

INSPECTION REPORT

LEIGH PRIMARY SCHOOL

Hyde

LEA area: Tameside

Unique reference number: 106225

Headteacher: Mrs S Mott

Reporting inspector: Mr B Tyrer
23101

Dates of inspection: 19th – 22nd March 2001

Inspection number: 212507

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Leigh Street Hyde Tameside
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs J Carrington
Date of previous inspection:	April 1999

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23101	Mr B Tyrer	Registered inspector	Music	The school's results and pupils' achievements How well is the school led and managed?
12682	Mr J Griffin	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
29381	Mrs A Brangan	Team inspector	English Physical education English as an additional language	
	Mr J Collins	Team inspector	Art and design Design and technology Equal opportunities	Pupils' attitudes, values and personal development
3191	Mr J Curley	Team inspector	Mathematics History	How good are the curricular and other opportunities offered to pupils?
11777	Mrs C Poulter	Team inspector	Science Information and communication technology Special educational needs	
23081	Mrs C Waine	Team inspector	Geography Religious education Foundation Stage	How well are pupils taught?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in the Hyde Godley ward of Tameside. There are 301 pupils on roll of whom 153 are boys and 148 are girls and this means that the school is bigger than average. For almost a quarter of pupils, English is an additional language. Most of these pupils are from homes where Bengali is the first language. This proportion is very high. Approximately one third of pupils are on the school's register of special educational needs and this figure is higher than average. One pupil has a statement of special educational need and this is a lower than average proportion. One third of pupils are known to be eligible for free school meals – a proportion that is above the national average. The attainment of pupils on entry to the foundation stage in the year in which they are five is well below average.

HOW GOOD THE SCHOOL IS

This is a school, which continues to improve. Standards of work seen during the inspection were higher than those recorded in national tests in 2000. The teaching has improved and is now good. The leadership and management of the school is good and has been the main reason for the school improvement and for the fact that it no longer has the serious weaknesses identified in the inspection report of 1999. Taking effectiveness, pupil costs and the quality of education provided into account the school now provides satisfactory value for money. The school has good strategies for the promotion of educational inclusion and equal opportunity.

What the school does well

- Teaching and learning are good.
- The curriculum is good.
- Attitudes and behaviour of pupils are good.
- The provision for spiritual, moral, social, and cultural development is good.
- The school takes good care of its pupils.
- The leadership and management of the school is good.

What could be improved

- Standards in the core subjects and information and communication technology.
- Standards in the Foundation Stage.
- Attendance.
- The management of provision for pupils with special educational needs.

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 1999 when it was found to have serious weaknesses. An interim visit confirmed that the school was making satisfactory progress with its improvement plan and this inspection confirms that the school has made a good improvement and no longer has serious weaknesses. The bulk of the key issues and minor issues have been successfully addressed, so that, now, the quality of teaching has improved. Standards are being raised in English, mathematics, science and information and communication technology (ICT) in both key stages. The planning of the curriculum has been improved and systems for monitoring and evaluating the quality of teaching have also improved. Standards have been raised in the foundation subjects. Attendance has seen little improvement and remains an issue. It is almost time for the school to transfer to its new building and this will remove the problems associated with the poor quality of the present building. There are issues concerning appraisal that still need to be addressed. Financial procedures are now good. The provision for cultural development is now good. The school's capacity to continue to improve is good.

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	
English	E*	E	E	D
mathematics	E*	E	E	D
science	E*	E	E	E

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

Results in national tests for pupils at the age of 11 have always been well below the national average and were very low in 1998, but a steady decline has been halted with an upturn in results in 1999 that continued in 2000. The school's results for 2000 in English, mathematics and science were still well below the national average and were well below those of similar schools in science and below in English and mathematics. This comparison is made on the basis of the numbers of pupils known to be eligible for free school meals and does not make allowance for the fact that the school has approximately one quarter of its pupils for whom English is an additional language. When a comparison is made that considers the level of improvement pupils have made against those who had similar results in tests at age seven the outcome is more favourable. Inspection shows that the attainment of pupils aged 11 is better than those tested in 2000. Attainment in English and science is broadly average and attainment in mathematics is below average. Results in national tests in 2000 at the end of Key Stage 1 showed that pupils' attainment in reading was well below the national average and that this performance was well below that of schools thought to be similar on the basis of eligibility of free school meals. Results for writing and mathematics were also well below the national average and in comparison with similar schools this performance was well below average for writing and below average for mathematics. Inspection shows that the attainment of pupils aged seven was below average in English and mathematics, but average in science. Children enter the Foundation Stage in the year in which they are five with levels of attainment that are well below those seen nationally. The school has set reasonable targets and it is considered that pupils are achieving well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Parents report that their children like coming to school and inspection confirms this view.
Behaviour, in and out of classrooms	Good. Pupils are well behaved and respond well to their teachers.
Personal development and relationships	Very good and a real strength of the school. Pupils get on very well together and the school is one harmonious community.
Attendance	Poor. The school is trying hard to address this issue but parents are not cooperating as well as they might.

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 in mathematics and English is good in both key stages. The skills of literacy and numeracy are generally well taught and these subjects are found being used and in support of many other areas of the curriculum. Staff meet the needs of pupils with English as a second language well and so they make good progress and achieve well. In comparison, those pupils who have special educational needs fare less well but continue to make satisfactory progress. This is principally due to the fact that their individual education plans do not contain specific targets that will guarantee an equivalent rate of progress to be made. Teaching is good. It was satisfactory or better in 95 per cent of the 81 lessons observed. It was good in 38 per cent, very good in 15 per cent and excellent in 7 per cent. It was unsatisfactory in 5 per cent. These figures represent a very good improvement. Learning for pupils with special educational needs is satisfactory, but does not match the good levels enjoyed by all other pupils, including those who have English as an additional language

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. This is an improvement since the last inspection.
Provision for pupils with special educational needs	Satisfactory. There is a need to ensure that the individual education plans of these pupils are written in such a way as to provide realistic targets and thus ensure that measurable progress is made.
Provision for pupils with English as an additional language	Good. These pupils make good progress but there is a need to target the youngest pupils with a view to providing them with every opportunity to make the same rates of progress as those in the rest of the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	All aspects of this are good and this is an improvement since the last inspection when cultural provision was found to be unsatisfactory.
How well the school cares for its pupils	Good. The school is careful to provide inclusion and equality of opportunity for all.

The school works well with parents. There is a need to strengthen resources in the foundation stage. The school teaches the National Curriculum and offers its pupils a wide range of suitable opportunities. Information to parents is of a good standard.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher and senior management team have combined effectively together along with all staff to bring about the improvements that the school has made.
How well the governors fulfil their responsibilities	The governing body has a good understanding of the school's priorities and governors meet their statutory requirements.
The school's evaluation of its performance	Good. Some work is of a quite recent nature, but the school has been able to raise standards, because it has looked carefully at its own performance.
The strategic use of resources	Generally good, but there is a need to consider resources in the Foundation Stage, including the way bi-lingual assistants are deployed.

The present building is now worse than it was at the time of the last inspection and staff are to be commended for the way in which they cope with its inadequacies. There is a new school under construction and all are eagerly awaiting its completion. The school is careful to exercise the principles of best value and is very aware of the need for judicious use of funding in the run up to the opening of the new building. Staffing is adequate as are resources, with the exception of those provided for the Foundation Stage and for physical education.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Pupils are happy and like school. • Pupils make progress and are expected to work hard. • Pupils are well behaved, honest and tolerant to each other. • Teaching is good. • The school is well managed. • There is a good range of extra-curricular activities including the breakfast club. 	<ul style="list-style-type: none"> • The consistency with which homework is allocated. • The adequacy of information about pupil progress. • The closeness with which the school works with them.

The inspection confirms the positive views of parents. The school has recently introduced a whole-school homework policy, which effectively defines homework expectations for all year groups. All pupils now have a homework diary. The school plans to review the practical operation of its homework policy. By addressing homework, the school will be working more closely and purposefully with parents. Additionally, more positive engagement with parents of reception pupils will help address other important issues such as pupil absence.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Children enter the reception class with levels of attainment that are well below those expected nationally. They make satisfactory progress, but their attainment remains below expectations in all aspects of their learning.
2. Results in national tests in 2000 at the end of Key Stage 1 showed that pupils attainment in reading was well below the national average and that this performance was well below that of schools thought to be similar on the basis of eligibility of free school meals. Results for writing and mathematics were also well below the national average and, in comparison with similar schools, this performance was well below average for writing and below average for mathematics. Results improved from 1996 to 1997, but were then followed by a two-year decline that was halted in 2000. These figures were 20 to 30 per cent better than the previous year and even slightly exceeded the teachers' assessment of how they would perform in the tests.
3. Results of national tests in English, mathematics and science in 2000 for pupils aged 11 were well below the national average and were below those of similar schools in English and mathematics, whilst being well below in science. When looked at in terms of improvement since they were tested at age seven, the improvement for English and mathematics was average and for science was below when compared with pupils of a similar standard at that time. Results over time show that attainment has always been less than the national average and that there was a decline from 1996 to 1998, but that, thereafter, there was a dramatic rise in standards which brought the pupils' results much closer to those seen nationally. The improving trend between 1996 and 2000 has been similar to that seen nationally so that attainment in English has gone from just over 40 per cent attaining the expected level (Level 4) to just over 60 per cent. Starting from just over 40 per cent, mathematics has improved to nearly 60 per cent and science has gone from 50 per cent to almost 70 per cent.
4. Comparison data is based on free school meals eligibility and the school finds itself very near the top limit of the group for schools who have between 20 and 35 per cent of their pupils so entitled. This comparison makes no allowance for the very high numbers, approximately a quarter, of pupils who have English as a second language – a factor that also has an effect on levels of attainment. The figures do show good levels of improvement and this is due to several factors. The school was found to have serious weaknesses just after the appointment of the present head teacher but since that time a new deputy has been appointed and there have been some staffing changes. A considerable amount of effective effort has been put into organising systems for the assessment of pupils' levels of attainment and a similar effort has been put into developing the teaching of science. This has been accompanied by the rigorous intervention of the senior management team, Her Majesty's Inspectors and the local authority into areas such as the improvement of teaching and the curriculum.
5. The efforts of all concerned have produced a picture of considerable improvement and inspection shows that attainment for pupils at the age of seven is now average in science and just below average in English and mathematics. At the end of Key Stage 2, pupils' attainment is average in English and science and is below in mathematics This is attributable to an improved standard of teaching, better systems of planning and assessment and a better curriculum, as well as much improved leadership and management. It is clear that improvement had begun even before the last inspection and that subsequent work has lifted levels of attainment en masse throughout the school. There has not been enough time yet to show how the continuing improvement is affecting year on year results and, thus, a picture of development over time remains unavailable at present. Improvement in attainment or levels of attainment also depend on the particular make up of each class and it should be noted that pupils with English as a second language and pupils with special needs are not evenly spread throughout the school. Indeed, at present,

half the Foundation Stage pupils have English as a second language and this is a major factor when considering the standards that they will reach at the end of the Foundation Stage. It will also make a comparison with previous years' results very difficult.

