governors. This is based on an analysis of the school's needs. It clearly identifies the school's priorities and is reviewed regularly to evaluate progress. The headteacher and governing body consider cost, quality, service and efficiency in their decisions on the choice of goods and services, and obtain tenders for larger expenditure. The school applies the principles of best value soundly.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Children make good progress. • The school helps their children to become mature and responsible. • Children are expected to work hard and to achieve their best. • Teaching is good. 	<ul style="list-style-type: none"> • The homework provided for their children. • The information they receive from the school about their children's work and progress. • The school working more closely with parents. • The range of activities outside lessons.

The inspectors endorse the parents' positive comments.

The school has a policy for homework and there was evidence during the inspection of it being used effectively to support work in some classes. However, there is some inconsistency in the homework required by different class teachers.

The school provides a good range of activities after school, including sport and music.

There are meetings each term when parents can discuss their children's progress with teachers and the school is also willing to discuss concerns at any time. There is an annual written report on children's progress but these do not always clearly identify areas for improvement. There is no consistent approach to keeping parents informed about the work to be covered each term and this reduces the opportunities for parents to support their children's learning. The school clearly wants to work in partnership with parents but should address the concerns raised by a substantial minority of parents regarding communication.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

- 1 There is a very wide range of attainment on entry to the nursery but overall, standards are below those expected of this age group. Some children have particularly poor skills in understanding and expressing themselves in English as this is not their first language and in some instances is not spoken at home.
- 2 The nursery curriculum is soundly based on the six areas of learning suitable for children of this age. Appropriate priority is given to personal, social and emotional development, language and literacy, and to mathematical development. The overall good teaching has a positive effect on children's learning. Almost all of the children make good and sometimes very good progress. In the reception classes, there are weaknesses in the curriculum provided. This is due to a lack of sufficient resources to enable teachers to provide the full range of activities recommended for children of this age. The range of equipment and activities overall is too narrow to fully promote the early learning goals. The learning environment is lacking in interest and an appropriate range of good quality resources and stimulating displays. Consequently, progress is slower than in the nursery. By the time they are ready to start in Year 1, the majority of the children achieve the expected levels of attainment in the early learning goals in personal and social development, knowledge and understanding of the world, physical development and creative development. Attainment in listening, speaking, reading and writing and mathematical development is still slightly below that in the other areas and a minority of children will not achieve the early learning goals. Children with special educational needs receive a satisfactory level of support to enable them to participate in activities and to make satisfactory progress in their knowledge, understanding and skills. Children for whom English is an additional language make satisfactory progress but would benefit from greater access to bi-lingual support in the early stages of their acquisition of English.
- 3 Pupils' performance in the 2000 end of Key Stage 1 National Curriculum assessments was well below the national average in reading and mathematics. Their performance in writing was in line with the national average. Teacher assessments indicate that attainment was broadly in line with the national average in science. In comparison with schools with pupils from similar backgrounds, the results in reading and mathematics were below the average, whilst results in writing were above the average. Taking the years 1998 to 2000 together, results in all three subjects have been below the national average, although results in 2000 did show an improvement on 1999. Evidence from the inspection indicates that standards in reading and writing are now in line with national expectations and standards in mathematics are below them. This improvement is the result of good teaching and high expectations in the current Year 2 class.
- 4 When pupils enter Key Stage 1, attainment overall is below average. The school places a strong emphasis on the development of language and communication skills and this enables pupils to make good progress. Attainment in speaking and listening by the end of Key Stage 1 is generally in line with the national average. Most pupils demonstrate the ability to listen attentively, to contribute to class discussion, ask questions and respond to their teachers' questions confidently. Pupils make good progress in learning to read and develop positive attitudes to books as they move through Key Stage 1. Higher attaining pupils are able to read simple texts with some

accuracy. Lower attainers read very simple texts with some fluency. They recognise some frequently used words and are beginning to use the sound of the first letters to help them decode new words. Pupils also make good progress in learning to write. By the end of the key stage, most pupils write independently and are beginning to write stories with a beginning, a middle and an end. Their spelling of simple words is generally accurate and they use full stops and capital letters appropriately. Their work includes a good range of writing for different purposes including instructions, factual information and imaginative writing using interesting vocabulary.

- 5 In mathematics, pupils in Key Stage 1 make good progress. By the end of the key stage, pupils have an appropriate mathematical vocabulary. Most have a good understanding of pattern in number and know the difference between odd and even. They have a secure understanding of shape. They are encouraged to use and develop their skills of mental arithmetic and make good progress in this area. They develop skills of simple data handling and can construct and interpret graphs. By the end of the key stage, the higher attaining pupils have a clear understanding of the value of numbers and they carry out simple calculations accurately. They can work out simple problems mentally. Lower attaining pupils have a limited ability to mentally recall number facts but they can use apparatus effectively to aid calculations.
- 6 In science, by the end of Key Stage 1, pupils know how a simple electric circuit works. They have a clear understanding that electricity is a source of light and energy that can sometimes be dangerous as well as useful. They sort and classify objects and materials according to their properties. They are beginning to set up their own investigations and record their findings using the correct scientific vocabulary to describe what they see. By the end of the key stage, the majority have a clear understanding of the difference between living and non-living things. They make good progress in setting up tests for themselves with varying degrees of support from adults. Higher attaining pupils demonstrate independence in carrying out investigations and accurately measuring and recording results. Lower attainers need adult support to complete practical work and record their results in pictures or on prepared worksheets.
- 7 Pupils' performance in the 2000 National Curriculum tests at the end of Key Stage 2 was well above the national average in English, mathematics and science. In comparison with similar schools the school's performance was very high. Taking the years 1998 to 2000 together, results in English and science have been above the national average, and results in mathematics have been well above the national average. The school results between 1996 and 2000 have improved at a faster rate than the national trend.
- 8 This improvement has been brought about through improved teaching and the implementation of the national strategies for numeracy and literacy, which have provided a framework for planning and led to a clear focus in lessons. On the evidence of the inspection, attainment at the end of Key Stage 2 is currently not as high as last year because of the ability range in the present Year 6. Nevertheless, attainment is above national expectations in all three subjects.

- 9 Pupils in Key Stage 2 make good progress in English. By the end of the key stage, most pupils listen carefully to their teachers and other pupils. Their conversational skills are well developed and the higher attaining pupils confidently put forward their views when given the opportunity to participate in discussion. Most pupils read independently, fluently and with good expression from a satisfactory range of texts. When asked about their reading they show good comprehension skills. They enjoy reading for pleasure and can discuss books and authors. They write letters, stories, descriptions, reports and instructions. Most write imaginatively and with increasing confidence. Their work demonstrates accurate sentence construction and grammar. Progress in the use of different tenses, the range of vocabulary, accuracy in spelling and the use of speech marks is good. All but the lowest attaining pupils write in a well developed joined up style of writing.
- 10 Pupils in Key Stage 2 make good progress in mathematics. By the end of Key Stage 2, the majority of pupils of all abilities have a good understanding of the value of a digit in numbers to 1000, and can add, subtract, multiply and divide competently. They measure accurately areas and perimeters of regular and irregular shapes. They draw angles accurately and recognise and name properties of three-dimensional shapes. They use a variety of methods to collate and represent data they have collected. Pupils use fractions and decimals accurately and can use a wide range of units of measure competently. Higher attaining pupils have a good knowledge of number facts and multiplication tables. Lower attaining pupils are less secure in this area. Pupils make good progress in developing their mental strategies and use their mathematical knowledge to solve problems and to support their work in other subjects.
- 11 Pupils in Key Stage 2 make good progress in science. By the end of the key stage, they use accurate scientific vocabulary to describe what they know or observe. They have a good grasp of the factual knowledge required by the National Curriculum and develop their understanding of the process of scientific enquiry. They carry out investigations planned by the teacher and demonstrate ideas of their own. A significant minority display results in a clear and methodical form, reflecting standards well above national expectations. Average ability pupils produce well-organised and clear records of their findings, which demonstrate some independent thinking. Lower attainers make good progress in the presentation of results and in acquiring scientific knowledge, although their ability to reach accurate conclusions unaided is less well developed.
- 12 Pupils' attainment in information and communication technology has improved significantly since the last inspection, when pupils had too little access to computers. The school now has a computer suite and teachers use this facility very effectively for the development of computer skills. Consequently, standards of attainment in both key stages are securely in line with expectations for pupils' age groups. All pupils, including those with special educational needs or for whom English is an additional language, are achieving well and the school is in a strong position to raise standards further.
- 13 By the end of Key Stage 1, the majority of pupils use computers confidently and independently. Whenever they use the computer suite, they log on without any help from adults and competently retrieve files or saved work from previous lessons. By the end of Year 2, word-processing skills are well developed and a significant minority demonstrate speed and skills reflecting standards above expectations for their age. A minority are less confident and need help from adults or more competent classmates. By the end of Key Stage 2, pupils use computers regularly to look for information in the course of their work. In order to do this, they confidently gain access to the

Internet to operate search engines. The majority of pupils are already demonstrating skills and competence typical for their age, particularly for presenting their work in literacy. A minority who have had relatively little experience in the use of information and technology, still rely on the help of adults or classmates. By the end of the key stage, the majority of pupils efficiently use computer technology for an appropriately wide range of purposes. A significant minority display skills and competence that are above the national expectation.

- 14 Attainment in art and design, design and technology, history, music and physical education is broadly in line with the national expectation by the end of both key stages. Attainment in geography is in line with expectations at the end of Key Stage 1 and above expectations at the end of Key Stage 2.
- 15 Pupils with special educational needs make good progress in relation to their individual education plans, many of which are focused on improvements in language development. Additional support in literacy enables pupils to make good progress and develop their confidence. In other areas of the curriculum they make sound progress in relation to their abilities.
- 16 Pupils with English as an additional language make sound progress in Key Stage 1 and good progress in Key Stage 2. This progress is reflected in the improved standards in many subjects as pupils develop their knowledge and understanding of English.
- 17 The school analyses test results and has begun to use that information to track pupils' progress and to set targets for the end of Key Stage 2. Realistic but challenging targets have been agreed for 2001 and the inspection evidence indicates that these are likely to be met.

Pupils' attitudes, values and personal development

- 18 The pupils' attitudes, values and personal development are good and contribute well to the positive learning environment that exists within the school. This is an improvement since the last inspection. Pupils are keen to enter school and settle quickly into the daily routine without undue intervention from the class teacher. Pupils concentrate well during lessons and show enthusiasm in response to the good quality of teaching that make the lessons interesting. On occasions, when the work presented lacks sufficient challenge, or does not meet the needs of individuals, pupils become restless and lose interest. The school offers a good range of extra-curricular activities and these are well supported by the pupils.
- 19 From their early days at school, children soon become accustomed to the routines of school life. They benefit from the ordered environment and quickly develop positive attitudes. They learn to relate to others in the school community and understand the standards of behaviour expected of them. As they move through the school they respond well to the demands of their teachers. Parents rate highly the values and standards the school offers their children. The school's aims and values are reflected in the classroom rules that are clearly displayed in some of the classrooms, and there were few occasions when pupils had to be reminded of the rules. In class, the behaviour of the great majority of pupils is rarely less than good. The orderly behaviour which predominates makes a good contribution to learning in the classroom. No bullying, racial or sexual harassment was observed in the classrooms or when the children were at play. During the inspection, when pupils were confined to the classroom because of inclement weather, they showed much responsibility. The

school is an orderly community. There is no evidence of vandalism or graffiti inside the school, and learning resources and property are treated with respect. Fixed term exclusion is implemented by the head teacher properly and very sparingly to deal with serious incidents of aggressive or violent behaviour. There have been no permanent exclusions in recent years.

- 20 Pupils are keen to help and readily accept responsibilities, for example, by assisting staff to prepare for lessons or tidy up afterwards. Younger pupils are identified as class helpers and undertake tasks for the teacher in the classroom. These include taking the register to the office after each registration and assisting the reception classes with milk distribution. For the older pupils there is the opportunity to assist the reception teachers in the classroom during the staggered lunch breaks. This was particularly effective where three older pupils assisted with the preparation of reception children for an art lesson. Older pupils have the confidence to initiate fundraising projects for charitable causes.
- 21 The school attracts pupils from a variety of ethnic backgrounds. No problems were apparent during the inspection. Pupils work and play well together in an atmosphere of racial harmony. They demonstrate a natural courteousness to adults without prompt. They relate well to each other and to all members of the teaching and non-teaching staff. Pupils are at ease expressing their feelings to the class teacher and in front of their fellow pupils.
- 22 Overall attendance, at 92.68 per cent, is unsatisfactory and nearly two percentage points below the national average. This is primarily due to the high rate of extended holidays taken during term time by a significant number of pupils. These absences affect pupils' learning and progress, including their personal and social development. Unauthorised absence is also very high. Punctuality is a problem. Some pupils arrive late on a regular basis. This causes inevitable disruption in the classroom to the detriment of their own and their classmates learning.

HOW WELL ARE PUPILS TAUGHT?

- 23 The quality of teaching is good overall and has a positive impact on pupils' attainment and progress. During the inspection, 53 per cent of the teaching observed was good or better, 19 per cent was very good or better and 4 per cent was excellent. Five per cent of the teaching was unsatisfactory and none was poor. Teaching has improved since the previous inspection when it was satisfactory overall. At that time, ten per cent of teaching was very good and seven per cent was unsatisfactory.
- 24 The quality of teaching in the Foundation Stage is satisfactory overall. Thirty one per cent of the teaching was very good or better, and 13 per cent was excellent. This high quality teaching is found in the nursery class. The main strengths are the very good relationships between adults and children, good planning and the teachers' knowledge of the curriculum and of how young children learn. All activities are planned carefully to enable children of all abilities to build on their previous knowledge and understanding. Children are provided with many interesting practical activities and they respond very positively, making good progress. The staff have appropriately high expectations of the children, both in achievement and social skills, and the children are respected and valued. Support staff work closely with the teacher and make a very positive contribution to children's learning. The quality of teaching in the reception classes is generally satisfactory, although some unsatisfactory lessons were observed. Unfortunately, for some activities, the two reception teachers have to share already limited resources. The range of equipment and activities overall is too narrow

to promote the early learning goals, and the learning environment is lacking in interest and an appropriate range of good quality resources and stimulating displays. Work is not always sufficiently well matched to children's needs. Some have tasks that are lacking in challenge and others work that they find too difficult. There are insufficient activities for children to explore and use independently.

- 25 In Key Stage 1, teaching is good overall. In the lessons observed, 58 per cent of the teaching was good or better, 25 per cent was very good or better and 4 per cent was excellent. However, 4 per cent of the teaching was unsatisfactory. In Key Stage 2, 55 per cent of teaching was good or better and 10 per cent was very good. Three per cent was unsatisfactory.
- 26 The teachers generally have appropriately high expectations of behaviour and attainment. They expect pupils to maintain concentration and lessons proceed at a good pace. They make good use of questioning to develop pupils' understanding and they give clear explanations. Group work is organised skilfully to enable some groups to work independently, thus enabling the teacher to give intensive support to others. Where teaching is good, pupils are encouraged to be responsible about their work, and are given opportunities to work independently and in pairs or groups. Relationships are very positive and pupils respond well to teachers' expectations of good behaviour and show good levels of concentration. Where teaching is most effective it builds on previous learning, work is introduced in a lively and stimulating way and tasks are provided to meet the differing needs of pupils. Teachers make effective use of review sessions to reinforce and evaluate learning and understanding, for example when recapping on the work done in numeracy lessons. This good quality teaching has a very positive impact on maintaining and raising the standards of attainment. Where teaching is less successful, learning objectives are not clear and work is not well matched to pupils' capabilities. The work lacks challenge and the pace of pupils' response slows, with an adverse effect on the progress made. Class management is also weak on occasions.
- 27 Teachers know their pupils well. They provide good verbal feedback during lessons and help pupils to improve their work. The use of written marking is less consistent. Comments do not always effectively ensure that pupils are aware of areas, which need to be improved or to set clear targets for improvement. Teachers' assessment of pupils' attainment is not always used well to plan future work. Consequently work is not well matched to pupils' capabilities.
- 28 Teaching in English and mathematics is good. Teachers generally have high expectations. Pupils respond well and make good progress. Good use is made of the framework provided by the National Literacy and Numeracy Strategies. Lessons usually proceed at a lively pace and pupils work hard, showing good levels of concentration and developing their knowledge, skills and understanding. Teaching in information and communication technology has improved since the previous inspection and is now good overall. A strength of the teaching in both key stages is the very effective use of the computer suite to support work in a range of subjects. The tasks planned for completion in the suite are carefully prepared and clearly related to the work that is being covered in the various subjects.
- 29 The special educational needs teacher works well to provide pupils with educational support focused predominantly on developing literacy skills. A high percentage of this work is done on a withdrawal basis. The special needs staff aim to link with the literacy work that is taught in the classrooms. There are good procedures in place that help the school to identify, at an early stage, pupils who may be having difficulties.

Individual education plans are thorough and help class teachers to provide work that enables pupils to make progress. This is an improvement since the last inspection, when concerns were reported about the support provided for pupils with special educational needs. Additional support in literacy enables them to make good progress and develop their confidence. In numeracy, work is matched to pupils' ability and teachers take care in mental maths to ask these pupils questions at an appropriate level, which ensures that they have a high level of participation. In other subject areas, work is not always carefully matched to pupils' needs and abilities. There are occasions when pupils would benefit from tasks that are less complex and that would enable them to demonstrate their understanding in a satisfactory way.

- 30 The teaching of the National Curriculum is supported in Key Stage 1 and Key Stage 2 by one language support teacher and one bilingual classroom assistant funded through the school's Ethnic Minority Achievement Grant (EMAG). Each supported pupil has his or her own individual education plan which is reviewed termly. The support staff work closely with class teachers and provide additional help for their targeted pupils. The quality of teaching is satisfactory. However, there are occasions when their contribution to class lessons is limited. The support teacher and the class teachers are beginning to establish an effective partnership, although this work requires further development.
- 31 There is an appropriate homework policy, a copy of which is sent to parents at the beginning of the academic year. Homework is set regularly in the majority of classes, particularly towards the end of each key stage, and this makes a positive contribution to learning. All pupils are expected to read at home. The amount of other homework given to pupils is increased as they progress through the school. This takes a variety of forms, including reading activities, learning multiplication tables and spellings, and work which reinforces or extends learning in class. The policy is not yet consistently applied in all classes and where this is the case, more information could be provided about the topics being taught and how parents might help their children at home.

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

- 32 The school provides a balanced curriculum overall in the Foundation Stage. There is good provision in the nursery, but there are weaknesses in the curriculum for the reception classes. This is due to a lack of sufficient resources to enable teachers to provide the full range of activities recommended for children of that age. Planning and organisation are also weak in these classes. In Key Stages 1 and 2, there is an appropriately wide range of learning opportunities to support pupils' academic and personal development. The last inspection reported weaknesses in design and technology and in information and communication technology. The school has successfully addressed both of these issues, particularly in information and communication technology, where there has been significant improvement. Computers are now widely used throughout the school to support teaching and learning. Since the last inspection, the school has placed appropriate emphasis on raising standards in English, mathematics and science. Literacy and numeracy are effectively promoted throughout the school, both through the national strategies and through teaching in other subjects. In history lessons, there are regular opportunities for pupils to develop their skills in extended writing. In Year 5, for example, they write imaginatively in diary form about a sailor's life on board ship in Tudor times. Teaching in science makes a positive contribution to the development of numeracy skills. Year 4/5 pupils, for example, apply their knowledge of measurement to record the distance

a car has travelled down a ramp. There are useful and relevant schemes of work in place for all subjects and these provide the basis for teachers' planning. The quality of medium term planning is sound overall and is often good, although there are some inconsistencies. At best it is thorough and sets out clearly what pupils will be expected to know, understand and do by the end of the half term. Where it is less effective, the planning merely lists the activities to be covered and does not identify the strategies and resources that will be used. There is an appropriate homework policy, a copy of which is sent to parents at the beginning of the academic year.

- 33 There is good provision for personal, social, and health education. Issues such as healthy eating are explored thoroughly through science and there is gradual and sensitive promotion from an early age of drug awareness. There is a good scheme of work, which enables pupils to explore other moral and social issues, such as family responsibilities, improving the environment and sexual development. The school has joined the Healthy Schools project, which is running successfully, and has a positive effect on pupils' attitude to their diet. Pupils are also given opportunities to consider and improve the quality of their school surroundings by planting shrubs and flowers around the grounds. All Year 5 and 6 pupils are offered a residential visit to either the Isle of Man or Whitby, and this plays an important part in developing social skills and independence.
- 34 The provision for extra-curricular activities is good. Teachers give their time generously to provide a range of sports opportunities, such as football, in which boys and girls compete against other schools, as well as basketball, cricket and athletics. They organise clubs for information and communication technology, country dancing, recorders and choir. The Mustard club, which provides opportunities for religious education, also meets regularly. Funds from the Educational Action Zone have recently provided equipment and tuition for the formation of the school's own steel band. The school's curriculum and after school activities are fully inclusive and reflect a clear commitment to providing equal opportunities for all.
- 35 The community makes a good contribution to pupils' learning and there are strong links with the local church. Visitors to the school, such as the school nurse and police officers, make positive contributions to pupils' learning. The school has joined the Education Action Zone initiative and this has helped to enhance the curriculum, particularly for information and communication technology. It has established good liaison with a local secondary school to improve provision in design and technology. Year 6 pupils now have opportunities to go to the school and work in a purpose-built environment. Similarly, the school invites Key Stage 3 students to join the 'Unity' choir. The school is also an effective provider of training opportunities for students on work experience and nursery nurse or initial teacher training.
- 36 The provision made for pupils' spiritual development in school is satisfactory. There is a daily act of collective worship. This, together with religious education, is the subject of a separate report provided by the diocesan authorities. The school provides opportunities for personal prayer and reflection in the course of school worship. Music is played as pupils enter and leave the hall for assembly and acts of collective worship. However, opportunities for quiet reflection are sometimes lost. Some aspects of the curriculum also provide opportunities for spiritual development. For example, visits to local places of worship give some insight into religious belief. Music lessons are also used effectively to encourage reflection on lives of others. Pupils in Year 3/4 listened to 'Death of the Titanic'. They were asked to reflect on the feelings of the passengers as they were separated from members of their family and saw some die. This poignant moment was very sensitively handled by the teacher. A similar

theme resulted from pupils in Year 4/5 listening to Holst's 'The Planets'. They discussed the theme of war and closed their eyes to reflect on how they might feel if a friend died. In science, pupils have opportunities to reflect on the wonders of the natural world. Pupils in Year 2 showed great fascination with puffer fish and coral. The changes which had taken place in the growth of their plants amazed pupils in Year 3/4.

- 37 The school's provision for moral development continues to be good. There is a clear behaviour policy and pupils understand the consequences of poor behaviour. In their classes, pupils have contributed to agreeing a set of rules they can all follow. The level of racial harmony is still a strength within the school community and continues to enhance the quality of pupils' learning. Pupils are sure about what is acceptable and what is not. Good behaviour, caring attitudes and academic standards are celebrated in the weekly achievement assemblies and in class star charts. In all classes, pupils are taught to be fair in sharing equipment and in taking turns.
- 38 The good provision for pupils' social development has been maintained from the last inspection. All pupils are encouraged to collaborate in group work and to take responsibility for themselves and for equipment in class. Teachers respect the opinions of their pupils and praise them in their work and actions. Pupils take responsibility for collecting registers and clearing the hall after assembly. Relationships throughout the school are good and the staff model positive attitudes, with the result that pupils learn to treat each other with respect and value the contributions each can make. The school offers a good range of opportunities for pupils to take on responsibility for the day-to-day running of the school. Younger pupils are identified as class helpers. They undertake tasks for the teacher in the classroom that include taking the register to the office after each registration and assisting the reception classes with milk distribution. Pupils in Years 5 and 6 help to supervise those in Key Stage 1, reception and nursery when it is a wet lunch time. Because of the split lunch times the older pupils can stay for the start of the lesson. They listen to pupils read and help to set up activities. In lessons there is good social interaction between teachers and pupils. There is a residential week for pupils in Years 5 and 6 which develops pupils' independence because this is often the first time they have been away from home with out parents. Team sports and musical activities, such as the choir and the steel band, also contribute effectively to pupils' social development by providing good opportunities for pupils to relate to each other in informal situations. Pupils are given the opportunity to help to raise funds for charities of their choice, helping them to appreciate the needs of others.
- 39 Provision for cultural development is satisfactory. Multicultural awareness is promoted through the teaching of the major world faiths. Displays show that pupils appreciated the celebration of Chinese New Year, which gave pupils in Year 1 the opportunity to write in Chinese calligraphy and to learn the Chinese New Year greeting. However, the school does not sufficiently celebrate and support the rich and diverse cultural heritage of its pupils. In a recent European awareness week, pupils studied aspects of the culture of various countries and learned a few words of the language of the country they looked at. These they continue to use in registration. Work in art and music introduces pupils to some of the great artists and musicians of the world. The English tradition of Maypole dancing is kept and traditional playground games of hopscotch and skipping with a rope are encouraged.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 40 The school continues to provide the safe and supportive environment that was the subject of favourable comment in the previous inspection report. The overall good quality of educational and personal support makes a positive contribution to the raising of pupils' achievements.
- 41 The school cares well for its pupils. The deputy head teacher is responsible for child protection and her detailed knowledge of all pupils, together with that of the teaching staff, provides a very good level of protection. The teaching and non-teaching staff were observed providing good and effective comfort and support to particularly the younger pupils. First Aid provision is good and the children know what to do should the need arise. The school is a safe environment and the school's approach to health and safety is satisfactory. The premises manager maintains a high level of cleanliness and any aspect of maintenance is attended to promptly. This helps create a safe learning environment and also instills the high values in the pupils that are reflected in their respect for property and learning resources. These high values should be extended to the tidiness of cloakrooms and litter in the playground. The premises manager, a governor and a member of staff have performed safety inspections. However, these inspections have lapsed recently. The governors should ensure that the profile of health and safety is raised to a more formal level throughout the school and that risk assessments are carried out regularly, with clear records being maintained and passed to the head teacher for action.
- 42 The school's personal, social and health education programme is used well to promote healthy living and to emphasise the importance of health and safety matters. It contributes positively to the self-confidence of pupils. During lessons, teachers take the time to explain the reason for personal hygiene and working safely. This was evident in a nursery class where the importance of washing hands before preparing food was explained, and in a reception class where the correct carrying of scissors was explained as a natural part of the lesson. The school supports a healthy eating policy and encourages only healthy foods for snacks. Supervision at lunch times is satisfactory and the supervisors know the children well.