6. Pupils in Year 2 show that they are able to use a growing vocabulary and are able to discuss the book they are studying in class. By the time they reach the end of Key Stage 2 they are listening attentively, whilst, for example, a pupil talks about his experience in Bangladesh. They are then able to engage in discussion about the points that have arisen as a result of this talk. They are able to challenge views and offer alternatives. As readers, the higher attaining seven-year-olds show confidence and read with a measure of expression. Most recognise common words, but others still require teachers' intervention and support to read basic vocabulary. Whilst the teaching of reading skills is generally undertaken well, there is a need to ensure that the books pupils are reading are of the right standard and are changed with suitable frequency. Pupils aged 11, at the end of Key Stage 2, are generally reading with the expected fluency for their age. The oldest pupils do not have well defined library skills nor do they readily understand how the library works. Most pupils have very positive attitudes to reading and this leads to many of them reading for pleasure. At the end of Key Stage 1, pupils are aware of punctuation and its purpose and the most able write with some imagination, but many are inhibited by their limited vocabularies. Older pupils in Key Stage 2 write effectively for a variety of purposes and are able to adopt styles such as persuasive writing. Their descriptive writing continues to improve, but planning the format of the piece is generally unsatisfactory. Written work needs to be improved in terms of presentation and completion and the quality of handwriting is a weakness.
7. In mathematics, pupils at the end of Key Stage 1 are able to double numbers and have different strategies for working with numbers in their heads. They are also learning appropriate vocabulary and use it when the occasion demands. They learn to measure, using standard and non-standard units and are able to display results of investigations in graph form. At the end of Key Stage 2, 11 year old pupils are again demonstrating good use of a range of strategies that they have been taught for solving problems with number. Most know their tables and can effectively recall them. They have knowledge of flat and solid shapes and are used to using mathematics in practical situations. Younger pupils are able to describe differences and similarities in groups of objects, can sort them into sets and can talk about their properties. They also know about forces and their knowledge of electricity allows them to draw simple circuits. At the end of Key Stage 2, pupils are experiencing opportunities to predict and then verify their observations through experimentation. They realise that testing has to be fair and can conduct experiments with variable elements on this basis. A relative weakness in their knowledge lies in the area of study connected with the Earth and beyond. The attainment of pupils at the end of both key stages is in line with expectations for their age in information and communication technology. Younger pupils at age seven show that they are able to use a wide range of software and that they are comfortable operating the computer and finding their way around its software. They can, for example, import pictures and enlarge them or move them about. Pupils aged 11 are very comfortable with the technology and regard computers as a useful tool. They are able to store and retrieve information. They can present it in various forms and are able to work towards multi-media presentations, using the latest technology in the form of an interactive white board. The attainment of pupils in religious education is average for those aged seven and is above average for those aged 11. At age seven, pupils know about differences and similarities in Christianity and Islam and they are aware of the festivals that are celebrated throughout the world. At age 11, they have developed this knowledge well and are fascinated by differences. They are also able to hold sensitive and intelligent discussions about values and beliefs and this is reflected throughout the wider school as a great strength.
8. Attainment in all other subjects is always at least in line with national expectations. It is above expectations in art at the end of both key stages and well above for design technology at the end of Key Stage 1. Pupils for whom English is an additional language make good progress similar to that seen in the rest of the school. Pupils with special educational needs make only satisfactory progress, because many of their individual education plans (IEPs) have too many unspecific targets to be achieved. The work planned by their teachers and the local education

authority learning support service enables pupils to make satisfactory progress at a level that is, sometimes, well below the national expectation for their age.

Pupils' attitudes, values and personal development

9. Pupils' attitudes toward school and their behaviour in lessons and outside the classroom are good. The relationships existing among pupils and between pupils and staff are very good and are based on mutual respect. Pupils take pride in belonging to the school community. In discussion with some Year 6 pupils, they remarked that they liked everything about the school.
10. Good standards of behaviour have been maintained since the previous inspection. This is marked by the commitment the pupils show in virtually all their lessons. The great majority show keenness and want to do well. During the indoor play due to bad weather, the pupils showed very good self-control and directed themselves into playing various board games or reading books. The pupils' positive attitudes are particularly marked during lengthy assemblies where they sit for almost half-an-hour listening very well and contributing most eagerly to its content.
11. There is no intimidation between pupils and relationships are very good. There was no suggestion of racism and very much to the contrary, pupils showed very good levels of tolerance and understanding for the views and beliefs of others. The school celebrates the different cultures represented in the school very well and equally stresses the similarities in outlook and teachings of different faiths. There are no sexist divisions in activities. Girls and boys participate together and were seen playing very well together in the football club.
12. The social atmosphere is very good. Pupils realise how much their actions contribute to the well being of others. There have been no exclusions during the last year. Lunchtime is a happy, stress-free period where pupils chatter easily and line up very responsibly to collect their dinners in an orderly fashion.
13. Respect for the feelings of others and their beliefs are very good. Respect is very much derived from the staff, who are excellent role models. Opportunities for independent learning, initiative and personal responsibility are limited, although pupils were seen picking up litter voluntarily and also retrieving coats from the floor in the crowded cloakrooms. Older pupils also act as monitors at playtime and during lunch. Pupils' sense of personal responsibility is most obvious in the positive manner in which they tackle all challenging tasks. This has a very good effect on their studies and creates moments for reflection. The very good relationships abound in class and it is especially this aspect which brings the whole school together to make a very good, happy and productive community.
14. Attendance is poor overall. It is well below the national average, at 91.4 per cent, for the current year to date. It has been persistently well below the national average for several years. There is a striking difference between the very low attendance in the infants at 88.7 per cent and the below average attendance in the juniors, at 93.3 per cent. Attendance is lowest in the reception class. The primary recorded reason for absence is illness and this is most prevalent in reception and the infant classes. Absence due to illness is most prevalent among infant pupils. An important secondary reason for absence is holidays during term time. The numerical proportion of such holidays is evenly distributed among pupils of all ethnic backgrounds. However the impact is greater among pupils of Bengali background. Their holidays, mostly to the Asian sub-continent, are usually of six weeks' duration, rather than one to two weeks among other pupils. Unauthorised absence is also persistently above the national average, due primarily to extended holidays during term time. Punctuality is unsatisfactory. A persistent minority of pupils, mostly in the infants, are regularly late for school.

HOW WELL ARE PUPILS TAUGHT?

15. Teaching is good. It was at least satisfactory in 95 per cent of the 81 lessons seen during the

inspection. Teaching was good in 38 per cent of lessons; in 15 per cent it was very good and in 7 per cent it was excellent. Teaching was unsatisfactory in 5 per cent of lessons. This is a big improvement since the previous inspection, when teaching was unsatisfactory in 15 per cent of lessons and was only good or better in 23 per cent. Good teaching was observed throughout the school in both key stages in English, mathematics and history and in ICT in Key Stage 1. Very good teaching was seen in art and design in both key stages, ICT, religious education and physical education at Key Stage 2 and design and technology at Key Stage 1. Other evidence, such as that from an examination of pupils' work, indicates that this standard of teaching is typical of the school. Teachers have effectively implemented the National Literacy and Numeracy Strategies and are confident in teaching the basic skills needed, for learning. For example, in many lessons, they take care to teach the specific vocabulary needed so that pupils understand and use correct terminology. This is particularly helpful to the pupils who have EAL.

16. In the reception classes, teaching is satisfactory, as at the time of the last inspection. Teachers and nursery nurses have sound understanding of the curriculum for children in the foundation stage and work as a team to plan appropriate activities in each area of learning. Teachers give clear introductions to lessons and involve children appropriately. Children enjoy these sessions and most are keen to answer questions, but, when there is no additional support, some of those with EAL do not understand what is being said and do not learn as well as other pupils. The teaching of letters and their sounds has improved by the introduction of a new commercial scheme of work. Staff are aware of the needs of this age range and of the need to develop children's social and communication skills. They provide satisfactory opportunities for children to work together and learn to relate to each other and to staff. The organisation of some of the activities children can choose from is less effective. Resources are very limited and opportunities are often missed to extend pupils' language and creative abilities. For example, when a group of girls played in the home corner, there was little interaction with adults. Rather than develop their language by acting out the roles of the family, the children played separately and two spent much of their time quietly hanging up clothes in the wardrobe. Assessment is not always used as effectively as it should to plan the next steps in each area of learning and this results in work not always being well matched to pupils' needs.
17. Teaching in Years 1 to 6 is good, overall, sometimes very good and occasionally excellent. Two unsatisfactory lessons were observed and, in these, pupils were not well managed; noise levels rose and pupils did not learn enough. Teachers have good relationships with their pupils and high expectations of their ability to work hard and behave well. They value pupils' contributions and use these very well in some lessons to extend learning and raise their self esteem. For example, in a Year 5 religious education lesson, Muslim pupils shared their faith's prayer customs with the class and helped promote a spiritual atmosphere as well as increasing other pupils' knowledge. Staff apply the school's discipline policy in a calm and positive manner and, in the better lessons, teachers manage pupils' behaviour very well by motivating them to work hard. Throughout the school, teachers have good subject knowledge and use it well to plan interesting lessons that stimulate pupils to work hard. They make good use of time to give a sense of urgency that encourages pupils to work hard and this is an improvement on the previous inspection when pupils worked too slowly. In the good lessons, teachers make it clear to pupils what it is that they are expected to learn and give them clear instructions. This helps pupils to understand what they have to do and they settle quickly to work and concentrate well. The best lessons create an air of real excitement in learning and promote a desire for pupils to do their best. Teachers provide appropriate opportunities for pupils to apply the skills they learn in literacy, numeracy and ICT. For example, pupils use their literacy and ICT skills when undertaking research on the Internet in many subjects, such as when Year 6 pupils develop multimedia presentations on rivers. They use their mathematical knowledge well when using an art program on computer to create repeating and symmetrical patterns.
18. Introductions to lessons are usually lively and involve pupils fully. Teachers are good at getting pupils to explain how they arrive at their answers, so that they learn from each other. Discussions are included in lessons and effectively develop pupils' speaking and listening skills. For example, in religious education, great emphasis is placed on discussion and pupils gain

confidence in speaking aloud and expressing their beliefs and feelings clearly to a large group.