- 43 The school's behaviour policy is effective. Pupils have a clear idea of the standards expected of them and know that bullying or any form of harassment is not tolerated. Any incidents of misbehaviour that do occur are dealt with promptly and properly. Behaviour across the school is good and the higher levels of sanctions defined have seldom to be applied. A system of rewards is in place for many aspects of school life and recognition with the award of certificates and prizes in a whole school assembly.
- 44 Procedures for monitoring pupils' personal development are good, although largely informal, based on teachers' observations, knowledge and understanding of individuals. The progress of pupils who speak English as an additional language is regularly monitored and reviewed through a system of individual education programmes devised for each pupil. There are clear procedures for the early identification of pupils with special educational needs. The provision is good and pupils make overall sound progress.
- 45 The assessment co-ordinator has worked hard and successfully to improve assessment procedures since the last inspection. Good assessment systems are now in place throughout the school for each pupil, with appropriate focus on English, mathematics and science. Procedures are also in place for assessing progress in the remaining subjects of the curriculum. Careful records of each pupil's test results are now kept from entry to the school and are passed on from year to year. The co-ordinator recognises that the information gathered from tests is not yet consistently used to inform planning throughout the school. In Key Stage 1 and in Years 3 and 4, there is insufficient careful analysis of assessment data to identify targets for improvement for particular individuals or groups of pupils. The situation is much better in Years 5 and 6. Information gathered from the various formal and optional tests is used to target pupils for additional learning support and booster classes. The success of this practice is clearly reflected in the significant improvement in the national tests at the end of Key Stage 2 in recent years. The quality and use of day-to-day assessment is satisfactory, although inconsistent overall throughout the school. The majority of teachers mark work conscientiously and have a good knowledge of the individual strengths and weaknesses within their class. However, this knowledge is not always used effectively to plan work that is accurately matched to the needs of all pupils in the class.
- 46 Procedures to monitor attendance are satisfactory. Registration takes place quickly and promptly. Immediately following registration each morning and afternoon the registers are returned to the school office, where any latecomers must report before attending their class. However, attendance and punctuality have deteriorated since the last inspection. The school recognises the need to address the unsatisfactory level of attendance, much of which is the result of families taking extended holidays in term time. The education welfare officer is a regular visitor and works in close co-operation with the school to address the problems associated with attendance and punctuality. The school secretary is confident at handling the computer generated absence statistics and the effect of current initiatives are being monitored.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 47 The school has a satisfactory partnership with parents. This reflects the position reported at the time of the previous inspection. Parents' and carers' views of the school are generally positive. The great majority report that their children like school and that they are making good progress. They feel that the quality of teaching is good and that children are expected to work hard and do their best. They also believe that the school helps their children to become mature. The areas of concern to some parents centred on the passing of information and the closeness with which the school works with parents. The inspection supports those parents' views in these respects. The governors should seek ways in which to improve the quality of information for parents and the perception that parents have about the closeness of their links with the school.
- 48 The school prospectus and the annual governors' report to parents are clear and comprehensive and both meet fully the statutory requirements. A home/school agreement is in place and this is signed by parents, pupils and the school.
- 49 Parents' consultation evenings, held each term, are successful in attracting a high proportion of parents to discuss their children's progress with the teachers. Annual reports on pupils' progress are hand written, personal to the pupil and contain details of achievement in all curriculum subjects and comments on personal and social skills. This is an improvement since the last inspection when they were reported to be impersonal and bland. However, there is no provision for pupil or parent comment on the report or a consistent approach to identifying areas for improvement. Parental access to the class teacher at the beginning and particularly at the end of the school day is satisfactory. In the nursery, parents are positively welcomed to come into the classroom, settle their child down and talk to the staff, but entrance doors to the infant block have notices requesting adults/parents not to enter. This is done for reasons of security. Parents are, however, welcome to make appointments to discuss concerns at any time. Parents are also invited to concerts and productions.
- 50 Information communicated to parents during the school term is mainly concerned with forthcoming events. There is no consistent approach to advising parents of work to be covered. As pupils move through the school some parents continue to play an important part by hearing their children read and helping them with spellings and number facts. There is a coherent homework policy but it is inconsistently applied. The homework diaries used in Year 6 have the potential to support learning in the home and provide parents with a clear understanding of the homework set. This practice could be usefully extended to other classes.
- 51 The quality of information provided for parents of children with special educational needs is good. Parents are kept well informed about the concerns of the school. Teachers highlight initial concerns and these are followed up by the special educational needs co-ordinator who contacts parents and the appropriate agencies, such as the educational psychologist. Parents are encouraged to meet teachers to discuss progress. They are asked to contribute to the reviews and the decisions made regarding the targets that are set.

- 52 A small number of parents help as volunteers in the classroom and give valuable support to pupils and staff. The Parents Association supports the school well and organises social as well as fund-raising events. This interaction and support contributes to improving relationships between teachers and parents and should be developed further.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 53 The overall quality of the school's leadership and management is satisfactory. The headteacher and the deputy headteacher work closely together and provide a clear educational direction for the school. Collectively the headteacher, staff and governors contribute effectively to the quality of education provided and to the standards achieved by the pupils. They have established a caring and supportive atmosphere within the school.
- 54 The governors are kept well informed about developments in school and many of them are regular visitors. They provide good support for the school and are effectively involved in decisions about finance and the curriculum. This is an area of improvement since the previous inspection. Individual governors have responsibility for areas such as special educational needs, literacy and numeracy. They have established committees to oversee and meet the requirements of their statutory responsibilities.
- 55 The school development plan has been produced in consultation with staff and governors. This is based on a clear analysis of the school's needs and identifies the school's priorities. It is linked to the school budget, has clear criteria for success and is reviewed regularly to evaluate progress.
- 56 The school has taken positive and effective steps to address the areas for improvement identified in the last inspection report. There has been a clear improvement in standards of attainment in English, mathematics and science at the end of Key Stage 2. The provision for design and technology and information and communication technology has improved, and pupils have more opportunities to make use of mathematical and computing skills to support work in other subjects. Systems for assessing and monitoring pupils' progress have been improved but are not yet used effectively in setting clear targets for individuals and groups. Similarly, systems to monitor the quality of teaching and learning have been established but are not yet used effectively to provide a consistency in the quality of teaching throughout the school. Satisfactory arrangements are now in place to meet the statutory requirements for appraisal and performance management.
- 57 Another area of improvement since the previous inspection is the provision for pupils with special educational needs. This is managed well and there are good structured procedures in place. Problems are now identified at an early stage; this was not the case at the time of the last inspection. Individual education plans set out clear targets showing how these will be achieved and evaluated. The school fulfils the requirements of the Code of Practice in having a special needs register, consulting parents, and holding annual reviews. Pupils' progress is monitored and tracked. The governors' annual report to parents makes clear the provision available for pupils with special educational needs and gives appropriate emphasis to their entitlement to curricular access.

- 58 Specialised provision for ethnic minority pupils is supervised by the deputy head, who holds regular meetings with language support staff. The progress of pupils who speak English as an additional language is regularly monitored and reviewed through a system of individual education programmes devised for each pupil. Specialist teaching and the work of the bilingual classroom assistant should be more closely monitored and supported, in terms of targeting and the strategies used, to maximise the impact of their teaching.
- 59 The school has effective strategies in place to promote skills of literacy and numeracy. The literacy and numeracy co-ordinators provide effective leadership. The literacy and numeracy strategies are well managed and provide a useful and effective framework for curriculum planning in English and mathematics.
- 60 In consultation with staff and governors, curriculum co-ordinators have produced whole school policies and schemes of work which support teachers in their planning. Co-ordinators are responsible for managing their subject and provide curriculum support. They are involved in monitoring teachers' planning and pupils' attainment. This has helped to raise standards, especially at the end of Key Stage 2. There is a rolling programme to provide co-ordinators with some non-contact time to oversee developments in their area of responsibility. Senior staff have responsibility for the monitoring and evaluation of the quality of teaching and learning. There has been a programme of classroom observation but this has not yet proved effective in ensuring consistency in the quality of teaching throughout the school. This monitoring has been most effective with the classes in upper Key Stage 2. The headteacher has had a limited role in the formal monitoring and evaluation of teaching. The current system of monitoring is very dependent upon releasing senior teachers from their own class. When this does not happen because of other staff absences, the system becomes ineffective.
- 61 The school is a member of the Salford and Trafford Education Action Zone. This has proved beneficial to the school in the provision of additional staffing and resources. The pupils have also benefited from the improved links with other schools and the good links with outside organisations, which have provided specialist facilities.
- 62 The previous inspection report indicated that governors were not sufficiently involved in financial planning. This issue has been successfully addressed. Governors have a clear view of the financial priorities facing the school. Long term strategic financial planning is sound and this represents good improvement since the last inspection. Governors have re-structured the composition and practices of the finance committee to ensure clearer passage of information about budget issues. They show an appreciation of the principles of best value by, for example, enlisting the expertise of the local authority architect before embarking on building projects and examining several quotations before hiring contractors. They are closely involved in the school's membership of the Education Action Zone initiative and have made good use of the specific grants available as a result of this to improve provision for information and communication technology. The management of day-to-day financial administration is efficient. The school secretary and her clerical assistant organise the collection of money and ordering and distribution of equipment in a way which ensures minimum disruption to teaching and learning. The very few minor recommendations in the latest auditor's report have been implemented.

- 63 The school is well staffed with suitably qualified teachers with a relevant range of expertise. There is a satisfactory range of support staff, including a teacher and bilingual classroom assistant who have appropriate experience and relevant training in teaching and supporting English as a second language. The provision of nursery nurse support is adequate in the nursery but less so in the reception classes, where it is on a part time basis. During the inspection, the nursery nurse was unfortunately on sick leave and her absence had not been covered. The school should review the timetabling of support for pupils for whom English is an additional language to ensure that it is always being used to the greatest effect in supporting language development. The support from the bilingual assistant should also be further extended into the nursery and reception classes where children most need it.
- 64 The school strategy for appraisal and performance management is sound. The more formal procedures for appraisal are in the early stages of implementation. There are effective staff development procedures in place which are linked to school priorities and which also meet individual training needs. The induction procedures for newly qualified teachers are good. The school has rightly identified the need for more training for the teachers in the reception classes to improve their knowledge of how to implement the Foundation Stage curriculum.
- 65 The caretaker and cleaning staff maintain the school to a good standard. Catering and supervisory assistants also make a valuable contribution to provide effectively for pupils' welfare at lunchtimes.
- 66 The school's accommodation is adequate for the needs of the curriculum. The nursery, which is in the same grounds as the school, is purpose built and is of satisfactory size and well maintained. The school has recently developed two library areas. These are too small in size to accommodate whole classes. They are, however, an improvement from the last inspection. Another improvement has been the development of a computer suite. The play area outside the nursery is suitable for its purpose. The reception classes, however, have no fenced off play area. The school has identified the need to relocate these two classes and make more appropriate playground facilities. The main school hard surface play area is appropriately marked with games for children to play. There are seats where pupils can sit in comfort. The recently developed environmental areas, which contain plants and shrubs, also improve the provision.
- 67 The school has a satisfactory range of resources to support learning in most areas of the curriculum. The quantity and the quality of computers has improved since the previous inspection. However, computers within classrooms now need upgrading. Although a considerable amount of money has been allocated to improving the number and quality of books, these are still barely adequate to meet the needs of the pupils and the range of curriculum areas. Some reading books are worn and need replacing. The school is aware of the shortage in the range of resources in the two reception classes and is planning to improve these when finance is available.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

68 To improve the school further, the headteacher, staff and governing body should:

- 1) improve the curriculum and resources for children in the reception classes by:
 - improving teachers' knowledge and understanding of the Early Learning Goals and the areas of learning for children in the Foundation Stage;
 - ensuring greater opportunities for children to be able to select resources for themselves, to work independently and to be involved in investigation and exploration;
 - providing an appropriate range of good quality resources;
 - organising the classrooms to provide a well ordered and stimulating environment with good quality displays;
 - providing sufficient non-teaching support, including bilingual support for children for whom English is an additional language;

(Paragraphs 2, 24, 32, 74 - 90)
- 2) make more effective use of the systems for the monitoring and evaluation of teaching and learning in order to promote a greater consistency in the quality of teaching throughout the school and to extend the very good practice already in place. Ensure that senior managers have sufficient time to carry out their monitoring duties;
(Paragraphs 24, 25, 56 60)
- 3) make more effective use of the assessment information available
 - to inform teachers' planning, and ensure that work is well matched to pupils' needs;
 - to set clear targets for improvement by individuals or groups;
 - to identify and target ethnic minority pupils requiring additional support and to monitor their progress;

(Paragraphs 24, 26, 32, 45, 100, 101, 112, 114, 124, 146)
- 4) work with parents to improve pupils' attendance and punctuality and reduce the amount of time taken in extended holidays during term time;
(Paragraphs 22, 46)
- 5) improve the partnership with parents by
 - improving the quality of annual reports on pupils' progress;
 - improving the information provided for parents about the work in school and homework.

(Paragraphs 47 – 52)

THE PROVISION FOR PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE

- 69 The provision for pupils with English as an additional language is satisfactory. Additional support is provided by one language support teacher and one bilingual classroom assistant funded through the school's Ethnic Minority Achievement Grant (EMAG). Each supported pupil has an individual education plan which is reviewed termly. There are differences in levels of attainment between pupils of different ethnic background by the end of Key Stage 1. These differences are no longer significant by the end of Key Stage 2. Similarly, ethnic minority pupils generally achieve levels of attainment below national expectations at the end of Key Stage 1. They attain at or above levels of national expectations by the end of Key Stage 2.
- 70 The progress of pupils who speak English as an additional language is regularly monitored and reviewed through a system of individual education programmes devised for each pupil. Ethnic minority pupils are targeted for additional support on the basis of teacher recommendations and their performance in national tests. There is, however, no specific assessment using criteria to identify need for additional language support for those pupils for whom English is an additional language. The spread of support given by the language support teacher over the week should be planned to allow pupils more regular access to help in lessons. The school has done preliminary work on differences in levels of attainment between pupils of different ethnic background. This has not yet been sufficiently developed to enable clear targets for improvement to be set or to address the different levels of achievement between ethnic groups in Key Stage 1.
- 71 The support staff work closely with class teachers and provide additional help for their targeted pupils. However, there are occasions when their contribution to class lessons is limited. Overall, the quality of teaching is satisfactory.
- 72 Overall, ethnic minority pupils have satisfactory learning opportunities in Key Stage 1 and good learning opportunities in Key Stage 2. However the school could significantly improve these opportunities by formulating a whole school policy to reduce extended absences of pupils making trips abroad, which are growing in number. The majority of pupils are included in all class activities with only a few being withdrawn occasionally for specialised language support. However, children in the nursery and reception classes do not have sufficient access to home language support. Insufficient opportunities are created for pupils to work in a multilingual environment supported by displays, signs or dual language books.
- 73 Specialised provision for ethnic minority pupils is supervised by the deputy head who holds regular meetings with language support staff. However, partnership teaching and the work of the bilingual classroom assistant should be more closely monitored and supported, in terms of targeting and strategies used, to maximise the impact of their teaching. Senior management and the governing body should continue their initial work on addressing the issue of extended absences as a whole school issue. Data already collected about achievement by ethnicity should also be analysed to ensure any underachievement by ethnic groups is remedied.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	80
Number of discussions with staff, governors, other adults and pupils	31

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	15	34	43	5	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	25.5	297
Number of full-time pupils eligible for free school meals	0	65

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	1	49

English as an additional language	No of pupils
Number of pupils with English as an additional language	145

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	6.6
National comparative data	5.2

Unauthorised absence

	%
School data	2.0
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 the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	14	28	42

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	9	11
	Girls	22	24	27
	Total	31	33	38
Percentage of pupils at NC level 2 or above	School	74 (73)	79 (75)	90 (88)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	13	11
	Girls	26	28	26
	Total	36	41	37
Percentage of pupils at NC level 2 or above	School	86 (75)	98 (88)	88 (100)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	200	8	20	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	6	8
	Girls	19	17	20
	Total	26	23	28
Percentage of pupils at NC level 4 or above	School	93 (81)	82 (75)	100 (88)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	6	6
	Girls	18	18	18
	Total	23	24	24
Percentage of pupils at NC level 4 or above	School	82 (72)	86 (78)	86 (78)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	57
Black – African heritage	1
Black – other	16
Indian	9
Pakistani	59
Bangladeshi	0
Chinese	4
White	143
Any other minority ethnic group	8

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	1	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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	15
Number of pupils per qualified teacher	21.1
Average class size	25.1

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	192

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	1
Total aggregate hours worked per week	28

Number of pupils per FTE adult	13
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FTE means full-time equivalent.

Financial information

Financial year	1999/00
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	£
Total income	495,300
Total expenditure	501,289
Expenditure per pupil	1,602
Balance brought forward from previous year	15,261
Balance carried forward to next year	9,272

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	349
Number of questionnaires returned	85

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	42	4	0	0
My child is making good progress in school.	34	54	8	0	4
Behaviour in the school is good.	27	59	12	0	2
My child gets the right amount of work to do at home.	27	38	14	9	12
The teaching is good.	41	49	6	1	2
I am kept well informed about how my child is getting on.	20	51	24	5	1
I would feel comfortable about approaching the school with questions or a problem.	39	52	1	5	4
The school expects my child to work hard and achieve his or her best.	36	51	4	1	8
The school works closely with parents.	19	54	14	9	4
The school is well led and managed.	31	49	11	2	7
The school is helping my child become mature and responsible.	29	62	0	2	6
The school provides an interesting range of activities outside lessons.	14	29	24	8	25

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

- 74 There are 52 children who attend the nursery part time. In the two reception classes there are 47 children who attend school full time. Children enter the nursery at the age of three and start school in the reception class in the September prior to their fifth birthday.
- 75 In the nursery there is one teacher and one nursery nurse. In addition there is some limited bi-lingual classroom support for children whose first language is not English. There is also some additional support for children who have been identified as having special educational needs to enable them to have equal access to the curriculum. Each of the reception classes is staffed by a teacher, a part time nursery nurse and a part time non-teaching assistant who assist in each class for an equal amount of time. At the time of the inspection the nursery nurse was absent and had not been replaced.
- 76 In both settings a carefully planned induction programme helps children to settle into school life with ease. Care is taken to meet parents and carers in order to meet the individual needs of children. The staff in the nursery and the reception classes, together with the co-ordinator for the Foundation Stage, plan together to ensure that their planning meets the requirements of the nationally agreed areas of learning. The co-ordinator has started to monitor the quality of the provision but the effects of this have not yet been realised in the reception classes.
- 77 The provision in the nursery is of high quality and is a strength of the school. The teacher and nursery nurse, who work closely as an effective team, have established good caring relationships with the children. The high quality of teaching and the contribution of non-teaching staff and voluntary workers, including parents, make a positive contribution to children's progress. The quality of teaching in the reception classes is generally satisfactory, although some unsatisfactory teaching was observed. Unfortunately, for some activities, including those for communication and language and literacy, the two reception teachers have to share already limited resources. The co-ordinator for the Foundation Stage is not allocated an early years budget, although recently there has been some expenditure on items of furniture including role play items and sand and water trays, which are not yet used effectively. The range of equipment and activities is too narrow to promote the early learning goals. The learning environment is lacking in interest, an appropriate range of good quality resources, and stimulating displays.
- 78 Children begin school with below average level of attainment overall. This is confirmed in the initial assessments conducted with these children. They make very good progress in the nursery class. In the reception classes progress is satisfactory. By the time they are ready to start in Year 1 the majority of the children achieve the expected levels of attainment in personal and social development, knowledge and understanding of the world, physical development and creative development. Attainment in listening, speaking, reading and writing and mathematical development are still slightly below that in the other learning goals. Children with special educational needs receive a satisfactory level of support to enable them to participate in activities and to make satisfactory progress in their knowledge understanding and skills. Children for whom English is an additional language would benefit from greater access to bi-lingual support in the early stages of their acquisition of English.

Personal, social and emotional development.

- 79 Children's personal and social development is given high priority in the nursery and therefore children make very good progress. When children enter the reception classes they have made good progress in working as part of a group or class. In both settings the majority of children are eager to learn. They show good understanding of the class routines. During milk time children demonstrate good manners and independence skills, some helping to distribute and collect bottles. Children play and work together well. They sit patiently during registration and assemblies. When asked to, they respond well to the teacher's instructions, tidy up after themselves and remember to say 'please' and 'thank you'. They listen carefully to their teachers and do as they are asked. They demonstrate growing independence in their dressing skills and in personal hygiene, for example washing hands following a painting activity and putting objects and games in the correct place. Most are confident to try new activities.
- 80 Teaching in this area of learning is very good in the nursery. In the reception classes, it is satisfactory. In the nursery, staff provide good role models. They treat each other and the children with courtesy and respect. There are clear expectations of children to grow in independence and to have good behaviour. The equipment and resources are easily accessible to children to enable them to become independent the children. The children are encouraged to take care of the equipment, which is readily available for them to investigate and use. In both settings staff ensure that children feel secure, encourage and support them. However, the narrow range of activities in the reception classes limits the opportunities for children to select resources for themselves and to work independently.

Communication, language and literacy

- 81 Children's development in communication, language and literacy is slow. Although the children in the nursery attain appropriately there are several children in the reception classes who are unlikely to attain the Early Learning Goals by the age of five. In the nursery, the majority of the children, when listening to the story 'The Tiger Who Came to Tea' do so attentively. They are keen to contribute their views. Many speak clearly about the fruit they taste, using words such as mango and pineapple. They listen with enjoyment to stories and join in with songs and rhymes. A few children receive bilingual support to assist them in understanding and in expressing their needs. In the reception classes most children listen well but some find it difficult to concentrate for a sustained period of time. Although some are able to recognise sounds at the beginning and ends of words many have difficulty in this exercise. They are beginning to form their letters and to write their name. They try hard to write simple words and sentences under and over their teachers' script. However, few are able to write unaided. Most children are confident when speaking to adults. They can initiate conversation and talk about their experiences. Some children with special educational needs choose not to talk and others have a restricted vocabulary. The children with special educational needs and those children whose understanding of English is limited receive a small amount of additional support to enable them to make satisfactory progress.

- 82 This area of learning is particularly well taught in the nursery. The varied and exciting activities encourage children to communicate their thoughts and feelings. Staff, when engaging children in discussion, question them effectively and challenge them to think. The good quality displays, the good quality script in teachers' captions, and the great care taken to provide stimulating experiences which encourage children to investigate, experiment and to participate in role play, promote good standards in speaking, listening, reading and writing skills. In the reception classes, although teaching is satisfactory overall, the range of activities is too narrow to promote the early learning goals sufficiently well. The teachers are knowledgeable of how to teach the literacy strategy but are less secure in their understanding of the early learning goals. Children are taught phonic skills and are encouraged to read out loud and to take books home. Displays and the learning environment do little to promote an interest in reading and writing and provide few opportunities for investigation.

Mathematical development

- 83 Children make good progress in their mathematical development in the nursery. There are carefully planned opportunities for children to develop their mathematical language and understanding of number through practical activities and daily routines. Every opportunity is taken for children to count and learn about numbers. Children count everyday objects to 10 and beyond. They recognise numerals 1 to 9 and use appropriate mathematical language, such as 'more' and 'less'. They make necklaces, sequencing beads by colour and number. The higher attaining children in the reception classes are able to count in 2's and 10s and most children can count forwards and backwards to 10. Some children have difficulties when ordering numbers 1-10 and 11-20.
- 84 The quality of teaching in the nursery is very good. The high quality displays and the use of stimulating and well prepared teaching aids assist children during counting activities. The children with special needs receive good quality support to enable them to be included in activities. They make good progress in acquisition of early mathematical vocabulary through discussion about mathematical practical activities. In the reception classes, when working with the whole class, the teaching is satisfactory, particularly with regard to counting activities. Questioning is used well to check children's knowledge and to extend understanding. However, in small group activities, teaching is not always satisfactory. Children in lessons are all doing mathematical activities at the same time. This makes it difficult for the teachers to supervise and to assess properly whether children have thoroughly understood what they are doing. Work is not sufficiently well matched to their learning needs. Some have tasks that are lacking in challenge and others work that they find too difficult. Children become restless and lose interest. The resources children are given to use are outdated, worn and insufficient in terms of quantity and quality. There are insufficient activities for children to explore and use independently.

Knowledge and understanding of the world

- 85 Children make good progress in their knowledge and understanding of the world and are on track to attain the Early Learning Goals. Carefully planned activities encourage children to find out about and identify features of living things and to investigate and question why things happen. In the nursery, children are involved in learning about fruits that grow in hot climates. They cut, smell and taste fruits. Children sing 'Down in the Jungle'. They talk about toy animals, which parents have contributed to aid the learning process. They are growing in knowledge of other climates than their own. During registration children identify days of the week and what the weather is like.