19. Teachers' planning and use of assessment have improved since the previous inspection. They plan work in year groups in greater detail, so that all pupils in that group have a comparable experience of the work. They have clear lesson plans and targets for learning, which are often shared with pupils. Assessment is now used well to match work to the needs of most pupils, including those with English as an additional language. However, teachers' individual targets for pupils with special educational needs (SEN) are not always clear enough and they do not all take sufficient account of these targets when planning work. Although these pupils usually make satisfactory progress, it is not as good as others in the class. During lessons, teachers assess pupils' work appropriately and give them guidance that extends their knowledge and skills. At the end of lessons, they make good use of time to assess what pupils have learned. However, marking is inconsistent. Whilst some teachers make good comments on pupils' work that help them to improve, others do not and, sometimes, accept work that is poorly presented or unfinished. This was particularly so in English, science, geography and religious education. For the age of the pupils, the amount of work they have to do at home is satisfactory and supports their learning.
20. Teachers and learning support staff work well together to ensure that SEN pupils are supported. Lessons provide opportunities for pupils to work in mixed ability groups, withdrawal from class and to receive focused help in the classroom. This is an improvement from the previous inspection. Teachers keep folders of pupils' IEPs which they write themselves, in their classrooms. The special educational needs co-ordinator (SENCO) meets each teacher twice a term to monitor the provision and progress of pupils with SEN, but she does not use this opportunity to sharpen the focus of the targets or analyse the effectiveness of the IEPs. There are insufficiently rigorous systems in place to ensure that the support provided is effective for all pupils.
21. Pupils who have English as an additional language are supported well and this enables them to take a full part in lessons and make similar progress to other pupils. These pupils are well supported, because teachers know the needs of individual pupils. As a result, good provision can be made in areas, such as the teaching of basic skills. The good quality of teaching has a significant impact on the progress that pupils make as they move through the school. The quality of teaching of both the Literacy and Numeracy Strategy is good.

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

22. The school provides a good range of valuable and worthwhile learning opportunities for the pupils. The rich curriculum meets all statutory requirements. It satisfactorily meets the needs of pupils, regardless of age or level of attainment, and is in line with the school's policy and practice of total inclusion, so that all groups in the school have equality of access. The curriculum provided for children under five is satisfactory and covers the recommended areas of learning. Resourcing is poor and this limits the range of activities open to them in, for example, the provision for their physical development.
23. Each subject area is allocated an appropriate amount of teaching time with a due emphasis on the core subjects of English, mathematics and science. In most subjects, the pupils have the opportunity to develop their information and communication technology skills (ICT).
24. The school quite rightly puts an emphasis on the teaching of numeracy and literacy skills. Careful and thorough implementation of the National Literacy Strategy has played a big part in the improving standards of reading and English in the school. Likewise, the introduction of the National Numeracy Strategy has improved pupils' ability to manipulate numbers mentally and given them effective strategies to tackle mathematical problems and ensure that they experience a wide range of topics. This has resulted in improving standards in mathematics.

25. All the subjects have policies, schemes of work and all follow the National Curriculum and the locally agreed syllabus for religious education. However, some of the policies are in need of review. The previous report stated that the new schemes of work had not been implemented, but this is not now the case, because all schemes of work are always used in planning. The teachers in parallel classes plan together with the support staff and under the guidance of the key stage co-ordinator. Regular meetings are held each term to discuss planning, so that liaison between key stages is good. The senior management team and the co-ordinators monitor planning. The results of planning are also monitored by the co-ordinators who regularly examine the pupils' work. The last report said that planning was defective, because it did not build on the skills and knowledge the pupils had already acquired. However, this no longer happens, because, due to the improved assessment and targeting of pupils, teachers are generally more aware of where the pupils' difficulties lie and what progress the various groups are making. Short term planning, generally, has clear objectives, so that teachers are able to measure progress in the lesson. The scheme of work for information and communication technology is comprehensive, but some aspects of it are not taught frequently enough.
26. Provision for pupils with special educational needs is satisfactory. The school has a generous supply of support staff, so that the pupils receive good support in the classroom. An annual audit is carried out by the SENCO to assist in the identification and assessment of pupils with SEN. Individual education plans are in place for all pupils on the special needs register. Satisfactory local education authority support is obtained for pupils at the appropriate stages. Suitable reviews are arranged with the necessary agencies and parents are also included. Statutory requirements are met.
27. The provision for pupils with English as an additional language is good. The school promotes inclusive education, so that all pupils have full access to the curriculum and to all the activities provided by the school. Where pupils receive specialist tuition to meet their particular needs, their work is linked as far as possible to the work taking place within the classroom. These pupils have good support from the class teacher and bilingual assistants, ensuring that the pupils are gaining confidence and language skills to enable them to integrate as fully as possible into the school environment. The bilingual assistants help to interpret and develop the pupils' communication skills, especially at Key Stage 1.
28. The provision for personal, social and health education is satisfactory. There is a draft policy which has been put into practice and which will be reviewed in the summer term. The school provides appropriate opportunities in the science curriculum to discuss aspects of drug abuse and the dangers associated with smoking and alcohol. The school nurse provides sex education for Year 6 pupils. Each year, the school has a Health Afternoon when parents and pupils can investigate and discuss all aspects of healthy living. There is a health action team in school made up of staff, governors and pupils. The older pupils operate a healthy eating tuck shop at break. The daily breakfast club promotes healthy eating. Opportunities are taken in class discussion sessions to discuss matters related to personal and health education.
29. The provision for extra-curricular activities is good. These include drama club, chess club, writing club, computer club, science club, Karate club and magazine publishing. Sporting activities include netball, boy's football, girl's football, cricket, basket ball and in addition the pupils play competitive games against other schools. These activities are open to all but the youngest pupils and about 50 per cent of pupils are involved.
30. The school has established good relationships with the local community and this makes a valuable contribution to the pupils' education. Pupils go to the swimming baths for lessons, but arrangements are being made to go to the local leisure centre instead, because it is within walking distance. The school also has links with the library which is just round the corner. The pupils visit the mosque and the Imam visits the school to talk to the pupils. Parents, especially from minority ethnic groups, attend literacy and numeracy sessions held in the school, so that they will be better able to help their children at home. At Christmas, the pupils take part in a nativity play at the local church and a local Methodist vicar comes to school to be involved in the school's collective act of worship. Some pupils took part in the Tameside JC 2000.

31. Good links have been established with the local High School. The school liaises with several secondary schools to which the pupils go at the end of Year 6. Teachers visit the school, so that transfer arrangements run smoothly and the exchange of essential information is effective. Pupils visit Hyde High School to become involved in science investigations and other pupils go for drama lessons.
32. The curriculum is enriched by good provision for the pupils' spiritual, moral, social and cultural development. This is an improvement on the last inspection when it was judged to be satisfactory, overall, with the cultural aspect being unsatisfactory.
33. The provision for spiritual development is good. Pupils and staff take part in a collective act of worship each day in which the teachers create a reflective atmosphere through appropriate music and behaviour. Ministers from the local churches take part on a regular basis. A strength of the provision is the inclusion of non-Christian elements in the assemblies to cater for all the groups in the school. As well as celebrating Christian festivals the school also has other assemblies to celebrate Muslim Festivals. For example, the school celebrated the festival of Eid, after which a buffet for parents and pupils was arranged with a selection of food from other cultures. Hymn practice is also included in one assembly each week. The pupils and teachers enjoy this and sing both beautifully and with enthusiasm. The religious education lessons are mainly Christian, but the pupils also study world religions such as Judaism, Hinduism and Islam. Pupils visit both a Christian Church and the local Mosque. Consequently, the pupils are well aware of the diversity of religions and traditions which enrich our society today. Pupils also experience awe and wonder when they investigate life processes in science and Islamic culture which they encounter in art lessons.
34. Provision for moral development is good. This is promoted through all areas of the curriculum and the ethos of the school. Staff take every opportunity to emphasise right from wrong and pupils have a clear understanding of what is acceptable behaviour in school. In school assemblies, moral themes are reflected upon and also during class discussions. The pupils in each class have, in co-operation with their teacher, devised rules for the smooth running of the class and for the benefit of all the pupils in it. The school has an effective policy to combat bullying. Discussions with pupils indicate that this type of behaviour is rare, but they know what to do if an unpleasant incident arises. Pupils are aware of the needs of the less fortunate people in the world and willingly support charitable collections for causes such as Red Nose Day, Tameside Hospice and St Francis House for sick children.
35. The provision for social development is good. All staff teach and expect good manners and act as good role models. In the dining room, the pupils have correct table manner and chat amicably to each other. Pupils play well together in mixed groups on the playground. There is very little rough play and no pupils are isolated. Consequently, the lunch hour is a worthwhile social experience for the pupils. The School Council gives the pupils a taste of democracy and also makes them realise that people have rights as well as responsibilities. The school is free of litter, due to the litter squad set up by the School Council to encourage pupils not to drop litter and to arrange collections when necessary. In discussion with the pupils it is clear that they know how some people damage the environment by, perhaps, using too many cars or polluting rivers and that the environment must be safeguarded by, for example, recycling waste paper. The pupils are allocated little tasks to do in the running of the school in order to raise their self-esteem and give them a feeling of responsibility. For example, they help with the breakfast club, look after the healthy eating tuck shop and organise the litter group.
36. The provision for cultural development is good. The weaknesses described in the last report relating to opportunities to experience diversity of culture in society have been remedied. The pupils study a range of world religions such as Hinduism, Judaism and Islam in religious education lessons. In one assembly, the theme was "One World, One Family" and looked at some of the differences and similarities in the way that Christians and Muslims worshipped. Around the school, signs and notices are often written in English and Bengali. Through art the pupils are familiar with the works of Picasso and van Gogh. They also study art from other

cultures and drew some beautiful symmetrical Rangoli patterns, used as signs of welcome during Diwali. During assemblies and at other times, the pupils are introduced to music, both classical and modern and from other cultures. Through English activities, the pupils are familiar with Shakespeare's Macbeth and A Midsummer Night's Dream. A Zulu dance troupe visited the school to give the pupils a taste of the rich and colourful African culture. To enhance the curriculum, the pupils visit museums such as Eureka and the Toy Museum. Each year two historians come to school to enact living history sessions about the Victorians. A group of pupils went to see The Hobbit at the Palace Theatre and parents and children went to a multicultural event at the Royal Exchange Theatre. A number of pupils took part in Tameside's JC 2000 which was thoroughly enjoyed by all. The school is successful in making the pupils aware of their own heritage and the richness and diversity in our multicultural society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. As at the previous inspection, the care arrangements for pupils are good. The procedures and use of assessment information are now good. This is an improvement since the previous inspection. The educational and personal support and guidance for pupils is good.
38. Procedures to promote and ensure pupils' well being are good. Support for pupils experiencing difficulties, including those that are designated as being "looked after", is good. The school has satisfactory arrangements for induction to reception and other classes. Pupils and parents are well supported in Year 6, with the task of choosing the most appropriate secondary school. Pupils confirm that they are well cared for when they are ill or otherwise distressed. Child protection procedures are good. There is a good quality child protection policy. Procedures are understood and all are aware of who the designated staff are and the responsibility they carry. Effective links exist with social services. Parents are clearly informed of the school's responsibilities in the prospectus. Pupils are made appropriately aware of this issue, as part of their personal and social education.
39. Procedures to ensure pupils' health and safety are satisfactory, overall. Teachers make pupils aware of health and safety issues in practical lessons, such as in science, design technology and physical education. This effectively contributes to the development of a safety conscious attitude among them. Fire alarm testing and the inspection of portable electrical equipment are routinely carried out by external agencies. Fire drills are carried out regularly. Effective first aid arrangements are in place.
40. Procedures to monitor and promote good behaviour and discipline are good, overall. The main emphasis is on recognising and rewarding good behaviour and nearly all pupils respond positively. Pupils are clearly aware of classroom, school and playtime rules. On-going praise in lessons and assemblies are routine features. Class teachers deal routinely with low level classroom incidents and have a clear route for referring more serious incidents. In classes, teachers use praise effectively and routinely maintain clear and consistent boundaries between what is acceptable and unacceptable behaviour. Effective links between teaching and lunchtime staff are another important feature.
41. Procedures for monitoring and eliminating oppressive behaviour, including bullying or racism, are very good overall. As a result, behaviour has improved since the previous inspection. The few pupils with behaviour difficulties are clearly identified. The local authority's emotional behaviour outreach team is appropriately involved. There is a clear, proportionate set of sanctions in relation to classroom and playground behaviour. The lunchtime staff feel effectively supported by teaching staff and the headteacher in relation to playground incidents. Parents are effectively involved where concerns arise. Informed by very good anti-bullying and anti-racism policies, assemblies are used to remind pupils regularly of the importance of telling adults if they see any signs of bullying or racism. Pupils confirm that the very rare bullying or racist incidents are immediately dealt with in a very effective way. The few racist incidents are systematically recorded and reported to governors.
42. Procedures to monitor and improve attendance are satisfactory, overall. The issue has a high

profile in school. There is an action plan to guide the school's activities. Attendance data are monitored weekly and reported to each governors' meeting. Pupils with poor attendance are systematically identified and carefully monitored. The Education Welfare Officer provides good support. The bilingual assistants provide additional support in making contact with Bengali parents in the event of absence without a reason. Most parents are clear on the need to inform school when pupils are absent and are well aware of school's views and rules about holidays during term time. Individual recognition and rewards are given for full attendance over a term and the school year. The class with the highest termly attendance is also recognised.

43. However, in practice, the measures to promote high attendance are not yet fully effective. The action plan lacks clear time-related targets for attendance in the medium and long term. Insufficient attention is given to analysing absence to establish a shared view on what are the different elements of the absence total. Current attendance promotion measures pay insufficient attention to recognising pupils who make a sustained and significant improvement in their attendance.
44. Procedures for assessing pupil's attainment and progress are good, overall. Procedures are very good in English and mathematics and science and satisfactory in most foundation subjects, except for information and communication technology, where they are unsatisfactory. There is a very clear whole school policy supported by a whole school assessment timetable. The full range of baseline assessments, national tests, optional tests and commercial tests are in routine use. Additional testing of EAL pupils is also carried out. Highly effective presentation of the information is a striking feature. As a result, it is readily accessible, for example, to teaching staff for pupil grouping,
45. Overall, the use of the information, to guide curriculum planning, is satisfactory. Key learning from assessments is shared with all staff by the assessment co-ordinators in planned meetings. Subject co-ordinators are now starting to assume more responsibility for assessment in their subjects. The assessment information is routinely used to identify the achievements of different ethnic groups by ability and gender in English, mathematics and science. However, the use of the information to support special needs pupils is not fully effective.
46. The tracking and support for pupils' progress is good. Baseline assessments are thorough and lead to target setting for the national tests at the end of Key Stage 1. In Key Stage 2, the results of tests are used systematically to set annual targets for groups of pupils, in English, mathematics and science. This information also effectively identifies pupils for inclusion in booster classes and contributes to effective target setting. This information is effectively shared with pupils in Year 6, for example. Teachers are clear where pupils are in their learning and this is reflected in the good quality of pupils' annual reports.
47. Procedures to monitor and support pupils' personal development are good. Pupils and their needs are well known to staff. Good work and attitudes are regularly celebrated in assemblies. This recognition and reward provides pupils with frequent and public confirmation of what is good in their lives and helps raise their self-esteem. Collections for charity provide pupils with good opportunities to reflect on the lives and needs of others. The school creates good opportunities for pupils in all year groups to take significant responsibility for themselves and others. The good range of sports and other clubs make a significant contribution. Pupils compete in a good range of team sports, including football, netball, basketball and chess competitions. These events, combined with visits, further develop pupils' discipline, personal application, team spirit, a sense of fair play and a wider knowledge of surrounding areas.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. Whilst there are some improvements since the time of the previous inspection, overall, the partnership with parents still makes only a satisfactory contribution to the quality of education provided and the standards achieved. This is a reflection, not on the school, but on those parents who, in areas such as attendance and punctuality do not support the school and hence their children as well as they should.

49. Based on questionnaire and parents' meeting responses, parents are broadly satisfied with what the school provides and achieves. Forty-three parents replied to the questionnaire and five attended the pre-inspection meeting. Parents are positive about some improvements that have occurred recently. They are particularly positive about the new breakfast club and the move to a new school in the autumn. Most confirm that their children like school, behave well and make good progress. They consider that school has high expectations and helps pupils become more mature and responsible. They are positive about the teaching. They like the good range of clubs and other activities outside lessons which their children enjoy. They feel comfortable approaching school with suggestions or concerns. Homework and its arrangements and the lack of information about their children's progress are main sources of their concerns. The inspection confirms the views that parents hold about what pleases them and notes that the school has recently introduced a homework diary which it is intended will address issues of communication and the setting of homework. There are improvements that can be made by the school in certain elements of the partnership with parents. It is felt that the school has already established satisfactory links so that, overall, the links with parents make a satisfactory contribution to the quality of education provided and the standards achieved. Based on questionnaire returns, nearly all parents feel comfortable raising questions or problems with school. A number of family learning initiatives, literacy and numeracy, provide additional support for adults to help with pupils' learning. The school positively considers the information needs of parents from minority ethnic groups. As a result, key information is available in other languages and the bi-lingual assistants are involved in providing contacts and explanations to Bengali speaking parents. The headteacher positively seeks the views of parents, through consultations for example. The school now plans to review its homework provision. The number of parents' evenings has increased from one to three. More careful thought about the links between school, new parents and pupils, including those from the Bengali community, prior to starting school would help to create a more secure and positive early involvement with school. In particular, it would form a strong basis from which to address the very low attendance in the reception class.
50. The SENCO is well known to parents of children with SEN. She makes herself available to parents informally on the morning that she has non-contact time. The SENCO informs parents about the formal stages and review meetings as required by the Code of Practice. She arranges for an interpreter if necessary.
51. The quality of information to support pupils' progress is satisfactory, overall. The quality of pupils' written annual reports is good. Reports convey a clear sense of how well pupils are getting on. They also identify areas for improvements in attitudes and in the key subjects. The inclusion of pupils' personal and social progress is a positive feature. Parents can comment verbally by attending the follow-up consultation evening. The very recent introduction of a homework diary provides an important on-going communication link between school and home. All parents are provided with the 'Learning Journey' booklets which give parents a good overview of pupils' work in each year group and subject. Bengali versions are available for those parents who choose them. Information and other links with parents of pupils with special educational needs are generally satisfactory.
52. School related information is of satisfactory quality. Regular newsletters keep parents effectively informed about what is happening in school. Key newsletters are translated into Bengali. The prospectus gives a clear and coherent outline of school's expectations and character. The governors' annual report gives an adequate picture of the main issues which the governing body is working on. However, the current timing of this report means that parents are not informed effectively about pupils' standards, since the information is nearly a year old at the time of the report. The school plans to reschedule this meeting to a time in the autumn term so as to address this matter.
53. Parents' involvement with the work of the school makes a satisfactory contribution to pupils' learning. Many parents attend and enjoy class assemblies, sports day and a range of religious festival assemblies such as Christmas, Easter and Eid. A significant majority of parents are interested in supporting their children. For example, typically, attendance at consultation