Children in the reception classes are also growing in knowledge about life in other countries and can recognise animals that are found on safari. They develop control of the mouse when using the computer and they know how to use the listening centre. They plant seeds and show developing knowledge of what plants need to grow.

- 86 Teaching in the nursery is excellent. Every opportunity is taken to broaden children's knowledge and understanding of the world. Adults support children well in investigating their surroundings and encourage them to find things out for themselves. Some children remember some French words from their work about France. An interesting photographic display shows children constructing with building bricks. In the inspection week, displays, books, toys and discussion are all used well to enable children to learn about wild animals and their habitats. Teaching in the reception classes is satisfactory. Photographs are used effectively to bring understanding of what life is like in Africa. The children are taught how to use the computer. Children are provided with satisfactory opportunities to find out which conditions are the best when growing plants. At times there are missed opportunities to develop children's language when activities are over-directed. There are insufficient opportunities for children to experience sand, water and construction materials.

Creative development

- 87 Children make good progress in their creative skills and are likely to attain the Early Learning Goals by the time they leave the Foundation Stage. In the nursery children talk about various patterns on fruit. They learn about colours and paint. They participate in a variety of imaginative role-play, for example in 'The Clothes Are Us' shopping area. They are involved in making, gluing, sticking and selecting their own shade of paper when making their puppets. In the reception classes, children cut out masks of animals, although many do need assistance in this. Some mix paint to form the colour grey for their elephants, whilst others roll and stick tissue paper to make a mane on their lion. They sing well in assemblies, remembering the words to songs and hymns.
- 88 Teaching is of a very good standard in the nursery. Children are provided with carefully planned opportunities to explore colour and shape, and to use their imagination through art, music, stories, dance and imaginative play. When experimenting with paint, children are taught how to hold the paintbrush correctly. They are challenged to think about their work through skilful discussion and questioning about what they are doing and what they should do next. Staff help children to sing well together and to remember the words and tunes to simple rhymes. Teaching is satisfactory in the reception classes. Sponges, brushes, scissors are readily available for the children to use and there are good links to extending children's knowledge and understanding of the world.

Physical development

- 89 Children are likely to attain the Early Learning Goals in this area. A wide variety of learning opportunities are provided. Children use small play equipment when they play in the playground each day. Their skills in cutting, modelling and building with construction toys and bricks are developing well. Children in the nursery and the reception classes also participate in physical education lessons in the school hall. They move confidently and imaginatively in reception, follow teacher's instructions well and, in the nursery, move in time to the music and tambourine accompaniment. In both settings children show a satisfactory awareness of space. At the moment the reception classes do not have a suitable fenced off outside play area but they do have some use of the nursery facilities. The school has rightly recognised the need to relocate the reception classes in order for them to have closer links with the nursery class and to have a more suitable area for physical activities.
- 90 Standards of teaching in the nursery and the reception classes are satisfactory overall. Staff help children to use tools and modelling materials with increasing skill. The well-organised play activities enable children to practise their running, jumping, skipping and hopping skills. Planning shows that there are appropriate physical challenges which enable children to grow in confidence, for example to aim a beanbag at a target and to be able to retrieve, collect and catch an object. During all activities, staff ensure that children are well supported and that good attention is given to safety. Clear instructions and skilful questioning extend well the children's understanding of what is required to promote progressive development.

ENGLISH

- 91 The results of the 2000 National Curriculum tests in English at the end of Key Stage 2 were well above the national average and were very high in comparison with schools with a similar intake. Taken across the period from 1996 to 2000, standards have risen above the national trend. Evidence from the inspection indicates that pupils in the present Year 6 class are likely to attain standards that are slightly lower than those attained in 2000. This is due to a different ability range in the current Year 6, where there are a number of pupils with special educational needs. Standards are, however, above the national expectation. There is no significant difference between the results of girls and boys.
- 92 The results of the 2000 end of Key Stage 1 National Curriculum tests in reading were well below the national average. In writing they were in line with the national average. In comparison with schools with a similar intake, the results were below average in reading and above average in writing. Taking the years 1998 to 2000 together, reading and writing were below the national average. Over time, results show a downward trend in reading, and variation from year to year in writing. Evidence from the inspection indicates that standards in reading have improved as a result of good teaching and high expectations in the Year 2 class, and are in line with the national expectation. Standards in writing have been maintained and reflect the 2000 results.
- 93 When pupils enter the school attainment overall is below average. The school places a strong emphasis on the development of language and communication skills, and this enables pupils to make good progress. Some pupils lack confidence in speaking and find it difficult to listen for sustained periods of time. Pupils with special educational needs are well supported and, therefore, make good progress in relation to their individual education plans. Pupils with English as an additional language also receive satisfactory teaching and support to enable them to make satisfactory

progress in their acquisition of English.

- 94 Attainment in speaking and listening by the end of Key Stage 1 is generally in line with the national average. When pupils first enter the school many have a more limited range of vocabulary than is expected of pupils of their age. Some still do not speak clearly. They have difficulty in understanding, are lacking in confidence to express their ideas and are hesitant to respond to teachers' questions. Pupils are taught to listen carefully. The carefully planned opportunities for pupils to talk during whole class and group sessions enable pupils to make good progress. By the end of the key stage, most demonstrate the ability to listen attentively, to contribute to class discussion, ask questions and respond to their teachers' questions with good confidence. There was a good example of this in a Year 2 class, where excellent pupil and teacher discussion increased pupils' understanding of the use of syllables and presented them with the opportunity to demonstrate their knowledge of the work of a famous poet.
- 95 By the end of Key Stage 2, most pupils listen carefully to their teachers and other pupils. Some Year 3 and 4 pupils have difficulty in sustaining concentration. A small minority of pupils have difficulty in understanding instructions and are hesitant to answer questions. Most teachers make effective use of discussion and skilfully use questions to check understanding of vocabulary and to develop pupils' confidence in speaking. Because of these opportunities pupils make good progress in their speaking and listening skills and, by the end of the key stage, the majority of pupils retain information well. Their conversational skills are well developed and the higher attaining pupils confidently put forward their views when given the opportunity to participate in discussion.
- 96 Overall attainment in reading by the end of Key Stage 1 is in line with the national average. Some pupils are hindered by their limited knowledge of English and a small number of pupils have special educational needs. Younger pupils can recognise letter sounds and individual words. They hold their books correctly, and use pictures and their knowledge of sounds to assist them in reading words they are not sure of. The whole class shared reading sessions successfully develop pupils' reading skills when they are encouraged to read fluently with good expression. By the end of Year 2, most pupils can explain the difference between an author and an illustrator, and are able to read simple texts with some accuracy. The higher attaining pupils clearly enjoy reading short stories, demonstrate good understanding of what they have read, can talk about what has happened in the story and say what they think may happen next.
- 97 By the end of Key Stage 2, many pupils attain well for their age. Overall, pupils make good progress as they move through the school. Most pupils are able to read independently, fluently and with good expression from a satisfactory range of texts. When asked about their reading they show good comprehension skills. They understand the use of the thesaurus and dictionaries, and have good understanding of the difference between fact and fiction. They are beginning to use the classification system in the recently reorganised school library, and many make good use of their local public library. They enjoy reading for pleasure and can discuss books and authors. The majority are confident in the use of information and communication technology to find out information to assist them in their knowledge and understanding in other areas of the curriculum. Those pupils who find reading more difficult are hesitant but are able to use contents pages, indexes and dictionaries to assist them in their work in other subjects. At times, opportunities are missed to encourage an interest in books and to broaden pupils' experience of a range of literature. However,

this was not the case in a Year 5 class, where children were encouraged to evaluate the quality of writing of various authors, when making choices of which books to read. This interest in reading was demonstrated by those pupils in Years 5 and 6, who were heard to read individually. Pupils throughout the school take reading books home. There is good support from those parents and carers who regularly hear their child read at home and the small number who give generously of their time to assist in school.

- 98 At the end of Key Stage 1, standards in writing are generally in line with the national average. Most teachers provide carefully planned opportunities to develop writing skills and to enable pupils to make good progress. By the end of the key stage, most pupils write independently and are beginning to write stories with a beginning, middle and an end. Their spelling of simple words is generally accurate and they are able to use full stops and capital letters appropriately. The higher attaining pupils are beginning to use speech marks. Their work includes a good range of writing for different purposes, including instructions for making a cup of tea, factual information about Florence Nightingale and some imaginative writing, using interesting vocabulary about their teacher's imaginary bird.
- 99 By the end of Key Stage 2, most pupils attain well for their age. They write letters, stories, descriptions, reports and instructions. They plan, draft and improve their work. Most write imaginatively and with increasing confidence. Their work demonstrates accurate sentence construction and grammar. Progress in the use of different tenses, the range of vocabulary, accuracy in spelling and the use of speech marks is good. All but the lowest attaining pupils write in a well developed joined up style of writing. Scrutiny of pupils' previous work and their work in history, geography and science demonstrates that higher and lower attaining pupils have made good progress in the presentation and organisation of work. The initiative of the co-ordinator to set aside one literacy time per week, for staff and pupils to concentrate on the development of writing skills, is having a positive impact on the quality of writing and the good standards attained. There has been an improvement in pupils' individual writing skills and their use of interesting descriptive language, although there are still some pupils whose vocabulary range is limited and who need assistance in formulating their ideas. The support provided for pupils with special educational needs, and those for whom English is an additional language, enables them to make good progress. Throughout the school there are good opportunities for pupils to increase their English skills through the use of information and communication technology. This was particularly evident in the Year 5 and 6 classes, where pupils researched information which they confidently word-processed and then edited to ensure accurate use of language.
- 100 The overall quality of teaching in both key stages is good, with some excellent teaching at the end of Key Stage 1 and some very good teaching in both key stages. The strategies for teaching literacy are effective. Teachers plan lessons in accordance with the National Literacy Strategy. The features of the most successful teaching in the single-aged classes in Key stage 1 and the two older classes in Key stage 2 are the strong commitment to raising standards and the energetic teaching which is effective in accelerating the pace of progress that pupils make. Work in these classes is carefully planned to meet the needs of individual pupils according to their age, attainment level and language needs. High expectation of pupils in terms of behaviour and the quality of their work, as well as interesting and challenging lesson content, enables pupils to make very good progress in the acquisition of knowledge and skills. Teaching is less successful when teachers fail to make full use of the opportunities to use their assessments of pupils understanding and knowledge to

provide work that matches individual needs according to age and attainment. Most teachers provide carefully planned opportunities to develop writing skills and to enable pupils to make good progress. At times, however, the over use of photocopied work sheets, which are lacking in challenge, do little to extend pupils' skills. Therefore, pupils are denied the opportunity to build on their previous attainment. In most classes, pupils are eager to learn. The good relationships that exist with each other and their teachers are having a positive impact on the quality of learning. At times, in both key stages, restlessness occurs when lesson content is lacking in interest and resources are not readily available.

- 101 The school has effective systems in place to monitor the progress of pupils as they move through the school. Good use is made of the National Curriculum tests to identify areas of concern relating to individuals and classes. The information gained, however, is not always used to best advantage. Teachers' marking is inconsistent and does not always provide sufficient advice on how pupils can improve their written work.
- 102 The co-ordinator provides effective leadership. Her subject knowledge is good. She shows good understanding of the developments needed in the subject. A good start has been made in monitoring the quality of teaching and learning across the school. This good initiative is beginning to raise standards in teaching and learning, although the impact of this has not yet been fully realised in some classes.
- 103 The school has made several improvements since the previous report. The National Literacy Strategy has been successfully introduced. This has provided a useful structure to support teachers' planning and the development of appropriate skills and knowledge. There has been an improvement throughout the school in standards in writing. Systems to improve handwriting and spelling are beginning to be effective, as are the increased opportunities to use information and computer skills. The identification of pupils with special educational needs has improved and, where specialist teachers and non-teaching staff are sufficiently involved, the provision is good. Reading schemes have been updated and the libraries reorganised and classified. The range and the quality and quantity of books will need extending further as pupils begin to make more use of these facilities to extend their knowledge in subjects across the curriculum. The additional lessons for Year 4 pupils who have not achieved the level expected, and the booster classes for Year 6 pupils in preparation for the end of Key Stage 2 National Curriculum tests, are helping to raise standards.

MATHEMATICS

- 104 The school's results in the 2000 National Curriculum mathematics tests at the end of Key Stage 2 were well above the national average. Pupils' performance was very high in comparison with similar schools. Taking the years 1998 to 2000 together, results have been well above the national average. The standard of attainment at the end of Key Stage 2 is currently not as high as the 2000 National Curriculum test results. This is due to a different ability range in the current Year 6, where there are a number of pupils with special educational needs. Standards are however, above the national average. There is no significant difference in the results of girls and boys.
- 105 The school's results overall in the 2000 National Curriculum tests at the end of Key Stage 1 were well below the national average. They were below average in comparison with schools with pupils from similar backgrounds. Taking the years 1998 to 2000 together, results have been well below the national average. However, the results have been improving since 1998. The number of pupils achieving the National Curriculum Level 2 has been in line with the national average, but relatively few pupils have achieved the higher Level 3. The evidence from the inspection shows that standards of attainment at the end of Key Stage 1 are improving as a result of good teaching and high expectations in the Year 2 class. Consequently, more pupils are likely to achieve level 3 this year. However, attainment is still below the national average. Pupils' achievement in Key Stage 1 is satisfactory overall, and pupils in Year 2 are making good progress.
- 106 The quality of teaching, which was satisfactory overall at the time of the previous inspection, has improved. Seventy per cent of teaching is now good. This has had a positive impact on the standard of work observed. The previous inspection report indicated that standards were in line with the national average, with pupils making satisfactory progress throughout the school. There has been considerable improvement. Standards of attainment at the end of Key Stage 2 are now above the national average and pupils achieve well and make good progress. This improvement is due to the good overall teaching across the key stage and the extra support provided for pupils through booster classes.
- 107 Pupils with special educational needs make satisfactory progress in relation to their abilities. Pupils for whom English is an additional language make satisfactory progress at Key Stage 1. Additional support is provided and they have individual learning programmes. However, there are no commonly agreed criteria for the inclusion of pupils to be supported in groups. More accurate targeting of pupils is needed to further improve attainment. Pupils in Key Stage 2 make good progress, and there is no significant difference in the levels of attainment of pupils of different ethnic background.
- 108 By the end of Key Stage 1, pupils have an appropriate mathematical vocabulary. Most have a good understanding of pattern in number and know the difference between odd and even. They have a secure understanding of shape. They are encouraged to use and develop their skills of mental arithmetic and make good progress in this area. They develop skills of simple data handling and can construct and interpret graphs.
- 109 By the end of Key Stage 2, the majority of pupils of all abilities have a good understanding of the value of a digit in numbers to 1000 and can add, subtract, multiply and divide competently. They can measure accurately areas and perimeters of regular and irregular shapes. They can draw angles accurately, and recognise and name properties of three-dimensional shapes. They use a variety of methods to

collate and represent data they have collected. Pupils can use fractions and decimals accurately and can use a wide range of units of measure competently. Higher attaining pupils have a good knowledge of number facts and multiplication tables. Lower attaining pupils are less secure in this area.

- 110 Pupils approach mathematics with confidence and enthusiasm. They co-operate well with their teachers, sustain concentration well and take pride in their work, which is well presented. When required, they collaborate well with other pupils, sharing ideas and equipment sensibly. A small minority, lose concentration or become restless if introductory sessions are too long or where written tasks are repetitive and lack appropriate challenge. Conversely, where teachers' expectations are high and the pace and challenge of teaching is well matched to pupils' needs, they respond accordingly.
- 111 Standards of numeracy are satisfactory at Key Stage 1 and good at Key Stage 2. Good use is made of mathematical skills in other areas of the curriculum such as science and geography, and pupils are introduced to the relevance of mathematics in their daily lives. Pupils in both key stages have opportunities to take part in problem solving activities and mathematical investigations. This is an improvement since the previous inspection when there were insufficient opportunities for pupils to use their mathematical skills and knowledge in other areas of the curriculum. Pupils make effective use of information and communication technology to support their work mathematics. For example, during the inspection, Year 2 pupils used the computers to produce graphs. This is also an area of improvement since the previous inspection.
- 112 The quality of teaching is good overall and is never less than satisfactory. In Key Stage 1, teaching was good in half the lessons observed and satisfactory in the remainder. In Key Stage 2, teaching was good in 80 per cent of lessons. The good lessons are characterised by the thorough preparation of resources, which allows the lessons to proceed at a brisk pace, and by challenging activities which build well on pupils' prior attainments. Lessons are well prepared and structured, with clear aims. Good use is made of the framework provided by the National Numeracy Strategy. Lessons usually begin with a lively and effective session of oral work which effectively develops pupils' mental recall skills and promotes their use of different strategies to answer questions. In a Year 3 lesson, pupils responded well to the brisk pace and high expectations when investigating multiplication facts and identifying number patterns. Teachers make good use of questioning to assess and develop pupils' understanding and provide support as necessary. For example, in a Year 6 lesson, the good use of challenging questions enabled pupils to consolidate their understanding of area and the properties of shapes. This helped them to make very good progress. In a Year 2 lesson on data handling, pupils responded very positively to the teacher's high expectations of attitudes and attainment. A practical activity to collect data was carried out very efficiently and was later used as the basis for work in an information and communication technology lesson. Teaching is less effective where lesson plans do not set out clearly enough what groups of different abilities in the class are expected to learn. When work is not well matched to pupils' needs and abilities, the pace of the lesson slows and pupils lose interest and motivation. Consequently, their progress is limited.
- 113 Teachers throughout the school make good use of available support staff who make a useful contribution to pupils' learning. The good relationships between staff and pupils throughout the school have a positive impact on standards.
- 114 Pupils receive good feedback on their work through verbal comments, although the effectiveness of written marking is less consistent. There are regular assessments of

pupils' attainment and progress. However, teachers do not always make the most effective use of this information to plan work that is well matched to pupils' needs. Systems to monitor the progress made by individuals and groups of pupils have been established. However, these are not yet used effectively to set clear individual targets for improvement.

- 115 Good displays of mathematics around the school enhance work in the subject. Homework is used effectively to support mathematics through work which reinforces classroom activities.
- 116 The co-ordinator manages this curriculum area well. There are sufficient resources and these are used well. The National Numeracy Strategy is used as an effective framework for planning and is having a beneficial effect on standards, especially in mental work and the development of mathematical language. The subject fully meets the requirements of the National Curriculum. The co-ordinator provides support and advice as necessary. There are effective systems in place to monitor the quality of planning. Monitoring and evaluation of teaching and learning has taken place, but is not yet fully effective in ensuring that the good practice already in place is used consistently throughout the school. Realistic but challenging targets have been agreed for the Key Stage 2 National Curriculum tests. The target set for 2000 was surpassed.

SCIENCE

- 117 In the teacher assessments at the end of Key Stage 1 in 2000, the proportion of pupils attaining the national expectation was just below the national average. Attainment at the higher Level 3 was well above the national average. In comparison with similar schools, attainment at the lower Level 2 was average and it was high at Level 3. Inspection findings indicate that attainment is above expectations by the end of Key Stage 1 and pupils are achieving well. Standards are now more evenly distributed, with more pupils on track to achieve Level 2 and slightly fewer likely to achieve Level 3. This represents good improvement since the last inspection when standards were reported as broadly in line with national expectations. This is due to the good overall standards of teaching by the end of Key Stage 1 and the appropriate emphasis placed on investigative science.
- 118 In Key Stage 2, attainment in the 2000 national tests was well above the national average, with 100 per cent of pupils achieving Level 4 and 64 per cent achieving Level 5. These are very high standards when compared with similar schools. This represents a very significant improvement in standards since the last inspection, when they were reported as below national expectations. In the Years from 1998-2000, standards have risen much faster than the national trend. Inspection findings confirm that more efficient use of assessment data and sharply focussed teaching have brought about this improvement. The current Year 6 pupils are on track to achieve slightly lower standards than in 2000, with fewer achieving Level 4 or 5 because of the higher proportion of pupils with special educational needs in this year's cohort. Standards are above national expectations by the end of Key Stage 2 and pupils are achieving well.
- 119 Pupils with special educational needs make good progress overall in both key stages in relation to their earlier attainment. This is due to the good standard of science teaching and to the effective help supplied by support staff. Occasionally, in lessons where work is not accurately matched to individual needs, the rate of progress slows and could be better. Pupils for whom English is an additional language make sound

progress overall by the end of Key Stage 1. By the age of seven, a significant minority still have difficulty in understanding scientific vocabulary and using it to talk and write about their work. However, in some individual lessons where good teaching focuses sharply on the development of specific language, progress is better. In Key Stage 2, pupils continue to receive regular support and they gain confidence in explaining their work. They benefit from the effective use of assessment to set clear targets for improvement and make good progress by the time they leave school.

- 120 By the end of Key Stage 1, pupils know how a simple electric circuit works. They have a clear understanding that electricity is a source of light and energy that can sometimes be dangerous as well as useful. The vast majority name, draw accurately and label a number of natural and electrical light sources. They sort and classify objects and materials according to their properties. For example, they identify objects that float or sink, are magnetic or non-magnetic, or are rough or smooth. They are beginning to set up their own investigations and record their findings. For instance, they predict the changes that will occur after heating and cooling a selection of substances and organise results into clear tables and charts, using the correct scientific vocabulary to describe what they see. By the end of the key stage, the majority have a clear understanding of the differences between living and non-living things. In a Year 2 lesson, groups of pupils successfully used a Venn diagram to sort objects and creatures into the correct categories. In the course of their work, most were able to explain clearly why plants need roots and sunshine in order to live, and that all objects that move are not necessarily alive. Above average attainers at this stage explain clearly how they arrive at conclusions, and organise their work systematically. Average attainers show clear understanding of ideas through labelled diagrams and pictures, but need support to explain what they have found out. Lower attainers produce simpler pictorial representations of what they have seen and need adult support for labelling or writing about their work.
- 121 By the end of Key Stage 2, the majority of pupils give clear explanations of the human life cycle and how healthy eating and exercise can effect the growth of bones and muscles. They know that all animals and plants eat, breathe, grow and reproduce and that plant growth is influenced by seasonal change. They use accurate scientific vocabulary to describe what they know or observe. A Year 4 pupil, for example, explained, "Plants draw up water through a stem. I know this because when we added red dye to the water in a vase with a white carnation in it, the flower petals turned red." By the time they are in Year 6, the use of specific language becomes more complex. In a lesson on material properties, for instance, a higher attaining pupil suggested, "Plastic is a useful substance because it can easily be melted and re-structured." The majority of pupils describe the differences between solids, liquids and gases. They know that mixtures can be separated through filtering, dissolving and evaporation and have a clear appreciation that physical and chemical change can be permanent or temporary. They carry out investigations planned by the teacher and also demonstrate ideas of their own. In a Year 5 lesson, the teacher gave her class boxes containing a range of objects. Most groups were independently able to sort and classify these according to their properties. More able groups categorised them by shape or strength, whilst a less confident group listed the objects by name and needed to be helped. Pupils likely to achieve above the national expectation at this stage provide extended written explanations of scientific processes using clear language and precise vocabulary. A significant minority display results in a clear and methodical form, reflecting standards well above national expectations. Average ability pupils produce well-organised and clear records of their findings, which demonstrate some independent thinking. Lower attainers make good progress in the presentation of results and in acquiring scientific knowledge, although their ability to

reach accurate conclusions unaided is less well developed.

- 122 The quality and organisation of the work seen in science books reflects good overall attitudes to the subject throughout the school and a clear interest and involvement in lessons. The presentation of work towards the end of Key Stage 2 is of a consistently high standard and in Year 6 it is excellent. Behaviour is good or very good in most lessons. Most pupils are clearly motivated, particularly when they are given opportunities to handle materials and to take part in practical activities, such as planting seeds and watching them grow. In a minority of lessons, standards of behaviour deteriorate at times and could be better. This occurs when teachers' management of behaviour is insecure, particularly during practical sessions, or when work is not accurately matched to pupils' needs.
- 123 The quality of science teaching is good overall throughout the school and there were no unsatisfactory lessons. In the majority of lessons the teaching is lively and there is good pupil participation and motivation. The teacher shares the target for the lesson with the class and this provides a clear focus. Teachers are aware of the wide range of abilities and needs in their class and try to involve everybody through skilful questioning. Pupils are actively drawn into discussions and investigations and their opinions are listened to and valued. These qualities were clearly demonstrated in a Year 2 lesson where the teacher directed probing questions, continually challenging individuals of all abilities to contribute, using accurate scientific language. This ensured that all pupils, including those with special educational needs or for whom English is an additional language, were fully involved and made good progress. As a result, individuals enjoyed their own success, appreciated the efforts of others, and developed very good attitudes to learning. Most teachers have appropriately high expectations of behaviour and of the quality of work and the majority of pupils respond accordingly. However, good standards of presentation are not consistently achieved in Key Stage 1. This is because pupils are asked to do their work in large unlined workbooks, which do not promote the development of good recording skills. Teaching is occasionally less effective when pupil management is not secure, when lesson objectives are not clear enough, or when teachers do not provide work suitable for pupils of varying abilities. In the majority of lessons, teachers provide opportunities for pupils to report back to the class what they have learned, and this reinforces understanding and confidence. All teachers provide regular opportunities for pupils to develop extended writing skills by recording results in their own words. Appropriate emphasis is placed throughout the school on the correct use of scientific vocabulary. Good use is made of computers for compiling and displaying graphs and searching for information. In the last inspection, the quality of teaching was reported as good in Key Stage 1 and unsatisfactory in Key Stage 2. The school has successfully maintained these standards in Key Stage 1 and significantly improved the quality of teaching in Key Stage 2.
- 124 The co-ordinator has introduced a new scheme of work since the last inspection. This is being used effectively by colleagues as a basis for planning. The co-ordinator collects and monitors planning regularly, although its quality remains inconsistent. In a minority of cases, too little emphasis is placed on learning outcomes and what different groups of pupils will know, understand and be able to do by the end of a unit of work. The monitoring of planning and teaching could therefore be more rigorous and is an area for further development. There are good systems in place for assessing pupils' achievement in the various national and optional science tests and these are being used to good effect to target pupils for additional support in Years 5 and 6. They are not yet used as successfully in Key Stage 1 and Years 3 and 4 and this also requires further consideration. Nevertheless, there has been considerable

improvement in the subject since the last inspection and the school is in a strong position to raise standards further.