evenings is around 70 per cent. Discussions with pupils indicate that most have someone at home who checks that homework is done. Many parents have attended curriculum workshops, on science, ICT and preparation for national tests. Whilst this is generally satisfactory, there are instances that show lack of concern on the part of some parents. The school nurse visited during the week of the inspection and, of the five appointments that were made, one was cancelled and one was kept. All these had been scheduled for a second time. Although there is no parent teacher support group, parents effectively support events organised by the school. Adult helpers, including a few parents, help with reading, design technology and clubs, such as chess, karate and the new breakfast club. Four parents have played an important role in making the case for the new school. All parent governor positions are filled. However, too many parents, especially of Key Stage 1 pupils, do not deliver on their responsibility to ensure that their children come to school regularly.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. The leadership and management of the school are good. With the support, commitment and trust of the governors and staff, the headteacher has improved the school since the last inspection. The governing body is effective. The school uses its resources well. Monitoring of the school's performance is good. As a result, teaching is better and standards are rising. All of the key issues from the previous inspection have been successfully tackled or are in the process of being addressed. Statutory requirements are met.
55. In the two years since her appointment, the headteacher has provided a clear educational direction for the school and effective leadership. The good leadership provided by the headteacher has created a positive ethos for learning where the whole community is working together very well to raise standards. The headteacher is very well supported by the deputy headteacher. The deputy headteacher complements the headteacher's skills well. They have established a strong and effective partnership. Together they have accurately identified priorities for school development, the most important of which are raising standards of attainment and improving the quality of teaching. In both these areas there has been improvement, which shows that the actions taken by the head and deputy have been successful.
56. The procedures for induction of staff new to the school are good. They are well supported by colleagues and an appointed mentor. Progress towards establishing the role of the senior management team and the responsibilities of subject leaders, which was unsatisfactory in the last inspection report, has been slow and remains unsatisfactory. There are no up to date job descriptions in place to guide staff in their roles. Subject leaders have adopted the nationally agreed guidelines for planning and teaching each subject of the curriculum. They have written policy aims and added appropriate information to support colleagues about resources. The school's aims and policies are good and are reflected in the work of the school. Subject leaders have drawn up action plans for the development of their subjects, which are part of the school development plan. Systems for monitoring are good. Each action plan includes a number of monitoring activities. Subject leaders have started to monitor the continuity of learning and pupils' progress; this is a significant improvement from the previous inspection. The headteacher and deputy head are starting to monitor the quality of teaching, which is helping to improve the quality of teaching in the school. Some subject leaders have had the opportunity to give demonstration lessons and to work alongside colleagues. This positive development is due to be extended.
57. The SEN policy has been revised to cover aspects of inclusion. It includes information for governors, parents and staff about the school's procedures, but it does not cover all the requirements of the Code of Practice. It is not specific enough about facilities for SEN pupils or how resources are allocated to these pupils. It does not mention what evaluation criteria will be used to report to parents. The SENCO meets teachers formally and informally to review the progress of pupils with individual education plans. She has half a day a week non-contact time to deal with SEN issues. This is an improvement since the previous inspection. The monitoring of pupils' progress through their individual education plans is unsatisfactory, which is the same finding as the last inspection. There are too many unspecific targets on many of the IEPs and

the SENCO has not analysed the effectiveness of the support provided. Systems are insufficiently rigorous to evaluate how successful the school is in removing pupils from the SEN register. Criteria for identifying pupils with SEN are unclear. There are three classroom assistants, two nursery nurses and a member of the LEA Learning Support Service who support pupils with SEN in the school, yet there is no training programme in place to ensure that effective support for SEN pupils is provided. The SEN governor is well informed and effective in her role. However, due to other commitments, she is leaving the governing body.

58. The provision for pupils for whom English is an additional language is well managed. Bi-lingual assistants and teachers provide a detailed, systematic programme and the pupils make good progress. However, support to these pupils, particularly in the Foundation Stage, is not always targeted effectively. Valuable support to some pupils in the classroom is depleted when the bi-lingual assistant engages in speaking with parents by phone about the absence of their children.
59. The governors are very supportive of the school and know the school's strengths and weaknesses well. They are fulfilling their statutory responsibilities well. They are involved in planning and setting targets for improvement and monitoring developments. The newly appointed chair of governors has established an effective working relationship with the headteacher and visits the school regularly. Governors with particular responsibilities, such as special educational needs and literacy, are actively involved in developments. These governors have made a positive contribution in developing school policy and help to ensure that parents understand it.
60. The school's financial planning is sound. The governing body and the headteacher work together in prioritising spending decisions. They are linked directly with the school's priorities for improvement, resources for teaching and maintenance of the building. Grants are effectively used to support school development and the use of new technology, through computerised management of the budget, is good. Governors compare carefully the performance of the school with others and have established clear procedures for collecting information to assess the school's effectiveness. They are aware of the need to provide best value and apply the principles to their spending.
61. Administrative systems are good. All the recommendations from the most recent audit in 1999 have been implemented. Clear information is provided by the administrative officer to the headteacher and the chair of finance regarding expenditure and projected spending. Staff are appropriately deployed and teaching staff are well qualified. Sound systems have been implemented for the performance management of the headteacher. All staff work well together as a team. Recent spending on learning resources has improved support for teaching and has had a positive impact on the continuity of the curriculum and standards achieved. The adequacy of staffing, accommodation and learning resources is sound, although resources for physical education are not good enough. This is an improvement since the previous inspection. The dilapidated state of the building continues to give cause for concern as it did at the time of the last inspection. The continual maintenance costs and repeated acts of vandalism have reduced the level of funding available to spend on resources. The quality of the building is poor. The caretaker and her staff work hard to maintain good standards of cleanliness in the building. A new school is being built on a site near by and will replace the current building from September 2001. The new school building will improve the accommodation significantly.
62. The school adds sound value to pupils in the progress they make from entry to the school. The quality of teaching has improved and there is very little unsatisfactory teaching. The leadership and management of the headteacher, deputy head and governors are good. Financial systems are secure. Future improvement and the school's capacity to succeed are good. Taking all these factors into account the school gives satisfactory value for money. This is an improvement since the last inspection.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. The senior management team and governors should raise standards further by:

- Providing greater emphasis to the presentation and completion of work;
- Providing systems for the assessment of ICT;
- Monitoring and evaluating the effectiveness of the use of assessment in science;
- Providing opportunities for pupils to acquire library skills;

(paragraphs 6, 45, 81, 82, 84, 86, 100, 127)

The senior management team and governors should raise standards for the children in the Foundation Stage by:

- extending the use of assessment in all areas of learning, to provide teachers with better information with which to plan an appropriate match of work for all pupils;
- improving the levels of support for the children with EAL so that they can take a full part in lessons;
- providing more opportunities for children to investigate for themselves and express themselves creatively;
- taking every opportunity to extend pupils' range of vocabulary in both directed and choice activities;
- providing better resources in all areas of the curriculum;
- establishing stronger contacts with parents and helping them to support their children's learning.

(paragraphs 50, 66, 67, 68, 69, 70, 72, 74)

The senior management team and governors should raise pupils' levels of attendance and punctuality by:

- Analysing the causes and incidence of absence and lateness;
- Recognising and rewarding pupils who have made suitable improvements in their attendance and punctuality.

(paragraphs 15, 43, 44, 49, 50, 54)

The senior management team and governors should Improve the management and leadership of special educational needs through putting in place a rigorous system for evaluating the effectiveness of the school's SEN provision, by:

- establishing effective criteria for identifying and assessing pupils with SEN;
- revising the school policy to meet the requirements of the Code of Practice;
- drawing up more specific individual education plans (IEPs);
- monitoring and analysing the effectiveness of IEPs;
- putting in place a training programme for those working with SEN pupils;

(paragraphs 8, 20, 21, 27, 58)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	81
Number of discussions with staff, governors, other adults and pupils	51

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
7	15	38	35	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	301
Number of full-time pupils eligible for free school meals	92

FTE means full-time equivalent.

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

English as an additional language	No of pupils
Number of pupils with English as an additional language	62

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	21

Attendance

Authorised absence

	%
School data	10.3
National comparative data	5.2

Unauthorised absence

	%
School data	0.7
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	22	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	17	18
	Girls	15	14	15
	Total	32	31	33
Percentage of pupils at NC level 2 or above	School	82 (55)	79 (50)	85 (67)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	18	19
	Girls	14	15	14
	Total	32	33	33
Percentage of pupils at NC level 2 or above	School	82 (52)	85 (45)	85 (64)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	28	21

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	14	18
	Girls	13	14	16
	Total	30	28	34
Percentage of pupils at NC level 4 or above	School	61 (55)	57 (55)	69 (55)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	12	13
	Girls	16	13	14
	Total	28	25	27
Percentage of pupils at NC level 4 or above	School	57 (53)	51 (64)	55 (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	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	3
Bangladeshi	58
Chinese	1
White	195
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	17
Number of pupils per qualified teacher	17.7
Average class size	23

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	175

Exclusions in the last school year

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

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

Financial information

Financial year	99/2000
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	£
Total income	664,557
Total expenditure	620,311
Expenditure per pupil	2,034
Balance brought forward from previous year	2,130
Balance carried forward to next year	46,376

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	320
Number of questionnaires returned	43

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	23	7	2	0
My child is making good progress in school.	47	44	7	2	0
Behaviour in the school is good.	30	47	9	5	7
My child gets the right amount of work to do at home.	23	42	28	7	0
The teaching is good.	49	42	7	0	2
I am kept well informed about how my child is getting on.	28	51	14	5	2
I would feel comfortable about approaching the school with questions or a problem.	53	30	7	5	5
The school expects my child to work hard and achieve his or her best.	60	33	5	0	2
The school works closely with parents.	19	49	16	7	9
The school is well led and managed.	33	51	12	5	0
The school is helping my child become mature and responsible.	35	51	12	2	0
The school provides an interesting range of activities outside lessons.	26	42	9	5	19

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

64. Children enter school at the start of the year in which they are five and less than half have attended a nursery or pre-school playgroup before school. The nature of the intake has changed this school year, with many more pupils not speaking English when they enter. Attainment levels on entry to the school have fallen and are now well below average, particularly in communication and social skills. Overall, provision is satisfactory and children make steady progress, but few are working at the levels expected for their age and most are unlikely to attain these levels on entry to Year 1. The teachers and support staff work well together, as a team, to plan an appropriate curriculum in line with the new national guidelines. However, resources are poor and limit the range of activities that can be provided. For example, although children now have access to a play area, there is very little outdoor equipment for them to use to develop their physical skills in climbing and riding. Teachers co-operate well to maximise available resources.
65. Teaching is satisfactory, overall, but there are some unsatisfactory elements, one of which is the level of support provided for the children with English as an additional language (EAL). Each class has help for part of the week, mainly in afternoon sessions. This support is good, but, in too many lessons, children cannot understand what is being taught. This slows their progress and some become restless and silly. Assessment procedures are satisfactory, overall, and teachers keep on-going records for reading and mathematics. In other areas of learning, attainment is informally recorded and does not always provide enough information to help teachers plan the next steps for pupils. This results in some work not being well matched to pupils' needs.
66. Relationships between school and home are undeveloped. Most parents do not come to the classrooms and meet the staff on a regular basis. Few help in school and not enough support their children's learning at home. Bilingual staff are available in the cloakrooms to talk to parents of children with EAL on a daily basis if needed.