ART AND DESIGN

- 125 In addition to the lessons observed, evidence was also obtained from examples of pupils' previous work. At the time of the previous inspection, attainment in art was reported to be in line with the expectations for the age group. This has been maintained. In both key stages, pupils, including those with special educational needs and those from ethnic minorities, make satisfactory progress and attain standards that are expected of pupils of this age.
- 126 Teachers' planning indicates a range of media, including drawing materials, paint, printing and collage, is provided in both key stages. However, there was little evidence that pupils were using information and communication technology to support their learning.
- 127 In Key Stage1, pupils develop their observational skills as they look at pattern and texture in textiles. Using pastels they extend what they observe to complete the pattern. These observational skills are reinforced when they are encouraged to talk about shells and plants. They subsequently draw carefully in pastel or pencil what they can see. Pupils drawing shells concentrate on the light and shade effect they can achieve and those drawing plants concentrate on blending the colours of the pastels. They have painted portraits linked to their history topic on famous people which gave them the opportunity to explore skin tones and mix paints appropriately. Pupils also have opportunities to study the work of other artists and apply this to their own work. During the school's 'European awareness week', the pupils studied the work of Paul Klee. They created their own pictures in the style of his painting, 'The Lamb'.

- 128 A development of portraiture can be seen early in Key Stage 2. Year 3 pupils, after listening to a story about anger, used mirrors to draw themselves with happy and sad faces. They used charcoal to add depth to their drawings. By the end of the key stage, pupils have developed further their observational skills and have done still life figure drawings using pencil and charcoal. Some pupils had very effectively focused in on the eyes whilst others concentrated on the whole figure. Their creative effort is celebrated in a striking collage on display. They have also studied the work of artists such as Andy Warhol.
- 129 Pupils in both key stages enjoy their art lessons and soon become engrossed in what they are doing when they understand the outcome of the task. They work carefully and precisely when they do observational drawing. They co-operate well, for example when sharing the artefacts they are observing. They are confident to offer opinions. When it is time to clear up pupils of all ages do this sensibly and efficiently.
- 130 The quality of teaching is satisfactory overall, with examples of good teaching in both key stages. However, there was one unsatisfactory lesson in Key Stage 1. The better teaching is characterised by good organisation, well-prepared resources, secure management of pupils and a shared understanding of what it is the pupils will achieve by the end of the lesson. When teaching is less effective, objectives are not clear and pupils are not provided with appropriate challenges that will help them make progress and develop new skills.
- 131 Leadership in the subject is satisfactory. The art co-ordinator has reviewed and updated the policy. There have been limited opportunities to monitor the quality of teaching, learning and standards. The school makes good use of the recent national guidance, which helps to ensure progress and development of skills. There is a wide range of resources upon which teachers can draw to give pupils a broad experience of a variety of media. The work of pupils is celebrated in the attractive displays in classrooms and corridors. The subject makes a satisfactory contribution to the pupils' spiritual, moral, social and cultural development.

DESIGN AND TECHNOLOGY

- 132 At the time of the last inspection, the school gave insufficient emphasis to the subject to ensure satisfactory progress. During the present inspection, two lessons were observed in Key Stage 2 and none in Key Stage 1. These observations, combined with the analysis of pupils' previously completed work, and discussions with teachers and pupils, provide enough evidence to indicate that standards are now in line with national expectations at the end of both key stages. Pupils, including those with special educational needs or for whom English is an additional language, now make satisfactory progress throughout the school.
- 133 In Key Stage 1, pupils make model houses using various recyclable materials. They develop their understanding of the different ways in which these materials can be joined. They evaluate the strength and suitability of various glues, tapes and paper clips to their task. They gain a basic understanding of structures and appreciate how these can be made stronger and more stable. To support their work on Alexander Graham Bell in history, they made 'telephones' from string and paper cups. They discovered that the sound vibrations travel along the string and that their 'telephones' really work. Year 2 pupils successfully designed a multi-coloured coat for Joseph. Using their information and communication technology skills, they learned to use a graphics programme to design a simple coat. They made a simple paper pattern from

which to cut out the hessian. Simple joining techniques completed the coat. In celebration of the school's European week, Year 1 pupils designed pizzas selecting a variety of appropriate collage materials. They followed this by designing an edible pizza which they subsequently made and evaluated.

- 134 In Key Stage 2, there are many good cross-curricular links to be seen. A study of information texts in literacy led pupils in Year 4/5 to write very clear instructions on a computer for the making of Viking helmets, linked to their study of invaders. Following carefully their instructions they made and decorated their helmets from papier-mache. These pupils study the construction of children's books with moving parts. They find out that some parts move using linkage and lever mechanisms, some by a slide mechanism and some by a simple pop-up. Linked to European awareness week and their study of Switzerland, pupils in Year 5 looked at triangulation and the strength of materials. Building on earlier skills they constructed a model ski hoist from rolled newspaper. Using their mathematical knowledge of cuboids, they made the cabins for the cable. By the end of Key Stage 2, pupils understand that a designer needs to consider appearance, function, cost and safety. They enjoyed looking at a deconstructed slipper before designing their own. They reflected upon their previous designs of shelters, some of which had been too elaborate to construct successfully, and kept their slipper designs simple. They think through the basic stages of making and producing a step by step plan.
- 135 The teaching observed in Key Stage 2 was satisfactory in one lesson and good in the other. Teachers make sound links with other subjects of the curriculum which enables pupils to build on what they have previously learned. Lessons have a clear focus identifying what pupils will learn from each activity so that the development of skills is sound. Pupils respond well to teachers' good questioning. Pupils' attitudes to the subject are good. They are enthusiastic about what they are doing and are willing to explain their work. They ask sensible questions which improves their decision making skills.
- 136 Subject leadership is good. There are good resources and these are used well. The co-ordinator has adequate time allowed to monitor the subject and advise teachers. The school makes good use of the recent national guidelines. These provide a sound basis for teachers' planning.

GEOGRAPHY

- 137 Standards of attainment are in line with the national expectation at the end of Key Stage 1. Pupils make good progress in their geographical knowledge and skills as they move through the school. By the end of Key Stage 2, attainment is above the national expectation for the age. Since the last inspection, standards have been maintained at Key Stage 1 and have significantly improved at Key Stage 2. This can be accounted for by the clear leadership of the subject co-ordinator, the introduction of the use of new national guidance which is providing teachers with a firm structure on which to base their lessons, and the improvement in teachers' subject knowledge.
- 138 Pupils in Key Stage 1 make good progress in the development of geographical knowledge, understanding and skills. Pupils with special educational needs and those with English as an additional language are well supported to enable them to make satisfactory progress.
- 139 Pupils in Years 1 and 2 can locate a variety of places abroad on a map of the world. They describe what the weather would be like in London at this time of the year. They

make comparisons with the weather in other countries, for example Egypt and Kenya. They are able to recognise the French flag and the Union Jack, and they demonstrate a growing knowledge of other capital cities for example Rome and Paris. The older Year 2 pupils are aware that they live on a planet and that there are other planets in the universe. They know that they live in England and can identify where it is on a map. In both classes, pupils use a growing geographical vocabulary when discussing their work. Previous work shows that pupils have been involved in geographical enquiry. For example, they have made comparisons of shops and signs in Stretford and Knutsford. In their comparative study of a city and rural location, they respond well to questions about the environment, communicating their findings in pictures, maps and writing.

- 140 Pupils in Key Stage 2 make good progress. Pupils are clearly able to collect information and record evidence. They draw plans and show good knowledge of the use of maps. There is evidence of fieldwork as well as use of information and computer technology being used well in geographical investigations. Throughout the key stage, all pupils, including those with English as a second language and pupils with special educational needs, are included in geographical enquiry. Their work is sometimes recorded in briefer and alternative ways. Pupils make effective use of information and communication technology to support their work in geography. In Year 3, for example, pupils make good use of the Internet to collect information about the weather and climate in different continents. Work in the Year 5 class shows that pupils have a good knowledge of location of places in the British Isles and Europe, and the similarities and differences in characteristics of those countries. The work in Year 6 books about Ireland, which was part of a whole school, European awareness week, demonstrates detailed study of music, tourism, food, sport, accommodation and transport. This work, and that on Grasmere, which is also of high quality, includes the changes in landscape, results of erosion and population graphs as well as a detailed census.
- 141 In the lessons observed, the quality of teaching is satisfactory overall, with some good teaching at the end of Key Stage 1. Scrutiny of pupils' work in their books and in displays, as well as the planning and discussion with staff about their work, indicates that teaching is also of a good standard at the end of Key Stage 2. There is plenty of evidence that teachers ensure the subject is made relevant to the pupils and that pupils are encouraged to use appropriate geographical language. Occasionally, lesson content could be more carefully matched to the differing attainment levels of the pupils. In the most successful lessons, questioning is used skilfully to enable pupils to share their knowledge and experiences and to assess whether or not they are ready to move on to the next step in learning. The use of stimulating resources, for example the Felix stories, maintains pupils' interest well. The enthusiasm of the teacher is reflected in the high quality of discussion about different modes of transport and how information is transmitted. The carefully planned visits in the locality and further afield, to places such as Whitby, The Isle of Man and Chester, are used well to increase pupils' geographical experiences and to extend well the geographical knowledge and skills learnt in lessons.
- 142 Co-ordination of the subject is very effective. There is a policy and scheme of work in place to support teachers' planning. The school has adequate resources to support learning in this area of the curriculum. Whole school projects, such as the European awareness week, ensure that all staff become involved in raising standards in geographical knowledge and skills across the school. The co-ordinator has started to carefully monitor teachers' planning to ensure that lesson content appropriately builds on previous learning. There has been some release time to enable him to visit

classrooms, but unfortunately this is inconsistent and has not been as effective as it could be. The subject makes a satisfactory contribution to the pupils' spiritual, moral, social and cultural development.

HISTORY

- 143 During the inspection, only two lessons were observed at Key Stage 2 and none at Key Stage 1. Judgements are based on these lessons, plus evidence from pupils' previous work and discussions with teachers and pupils. Standards of attainment are in line with those expected nationally at the end of both key stages. The attainment of pupils with special educational needs is appropriate to their abilities.
- 144 Pupils in Key Stage 1 are introduced to the subject through stories which help them develop concepts of time and place. Pupils develop an understanding of the changes that have taken place in people's lives over the recent past. They are familiar with the names and achievements of famous people from the past. For example, they have compared the work of Florence Nightingale and Mary Seacole. To record their work on Nelson Mandela they wrote about apartheid from his point of view. This provided them with a positive opportunity to empathise with his reaction to the regime. Useful cross-curricular links are made. The pupils furthered their understanding of the work of Alexander Graham Bell by making their own 'telephones' in design and technology.
- 145 In Key Stage 2, through visits, books, videos, photographs and the handling of artefacts, pupils are able to gather evidence on how people lived during various periods of history. By the time they leave school, pupils have an understanding of some major historical events and of chronology. They make use of a variety of sources to seek information. Much of the history recording in Key Stage 2 is enhanced by a variety of written presentations, which make a lively and interesting contribution to their work whilst developing pupils' literacy skills. Pupils in Year 4 write from the viewpoint of both a monk and a Viking in the invasion of Lindisfarne. In their work on Tudor sailors, Year 5 pupils keep a diary of a sailor on board ship. Year 6 pupils study Britain since 1930. They write empathetically about the life of an evacuee. The development of a time line in a Year 5 lesson helped pupils to put into perspective the Aztec culture and to see how this fitted in with events in Britain which they had studied previously. In building up together this time line, they drew well on previous knowledge of the Ancient Greeks, the Egyptians, the Vikings and the Tudors. Pupils in Year 6, through the skilful questioning of their teacher, constructed a concept map of the 1950s through which they came to appreciate the after effects of World War Two on the United Kingdom.
- 146 The teaching observed in Key Stage 2 was satisfactory in one lesson and good in the other. There is a clear purpose to the lessons, with good levels of challenge for the pupils. Lessons have clear learning objectives, which set high expectations of what pupils should achieve. Teachers' good subject knowledge is reflected in well-focused planning. They provide pupils with highly motivating strategies for recording what they have learned. Pupils make positive contributions in their history lessons, recollecting well their earlier learning. They show their interest by asking additional questions of their teacher. Where tasks meet their needs they show a high level of involvement. However, pupils with special educational needs do not always have written work or reading material which is well-matched to their ability level.
- 147 The subject is well led by an enthusiastic co-ordinator. There is a clear policy and a scheme of work in place. These provide advice and information regarding the units of study and help to ensure that the school meets the requirements of the National