Personal and social development

67. There is a satisfactory programme of visits to the reception class before the children begin school to help them to become familiar with the teachers and classrooms. They settle into school routine and are reasonably independent in dressing and undressing themselves at playtimes and for physical education. Teaching is satisfactory and provides appropriate opportunities for children to work and play together. Most children are polite and take turns in speaking during class discussions, but those who do not speak English well have difficulty in doing so, when there is no specialist support for them. When the good specialist support is available, they are very interested in their work, but, on other occasions, do not always understand what is being taught. Some concentrate hard, but others quickly lose interest and become restless. Time taken to manage these pupils often slows the lesson and the rate of learning for all pupils. Children usually work well together in groups, sharing equipment appropriately. They have few opportunities to develop independence in choosing their activities or resources, as most are directed by the teacher or nursery nurse. The attendance of some pupils is a cause for concern for the school.

Communication, language and literacy

68. Teaching is satisfactory and most children make satisfactory progress, although their attainment remains well below average. Listening skills are below average and not all listen carefully to adults. The range of spoken vocabulary is limited and not all children speak clearly in sentences. There are many missed opportunities to extend children's language further, such as in the role-play corner and water activities. A new scheme for teaching children the names and sounds of the different letters of the alphabet is promoting sound progress and higher

attainers begin to use this knowledge in their reading and writing. Only a few recognise a satisfactory number of simple common words and read books independently. Books are well worn and some are in very poor condition, which does not inspire children to value them. Higher attainers write their names accurately, but most others do not do this consistently. Lower attainers trace the teacher's writing and average attainers copy it. Higher attainers begin to write simple sentences, with much teacher support. Handwriting of many is immature, with letters mainly being of inconsistent size.

Mathematics

69. Teaching is satisfactory, overall, and sometimes good. Children make satisfactory progress, but few are likely to achieve the levels expected at the end of the reception year. They sort objects by shape and colour and order them by size. They copy and continue simple patterns. Many children count to nine and learn to order towers of cubes in number order. Lower attainers count to five, whilst higher attainers order numbers on a line and begin simple practical addition. Many children recognise and name basic shapes, such as circles, triangles, and squares.

Knowledge and understanding of the world

70. Teaching is satisfactory and children make satisfactory progress, although attainment, overall, is below the level expected. Children talk about their homes, families and school in very simple terms. Much of their work is linked to topics, such as growth and change. Higher attainers talk about the life cycle of chickens, but a substantial number find it difficult to explain the changes, because of their limited vocabulary. They develop observational skills through experiments, such as when testing objects that float and sink. However, much work is teacher-directed and opportunities to explore for themselves are limited. When they use equipment, such as construction kits, independently there is insufficient adult support to help them improve their work. All are familiar with information and communication technology through the use of the computer. They play word and number games independently, using the mouse and keyboard. A range of trips and visits, such as to the farm, support the curriculum well. Children learn about religious education and celebrate the festivals of Christianity and Islam, but work is not always matched well to their understanding.

Physical development

71. Children make satisfactory progress, overall, although attainment is below average. It is better in the use of mark-marking tools, such as crayons and pencils than in energetic play, such as climbing, balancing or riding, because the curriculum is limited by the lack of resources for energetic play. Children have a physical education session each week and most develop appropriate control of their bodies in these directed sessions. However, some do not behave well in these sessions and do not show an awareness of space, bumping into others as they move around. Children's dexterity is promoted satisfactorily through the use of puzzles and construction kits. They use scissors safely to cut out shapes, although skills are below average, overall, and they manipulate plasticine and dough. Their control of pencils is below average and results in poorly formed handwriting.

Creative development

72. Teaching is satisfactory and children make sound progress. In art, children are taught how to paint recognisable pictures and they develop satisfactory skills. However, much of the work is directed by adults and often results in a lack of opportunities for pupils to express themselves creatively. Children have access to role-play areas, such as a home corner and a baby clinic, but there are missed opportunities to enrich their vocabulary or develop imagination. They play untuned instruments loudly or quietly, but find it hard to maintain a simple beat. They sing a variety of traditional songs, some in Bangla. Attainment is below the levels expected for children at this age.

ENGLISH

73. The results of national tests in English for pupils at age 11 in English in 2000 were well below the national average. This performance was below that of similar schools, but was average when considered in the light of improvement since they were tested at age seven. The attainment of pupils over time from 1996 to 2000 shows a decline from 1996 to 1998 and then a sharp improvement to the present day. The general trend in English has been similar to that seen nationally, but the more recent trend from 1998 has been better than average.
74. Inspection shows that standards of attainment for pupils at the end of Key Stage 2 are satisfactory and are close to the national average. Across the key stage as a whole, pupils, including those with English as an additional language, make good progress. Those pupils with special educational needs make satisfactory progress. The improvement the school has made since the last inspection, helped by the introduction of the National Literacy Strategy, has raised standards in all aspects of English, but, especially in the skills of listening and reading. Pupils' abilities to speak clearly and explain themselves fully are not yet as high as other aspects, but are rising. In most instances, pupils' ability to read the words is often better than their actual understanding of what they have read.
75. The results of national tests for pupils aged seven in reading and writing in 2000 were well below the national average. This performance was well below that of similar schools. Standards in both subjects went up from 1996 to 1997 and then decreased from 1997 to 1999 after which they rose to an all time high in 2000. The proportion of pupils achieving the expected level (Level 2) went up 27 per cent in reading and 29 per cent in writing from 1999 to 2000
76. The standards attained by pupils currently in Year 2 are below the national average in writing and speaking and listening and close to national average for reading. Many of these pupils entered school with very poor language skills and most have made good progress. This good rate of progress is also reflected in the achievements of pupils who speak English as an additional language. Those pupils with special educational needs make satisfactory progress.
77. When pupils enter the school, they lack confidence in speaking and their listening skills are poor. Many of these pupils have short concentration spans and this limits their ability to speak and listen. Key Stage 1 teachers generally ask well-focused questions, although they do not always give pupils sufficient time to develop their answers. A Year 1 cross-curricular religious education lesson helped the pupils to achieve greater fluency, because of its clear planning with this purpose in mind. The lesson was based on people who work in the school and this led to the headteacher being questioned by the pupils about her role. The pupils became more confident talking to adults and other pupils within this lesson and expressed themselves with improved clarity. Year 2 pupils are beginning to use a more varied vocabulary. Teachers encourage pupils to communicate and the pupils know that their efforts are valued. These pupils enjoy discussing a book about animals and when the teacher turns the page to reveal a beautiful illustration of a polar bear there are immediate gasps of wonder from many pupils. Pupils targeted for extra support for learning English as an additional language make good progress.
78. By the end of Key Stage 2, standards are close to similar expectations nationally for most pupils. Most pupils listen attentively to their teachers and to other pupils. Many are able to use the technical vocabulary learned in their English lessons with accuracy and confidence, for example, personal pronouns. They listen carefully to others in the upper part of the key stage and are able to challenge or support ideas and put forward convincing arguments. A pupil in a Year 6 class related his experience of conditions in Bangladesh and this encouraged the rest of the class to join in a debate. These abilities are seen not only in the Literacy Hour, but also in other subjects, such as history, where pupils are able to discuss life during World War II.
79. Given the limitations of the pupils' skills on entry to the school they do well to attain satisfactory standards in reading by the end of Key Stage 1. Higher attaining seven-year olds read confidently with expression. Others tend to get lost and need assistance to find their place on the page. The majority recognise a range of common words, but others have not developed the

ability to identify unfamiliar words by breaking them down and sounding out the parts. Teachers of pupils in Key Stage 1 are developing this reading skill well through the daily practice of letter sounds at the beginning of the Literacy Hour. Reading practice is established, with reading diaries being maintained by all pupils. Teachers and parents add comments. It was noted, however, that, in some cases, pupils are reading the same easy book for several weeks. Very few pupils know the names of authors, but many pupils are able to describe their favourite book, talking about the plot and characters. The paired reading sessions during which Year 4 pupils listen to Year 1 readers are a very successful innovation. An example was seen of a bilingual assistant giving good support to a pupil with English as an additional language as they discussed the illustrations in the book in Bengali and English.

80. By Year 6 most pupils are reading with the fluency expected of eleven-year olds and are recognising most words on sight. Throughout the school, however, pupils' word recognition is better than their levels of understanding of the meanings and subtleties of the texts. Teachers plan and teach reading effectively in the literacy lessons. Groups are organised well, giving teachers time to work uninterrupted with a target group. Other groups work independently or are taught well by support staff. Reading practice is also established at this key stage, with reading diaries being maintained by all pupils and comments added both by teachers and parents. Pupils in Year 5 have new record folders, but these contain no previous record of what has been read before. By the age of eleven, pupils have developed adequate research skills and use book indexes to locate specific information. The classification system in the library is not clearly understood by pupils. Very few of them were observed to be using the library during the inspection.
81. Standards in writing are below average at the end of Key Stage 1. Most pupils are beginning to form their letters correctly, have an awareness of sentence construction, but their presentation of work needs more focus. The marked weakness in pupils' vocabulary means that the content of writing is often below that expected of seven-year olds. The best work is seen when pupils engage in free writing activities, rather than on work sheets. Pupils in Year 2 write "suddenly an alien with big eyes jumped in the way". They know about punctuation and sometimes use exclamation marks, for example, "quick go into my home"! They write with humour, "the crab was stripy and red, drinking beer and watching television". A lunchtime writing club is a valuable extra-curricular activity, developing spelling and writing skills. However, only five pupils attended during the inspection week. Pupils enjoyed this session, rewriting a story and becoming familiar with drafting techniques. Good use of pupils' vocabulary throughout this session is evident. For example, they say 'extend' quite naturally when talking about lengthening sentences.
82. By the end of Key Stage 2, standards are satisfactory and close to national averages. Pupils write letters and stories; they use persuasive writing with facts or opinions. Pupils in Year 3 are learning to write for different audiences, for example, an alternative story of Red Riding Hood. Evidence was noted of good descriptive writing by Year 5 pupils, for example, "thin, weird looking tongue". Year 6 autobiographical writing shows satisfactory use of language and correct structures. Year 6 pupils show evidence of progression in descriptive writing. They write "onlookers shivered on a cold, wet, stormy morning as they watched these foolish creatures leave the harbour". In their narrative writing, a significant number of pupils fail to plan their work sufficiently to have a beginning, middle and suitable conclusion. Most pupils use capital letters and full stops to demarcate sentences correctly but make little accurate use of other punctuation to write in a more complex way. The range of writing, overall, is similar for the full range of abilities in the year. Many pupils of all abilities use mainly short sentences, frequently showing confusion over noun and verb agreements. By the end of the key stage, pupils, including those targeted for extra support for English as an additional language, make good progress. Pupils with special educational needs make satisfactory progress. Pupils' attainment in handwriting is unsatisfactory. By the end of the key stage, there is inconsistency in handwriting and some pupils do not easily write a joined, neat and consistent script. Overall, as at Key Stage 1, general presentation of work needs more focus. There is evidence across both key stages of pupils using information and communication technology as when drafting and redrafting takes place, using word processing and when pupils, especially in upper Key Stage 2,

use the internet to download information, for example, on World War II.

83. Teaching is good. Since the previous inspection, teachers have undertaken a wide range of courses and other training to address identified weaknesses in the teaching of the subject. The benefits gained are very evident in the good quality of the lessons taught and the confidence with which the teachers approach the subject. Teachers combine effective questioning to promote pupils' thinking about the reading text being used and the written responses required, this is particularly evident at the end of Key Stage 2. Year 6 setting of pupils is very effective in raising standards, because the three teachers have established a very good atmosphere and ethos and all pupils fully participate in the activities. Teachers develop reading across both key stages by applying the pupils' previously learnt skills to new texts. Teachers effectively model writing for the pupils to show them how to improve and structure their writing. However, the absence of differentiated planning in some classes fails to match the writing requirements of, in particular, the less able pupils, who are not making the same good progress as their peers. Pupils respond well to teachers. They are enthusiastic learners, keen to contribute, make suggestions and apply previously learnt knowledge and answer questions. The lessons are well prepared with clear objectives to support pupils' language development. Teachers effectively direct support staff with their work. The language development teacher and bilingual assistants supported by the Ethnic Minority Achievement Grant, target pupils with English as an additional language who, otherwise, would be at risk of underachieving. The language development teacher plans the work for these pupils alongside their class teachers and bilingual assistants and all present their teaching within the structure of the Literacy Strategy. The lessons are well organised and resourced, presenting appropriately challenging learning opportunities for the pupils. Pupils learn very well in these highly focused lessons, becoming familiar with the grammar and structure of the language and using the same texts as the other pupils. Many pupils work collaboratively, but, in some group activities, pupils work individually and opportunities are missed for them to discuss and develop their thinking with each other. This would improve their speaking and listening and their rate of learning.
84. Both co-ordinators for the subject are new to the post. The National Literacy Strategy and resources are effectively used. The headteacher monitors planning and the co-ordinators monitor pupils' books. Monitoring of lessons by the headteacher and adviser has been a priority for the past two years. Future planning will include monitoring of lessons by the co-ordinator. A good literacy action plan has been written by the co-ordinators. A range of methods to assess pupils' progress is used, including standardised tests, in addition to national tests. Key Stage 1 keep records of pupils' progress with phonics and key words. Across both key stages records of reading and spelling, key words, based on the National Literacy Strategy, are maintained. However, in general, pupils are given insufficient opportunities to work independently, to make their own decisions about how to go about a task or to access for themselves what they have learned. Marking is variable across both key stages. Some good examples, especially in Year 2, were seen of teachers marking pupils' work in careful and positive ways, responding to pupils' writing and interest. The co-ordinators organise successful visits to enrich the pupils' language development. Last term, a Theatre Group performed parts of Macbeth and A Midsummer Night's Dream. The older pupils recounted this visit, remembering the humorous parts. Visits to the local library are well organised, especially to meet authors. For example, last term, pupils met Denis Bond. The school library was under-used during the inspection week. It is situated in a large, bright, airy room with colourful wall displays. The Dewey system and colour coding are used, but these classification methods are not familiar to the pupils and no key to the arrangement is displayed. Pupils undertaking research are instructed by teachers where to look and the colour to go for. Good library research skills and practice are written down in a scheme of work, but most pupils have not been trained in this practice. A significant number of books need replacing; they are torn and dirty. The librarian says that shelving was erected by architects without any consultation with staff. Consequently, only large books fit on lower shelves and alphabetical order of authors is impossible to achieve. A notice for children with English as an additional language was translated for pupils into their mother tongue. The use of the library is under-developed and valuable opportunities for pupils to extend their range of reading are missed.

85. The school has developed good links with the community. A retired church worker talks to the pupils about his role. Grandparents give an input for history about how they used to live. British Telecom gave a presentation in the form of a play about communications. The local radio station interviewed pupils live for their programme. Resources of staff, accommodation and materials are effectively used. The school is aware that more books are needed across both key stages. There are good links between the governing body, staff and pupils. A governor hears pupils read regularly.
86. These findings represent a significant improvement on those of the last inspection, particularly in the standards of writing, the quality of teaching and the way the subject is managed. The school can now see clearly how far it has come and what remains to raise standards further.

MATHEMATICS

87. Results in the year 2000 national tests for seven-year olds were well below average when compared to all schools, but only below average when compared to schools with a similar background. In 1998 and 1999 the results were very low, but improved slightly in 2000. The number of pupils reaching the higher level (Level 3) was also well below average. In the year 2000 tests for eleven-year-olds, the results were also well below average when compared to all schools, but only below average when compared to schools with a similar intake. When compared to schools where pupils had similar results at the age of seven the results were average. These results are higher than the targets set by the school on the advice of the local education authority. The number of pupils attaining the higher level (Level 5) was below average. Results over the past five years have shown a steady improvement, in line with the national trend, with the exception of a sharp decline in 1999. Although, over the past two years, girls have done better than boys, an average taken over the past five years indicates that there is no significant difference. The year 2000 results for mathematics are similar to those for English and science when compared to all schools, but on a par with English and better than science, when compared to schools with a similar intake.
88. Observation of lessons, examination of pupils' work and discussions with pupils and staff indicate that by the end of Key Stage 1 and Key Stage 2 attainment is below average. However, this is an important improvement on the last report that stated that standards had not been maintained, were below average and progress was unsatisfactory. The standards have also risen, compared to the national tests over the past four years, which have been very low or well below average. There are several reasons for this improvement. The main reason is that the teaching of mathematics has improved. The last report said that 10 per cent of teaching was unsatisfactory and 25 per cent was good, whereas during the present inspection no unsatisfactory teaching was seen, 16 per cent of teaching was very good and 50 per cent was good. There has been a considerable improvement in the pupils' ability to manipulate numbers mentally through the introduction of the Numeracy Strategy and pupils have learned more effective strategies for working with numbers. Assessment procedures are now more rigorous, so that pupils are tested regularly and the results analysed to see where the weaknesses are so that the teachers can plan to remedy them. This effective assessment has also enabled the teachers to set targets for pupils and groups of pupils, so that progress can be tracked. Consequently the school is now in a position to maintain the improvement in the standard of mathematics and there are good expectations for the future that results in the national tests will steadily improve.
89. The previous report stated that pupils at Key Stage 1 had insufficient understanding of mathematics, but this is not now the case. Because of the effective number strategies being taught, the pupils are able to manipulate small numbers in their heads and, because they have a clear understanding of the number system, they are able to use this knowledge to operate with larger numbers. For example, in one Year 2 class the pupils were able to add together single numbers by making doubles and adding on the remainder. Other more able pupils were able to add together larger numbers by making them up to 20 and adding the remainder. The less able pupils were using different coloured blocks to add numbers up to 10. These strategies are successful, because most pupils know their number bonds up to 20, can double and

partition numbers and have developed a confidence in and enjoyment of mathematics. Teachers ensure that the pupils learn the correct vocabulary for the subject. Pupils experience a wide range of number topics. For example, they are able to measure objects and know about kilograms. They are familiar with flat and solid shapes, such as triangle, rectangles, cubes and cylinders. In one class, the pupils made a bar graph showing the colour of the cars in the school car park. They are able to solve word problems, involving giving change for shopping. Good use is made of computers to support the subject and, in one class, pupils were using a program to work with number bonds. Because of the inclusive nature of education in the school, all groups are achieving well and making good progress, although the targets for pupils with special educational needs are not specific enough.