Curriculum. The school is currently looking at elements in the national guidance for history and matching these to the existing scheme. The co-ordinator's monitoring role includes the evaluation of planning. Resources are sufficient to support the subject and use is also made of visits to museums and places of interest. The subject makes a satisfactory contribution to the pupils' spiritual, moral, social and cultural development.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 148 Pupils' attainment in information and communication technology has improved significantly since the last inspection. The previous report did not include a judgement on standards but indicated that pupils had too little access to computers. Since the last inspection, governors have made good use of specific grants, subsidised from the school's budget, to provide a computer suite. Teachers are now using this facility very effectively for the development of computer skills. Consequently, standards of attainment in both key stages are securely in line with expectations for pupils' age groups. All pupils, including those with special educational needs or for whom English is an additional language, are achieving well and the school is in a strong position to raise standards further.
- 149 By the end of Key Stage 1, the majority of pupils use computers confidently and independently for all of their work. Whenever they use the computer suite, they log on without any help from adults and competently retrieve files or saved work from previous lessons. Pupils use computers for a variety of purposes. In Year 1, for example, they used a modelling program to design Christmas cards, combining text and graphics in the process. By the end of Year 2, word-processing skills are well developed and a significant minority of pupils demonstrate speed and skills reflecting standards above expectations for their age. A minority are less confident and need help from adults or more competent classmates. All pupils are becoming aware of the wider uses of information and communication technology. For example, they are given opportunities to operate tape recorders and dicta-phones and to program a floor robot. Most pupils can load compact disks, edit and save their work and close a program without help, although a minority ask for help from adults.
- 150 By the end of Key Stage 2, pupils use computers regularly to look for information in the course of their work. In order to do this, they confidently gain access to the Internet to operate search engines. They use these to find, for example, photographs to attach to and enhance their work. In a Year 6 lesson, the class was asked to produce an edited version of 'Cinderella' using graphics and borders suitable for the purpose. To achieve this, most were able to use the Internet to find photographs, which they successfully saved and then added to their work. A small minority of pupils were very adept at finding alternative sources of information and explained very clearly the processes they were following. The resulting work demonstrated skills well above expectations for their age. Considering that the computer suite has only been in operation for less than a year, the majority of pupils are already demonstrating skills and competence typical for their age, particularly for presenting their work in literacy. A minority who have had relatively little experience in the use of information and communication technology, still rely on the help of adults or classmates. By the time they are in Year 6, the majority of pupils have the necessary skills to produce their own 'personal profile', combining text, graphics and sound.
- 151 Pupils throughout the school are very responsible and co-operative when using computers. They help each other out when in difficulties and treat equipment with respect. They are enthusiastic about the subject and keen to learn more. The

behaviour of a small minority deteriorates when introductory sessions conducted in the computer suite go on for too long and they become restless.

- 152 The quality of teaching is good overall throughout the school and there were no unsatisfactory lessons. A strength of the teaching in both key stages is the very effective use of the computer suite to support work in a range of subjects. The tasks planned for completion in the suite are carefully prepared and clearly related to the work that is being covered in the various subjects. For example, in geography pupils are asked to find information about soil temperatures or to produce a chart on healthy eating for their science topic. They are regularly asked to produce and interpret graphs and tally charts for their work in mathematics, and this makes a good contribution to the development of numeracy skills. Additionally, teachers throughout the school have developed the practice of conducting one entire literacy lesson each week in the computer suite. Consequently, each of the two subjects is having a very positive effect on achievement in the other. For example, by giving pupils the maximum time possible to use computers, teachers are ensuring that they develop keyboard and research skills. Similarly, by presenting much of their work on computers, pupils are improving literacy skills more quickly. For example, they are encouraged to think more carefully about punctuation and to use computer dictionaries and spellchecks to improve their work. In doing so, they appreciate that computers are an efficient way of editing, correcting and publishing work. Teachers are well supported in the teaching of skills by support staff, who are gaining in personal confidence and provide effective help for pupils with special educational needs or those for whom English is an additional language. Teaching is only occasionally less successful when teachers conduct introductory sessions to lessons in the suite, which could more easily have been completed in the classroom. Given the poor acoustics in the computer suite, this often leads to some restlessness and also reduces the time that can be spent using computers. However, teachers sometimes use the computer-linked projector as a means of introducing a lesson. This holds pupils' attention and is a more effective practice.
- 153 The subject is well led by the co-ordinator. She has worked hard to support colleagues and to encourage the use of the computer suite on a regular basis. The school has made effective use of specific grants and technical support from the Education Action Zone to improve provision. However, governors are aware that, although provision and standards have significantly improved since the last inspection, the equipment in classrooms is in need of upgrading. This would ensure that the good practices already in place are effectively transferred to the classroom and the present good rates of achievement would be raised further.

MUSIC

- 154 Pupils at the end of both key stages meet the expectations for their age. All pupils, including those with special educational needs or for whom English is an additional language, achieve at least satisfactorily. Their achievement in some individual lessons is good. Those who take advantage of opportunities to sing and play instruments after school are also doing well.
- 155 By the end of Key Stage 1, pupils sing songs with a sense of rhythm and with confidence and enjoyment. This was seen in Year 1 and 2 lessons when pupils used their voices to interpret mood or the sounds and feelings evoked by various types of weather. For example, they performed a round with half of the class singing whilst the other half made the pitter-patter sound of raindrops. The majority adapt the pitch of their voice according to the mood or sound they wish to create and they sing with expression. They also confidently clap or count in time to the rhythm of music. They are familiar with and name a variety of musical instruments and can suggest which ones they would choose to represent various weather sounds. They are given opportunities to use tuned and untuned instruments for composition, although there was no opportunity to see this in action during the inspection.
- 156 At the end of Key Stage 2, the majority of pupils sing songs and rounds in two parts, holding their own tune but with an awareness of others. This was seen in the hymn practice when they sang with an awareness of pitch and dynamics, combining movement and gestures with their singing. Younger pupils in Years 3 and 4, and the majority in Year 5 and 6, sing enthusiastically and melodically, with a clear sense of enjoyment. A small minority in Year 5 and a more significant minority in Year 6 often demonstrate a reluctance to join in whole-heartedly. Consequently, the rate of achievement in singing slows by the end of the key stage. Achievement in musical knowledge, appreciation, composition and performance is better. Pupils' use of specific vocabulary and their ability to listen to and appraise pieces of music is often above expectations for their age. When talking about their own composition or pieces of music they have heard, they accurately use words such as 'pitch', 'dynamics' and 'instrumentation' in their explanation. Higher attaining pupils, particularly those who receive instrumental tuition after school, competently read musical notation. The majority of pupils successfully follow the rise and fall of notes on a staff, although a minority still find sheet music difficult to understand. By the time they are in Year 6, most can combine with others to compose and perform pieces of music to satisfactory standards on tuned and untuned instruments. A small minority produce imaginative and well-orchestrated ensemble work, reflecting standards above expectations for their age.
- 157 The attitude of a small minority of pupils, particularly in Year 6, is unsatisfactory. They are often reluctant to join in and are sometimes both disruptive and disrespectful. This sometimes has a negative effect on those around them and impairs the overall quality of performance, particularly in assemblies. However, the vast majority enjoy music lessons, particularly where high standards are expected and pupils gain a sense of achievement. They have a clear appreciation of the power of music, the feelings that it arouses and the pleasure that it gives them. This is shown in the intensity with which they listen to pieces of music, their keenness to offer contributions in lessons and their willingness to join in singing and playing. Attitudes to the subject are therefore good overall.
- 158 The quality of teaching is consistently good throughout the school and is often very good. In Key Stage 1, the teaching of music is the responsibility of class teachers,

whilst in Key Stage 2, all of the teaching is carried out by the subject co-ordinator who is a music specialist. There were two lessons seen in Key Stage 1. Teachers have good subject knowledge and teach music with confidence and enthusiasm. Lesson objectives are clear and there is a lively pace to teaching. Relationships are very good and teachers skilfully use questions to encourage contributions from everyone. They also make good use of praise and ask good performers to show the rest of the class the standards they can achieve. This has the effect of improving confidence and performance by the end of the lesson. Teachers make good use of the plenary session at the end of lessons to evaluate what has been learned. In Key Stage 2, a strength of the teaching is the teacher's ability to encourage pupils to appreciate the power and effect of music on individuals. In a Year 5 lesson seen, for example, she asked the class to listen to 'War' from 'The Planet Suite'. The entire class was absorbed in listening, eyes closed, to the piece. They then explained to the rest of the class the feelings which the piece aroused in them. A very intimate atmosphere was created in which pupils were clearly developing an awareness of how music can be used to express emotion. Teaching places consistent emphasis on understanding and using correct technical vocabulary and this has a positive effect on achievement. Lessons are well organised, objectives are very clear and the management of pupils is both positive and effective. In both key stages, teaching is only occasionally less effective where insufficient opportunities are provided for pupils to listen carefully to and appraise the quality of their own performance, particularly in singing. Similarly, on a small minority of occasions, too little time is left at the end of the lesson to enable all groups to perform and to listen to others.

- 159 The co-ordinator leads the subject well. There is a good scheme in use which is conscientiously followed. The curriculum is enriched by opportunities for pupils to join a school choir, play recorders and other instruments, or become a member of the recently formed steel band. Music plays a prominent part in school life through daily assemblies, although more opportunities could be provided for the playing of instruments on a more regular basis on these occasions. The choir regularly takes part in concerts and gives performances for organisations such as the Town Women's Guild. The subject is well resourced and there is currently a specialist music room. Given the extra-curricular activities available and the opportunities provided for listening and reflection in lessons, the subject makes a very good contribution to pupils' spiritual, moral, social and cultural development.

PHYSICAL EDUCATION

- 160 During the inspection, lessons observed included dance, gymnastics and games. Other evidence was gathered from discussions with teachers and a scrutiny of teachers' planning and the scheme of work. Standards of attainment are in line with those expected at the end of both key stages. They are similar to those found at the time of the previous inspection.
- 161 Throughout the year the school provides a well-balanced programme of physical activities which meets the requirements of the National Curriculum. Pupils learn to play games, participate in gymnastic activities and respond to music through dance. Pupils in Key Stage 2 also have swimming lessons.
- 162 In Key Stage 1, pupils develop control, co-ordination and balance and have an awareness of space and the need to use it well as part of their physical education activities. They develop skills in the use of small apparatus, including a variety of ways of sending, receiving and travelling with a ball. They participate in gymnastics and respond to music through dance. They make effective use of the space available and

follow instructions with care. Pupils in Year 1 build up simple sequences of movement and balance, taking their weight on different parts of their bodies. Pupils in Year 2 develop skills of catching and throwing. They pass a ball to partners using hands and feet and develop simple skills using hockey sticks to control and pass a ball.

- 163 These skills are further developed in Key Stage 2 and pupils perform with increasing competence. They also develop understanding of, and play, games and develop athletic techniques. Pupils in a Year 4/5 class were able to move appropriately in response to music. They made good use of the space available and worked hard to improve the quality of their movement, using variations of speed and direction. Pupils demonstrate increased control during ball games. They develop a good awareness of the skills required to take part in activities such as basketball. In Year 6, pupils demonstrated good skills of passing and dribbling a basketball. Pupils have a clear understanding of the benefits of vigorous exercise and the effects of exercise on the body. The opportunities provided for teamwork and a sense of fair play support the development of pupils' social skills.
- 164 The quality of teaching observed in both key stages was good. This is an improvement since the previous inspection, when teaching was satisfactory. Teachers plan appropriate activities for all areas of the curriculum using the guidelines in the scheme of work. All lessons begin and end in an orderly manner and contain appropriate warm-up activities. In the most effective lessons, teachers offer plenty of praise and immediate feedback to the pupils. Teachers set appropriate challenges, provide clear instructions and explanations and encourage pupils to develop skills. Questioning is used effectively and use is made of pupils as exemplars of good practice. Pupils are encouraged to evaluate their own and others' performances to help them to improve. Relationships and class management are good. This results in safe, controlled lessons where pupils listen carefully and follow their teachers' instructions. Teaching is enthusiastic and this is reflected in pupils' response. They clearly enjoy lessons. They are very co-operative when working in groups and are reliable and sensible when putting out or storing equipment.
- 165 The good range of extra-curricular, physical and sporting activities is planned throughout the year supports the physical education curriculum. Teachers provide opportunities for pupils to develop skills in football, cricket, basketball and athletics. The school also takes part in sporting competition with other schools.
- 166 The co-ordinator provides sound leadership. There is a policy and a scheme of work that provides useful guidance for teachers. Planning is monitored by the co-ordinator. There is a good selection of apparatus and equipment to meet National Curriculum requirements. The school has a spacious hall that enables all gymnastics, dance and indoor games to take place. Outdoor facilities consist of playground areas and a playing field. The subject makes a good contribution to the pupils' spiritual, moral, social and cultural development.