90. The previous report indicated that the pupils in Key Stage 2 had difficulty with basic numeracy skills, but this is not the case now, because the pupils have been taught effective strategies for dealing with numbers. For example some pupils in Year 6 were putting decimals to two places in the correct order on a number line from 0-1. Other pupils in Year 5 were confidently using strategies to add together large numbers such as 21,468 and the less able pupils were successfully using smaller numbers such as 324. The pupils have good numeracy skills and most know their tables up to 10 x10. Pupils have a wide range of mathematical experiences. They are able to interpret bar graphs, line graphs and pie charts. For example, in Year 6 the pupils drew a graph to show how long sugar takes to dissolve in water. They are able to solve word problems, for instance, how to calculate the cost of petrol for a journey. The pupils are able to extend number sequences and calculate the total length of the sides of a cube without difficulty. Using probability, the more able pupils can estimate the likelihood of the number of times a dice will fall on a six. When estimating shape, pupils can draw an acute and an obtuse angle and estimate the area of rectangles and right angled triangles. They are familiar with most common flat and solid shapes. Mathematics is well supported by the use of computers. For example, in one Year 6 class, the pupils were using a program with a function machine and could quickly give the correct answer. Because the school puts into practice its policy for the inclusion of all pupils it is clear that all groups are achieving well and making good progress, whereas the previous report judged that that progress was unsatisfactory. However, the individual programs of study for pupils with special needs are not specific enough. Homework makes a satisfactory contribution to the improving standard of attainment.
91. The mathematical skills acquired by the pupils are used well to support other subjects of the curriculum. For example pupils use co-ordinates in geography and, in history, they can calculate dates and know how time lines are set up. In science, calculations are made and graphs are used to present findings, for example to show the different rates at which parachutes descend. Accurate measurements are used in design and technology. In art and design symmetrical patterns are made, for instance Rangoli designs which Hindu people use as a sign of welcome outside their doors during Diwali.
92. The overall standard of teaching is good. During the inspection, no unsatisfactory lessons were observed and 65 per cent of teaching was good or very good. By using the National Numeracy Strategy effectively, teachers are adding a progressive structure to their lessons and improving mental agility with numbers. This has a significant impact on learning and improving the standard of achievement. Likewise, the setting of Year 6 pupils into ability groups makes teaching more efficient by providing a narrower focus to lessons. The lively mental maths session at the beginning of each lesson gives it a brisk start, gears the pupils up to manipulate numbers and, consequently, they are motivated for the rest of the lesson. Because most teachers have developed a good relationship with the pupils and, also, due to their careful planning and organisation, an enthusiastic learning atmosphere is created in the classrooms where pupils are keen to learn, enjoy the activities, give of their best and behave well. This makes an important contribution to the pupils' improving achievements and rising standards. Teachers have a thorough knowledge of mathematics and use this to make lessons effective and interesting. Quite rightly the pupils have confidence in their teachers and co-operate well with them. Teachers make good use of rigorous assessment to check progress and locate difficulties which pupils may have, so that planning can be arranged to overcome them. Teachers set targets and pupils are tracked to ensure that they make progress. They have high

expectations of their pupils and make sure that they concentrate on their work.

93. The knowledgeable co-ordinator monitors the effectiveness of the National Numeracy Strategy in the classroom, checks individual planning and regularly looks at a selection of pupils' books. She ensures that assessment is used to gauge the progress of the pupils. Resources are adequate, although shortage of some equipment results in some unnecessary arrangements of the timetable. After searching for suitable software the school has now discovered effective programs, in order that information and communication technology can support pupils' learning. Mathematics makes a valuable contribution to the pupils' social and cultural development.

SCIENCE

94. The results of the National Curriculum tests at the end of Key Stage 2 and teachers' assessments for pupils at the end of Key Stage 1 in 2000 were well below the national average. At the age of seven no pupils achieved the higher level and, at the age of eleven, a below average number achieved the higher level. However, the results show that significant improvements have been made from 1998 to 2000. Since the previous inspection, good improvement has been achieved and standards are much higher than they were. When compared with similar schools, standards at the age of seven are broadly in line with national averages and at the age of eleven they are well below average. The findings of the present inspection indicate that pupils' attainment is broadly in line with national averages at the end of both key stages. This is because of improvements in the curriculum, improvements in teaching and the effective leadership of the subject. Pupils in both key stages are introduced to scientific vocabulary that satisfactorily builds on their basic skills. The progress made by both SEN and EAL pupils is sound. Test results at the age of eleven show that the performance of boys is better than the girls. However, during the inspection, there was no evidence to support this and both girls and boys achieved equally well.
95. By the end of Key Stage 1, pupils experience a satisfactory science curriculum. This is an improvement from the previous inspection. In practical investigations, they have the opportunity to make their own suggestions for carrying out tests, for example, when testing different yoghurt flavours. They use their knowledge of mathematics to show their findings as tally charts and graphs. However, there is little evidence of pupils using ICT in their science work. Pupils understand the differences and similarities in materials and can sort them into sets and describe their properties. Pupils have a secure knowledge of plants and animals and can label pictures accurately. Pupils' understanding of forces and electricity is sound. They understand how pulleys work and can describe how far cars will roll down a ramp. They know which home appliances need electricity and can draw a simple circuit.
96. By the end of Key Stage 2, pupils also experience a satisfactory science curriculum. This is an improvement from the previous inspection. In practical investigations they have many opportunities to predict, compare and contrast the outcomes of testing things such as room temperature changes, ice melting and plants growing. They are able to draw general conclusions from their findings and often use ICT to present their findings as bar, pie and line graphs. Pupils understand the principles of fair testing and use scientific vocabulary confidently. Pupils have a satisfactory knowledge of the systems and parts of plants and animals. Their knowledge of electricity, sound and forces is satisfactory. They are able to classify materials and their knowledge of solids, liquids and gases is secure. Pupils understanding of light and their knowledge of the Earth and beyond are not as secure as they should be and are below average.
97. The quality of teaching and learning is satisfactory, overall, and ranges from good to unsatisfactory. It is good in half the lessons. One unsatisfactory lesson was observed. The quality of teaching is better than it was at the time of the last inspection. Teachers' knowledge of the subject is sound. This is used effectively during whole class questioning techniques, such as when exploring how to keep their bodies healthy. Good teaching occurs when pupils are expected to think for themselves and discuss their opinions. When teachers' expectations are high and challenging tasks are set that motivate pupils to learn more, standards are higher. Teachers use a satisfactory variety of teaching methods to stimulate the pupils' interests and give appropriate emphasis to health and safety issues. When teaching was unsatisfactory the management of pupils during active investigative work was too noisy, which resulted in a lack of concentration and pupils not learning as much as they should. There is little evidence of teachers using day-to-day assessment and marking of work to extend pupils' knowledge. Teachers' use of time and resources are satisfactory. Pupils' learning is generally satisfactory and often good at both key stages. They participate well in whole class discussions, offering a good level of ideas. When required, they co-operate well with each other and relationships are good. Behaviour is generally good, but there are times when the teachers' lack of classroom management skill results in pupils' attention being distracted. Pupils are not yet involved in

setting their own targets or in knowing what they need to learn next. Pupils with SEN and EAL demonstrate sound learning. They apply themselves well and are always fully involved in lessons.

98. The quality and range of learning opportunities are good and include an after school club that many pupils enjoy. An appropriate curriculum based on the national guidelines is in place that covers all the required elements of science. There is an effective policy and action plan in place that has had a positive effect on improving the subject since the previous inspection. The school exceeded the targets set for the national tests and teacher assessments in 2000. In order to improve standards further, appropriate targets have been set for 2001 and 2002. Science makes a good contribution to the pupils' personal, social, moral, spiritual and cultural development through adding to their knowledge and understanding of the world around them. The high emphasis on literacy and numeracy in the last few years has limited the time available for teaching science. Although the time allocated is adequate, the impact has been to place a greater emphasis on writing and recording in science rather than explorations. This results in a large number of worksheets being completed that do not extend pupils' learning. The presentation of work in pupils' books is unsatisfactory. Teachers do not make enough use of day-to-day marking to demand more care and attention to detail in pupils' work. Sound formative assessment procedures have recently been introduced, so that class teachers are able to check pupils' progress. It is too early to judge the impact and effectiveness of these procedures as they have not been in place for long enough. Analyses of these procedures do not yet provide the subject leader with information to guide future curricular planning. Reports to parents do not set individual targets for pupils to achieve, but provide comment on the subject content.
99. The subject is very well led and effectively managed by the deputy headteacher. The leadership of the subject is shared with another member of staff. The effectiveness of this arrangement cannot be assessed, as there is no job description in place to share and guide the role. The deputy is a hard working and committed subject leader who has a clear vision for improvement, which is having a positive effect on raising the standards. This is a good improvement from the previous inspection. Resources to support the subject are adequate and have been greatly improved since the last inspection; newly purchased ICT resources are making a positive contribution to the standards achieved. Monitoring by the subject leader has successfully supported teachers and led to improvements in the quality of teaching and the standards achieved.

ART AND DESIGN

100. Display is the magnet which draws the eye to much of the learning in the school. The teachers encourage the pupils to make good use of their skills in drawing and painting to build on all educational experiences. The emphasis on art and design in so many areas ensures that the standards at the end of both Key Stage 1 and Key Stage 2 are good and above average nationally.
101. Pupils launch into the world of colour and experimentation at Key Stage 1. Excellent organisation and planning in a series of lessons provides pupils with many experiences. In such lessons, pupils were absorbed, for example in their work on weaving. They produce large, loosely woven ribbon mats and were very successful in producing smaller, tightly woven, woollen mats. Pupils working in a larger group made an intriguing screen, using such materials as straw, hay, string and cane. These younger pupils showed good skills in controlling the computer, producing some complex woven patterns. They also learned technical terms such as weft and warp. In their final evaluations, pupils present very good observations of their own work, as one child explained, "It's tighter doing this (the small woollen mat) and it looks better". Here the systematic planning in developing the scheme of work is an exemplar of the approach of the teaching of art and design. This is a considerable improvement since the previous inspection, where the teaching of art was judged as unsatisfactory, because what was offered then lacked cohesion.
102. Cross-curricular links with history and religious education create exciting opportunities for pupils in Years 3 and 4. The high quality and original style of planning lift the pupils' expectations to

produce highly accurate and colourful drawings of the Egyptian Pharaohs on “papyrus”. Subsequently, the pupils moved on to producing repeating patterns, printing their name in hieroglyphs. These were very successful with detailed patterned borders. The enthusiasm and committed attitude of the pupils were reflected in their results. The teaching here creates a great feeling of well-being and high esteem so that pupils are motivated to press on with their learning and the tasks in hand. No lessons were observed in Years 5 and 6, but pupils follow a more formal approach to art and design. Activities include some quality still-life studies and detailed Tudor portraits. There is a multi-cultural display of art depicting different mathematical forms, including Islamic patterns, Japanese circles and Rangoli welcoming patterns for Diwali. Most pupils make good or better progress as art and design break down many attainment barriers. Thus, pupils with English as an additional language or special education needs may progress on equal terms.

103. The teaching and learning at both key stages are very good, there was some excellent teaching observed in both key stages. Some excellent teaching was observed at Key Stage 2. Teachers inspire the pupils to produce good quality pieces of work. The organisation allowed them to make very good use of the time allotted. All pupils progress very well, including those with special educational needs and those with English as a foreign language. These pupils receive good support in all lessons.
104. The management of the subject is good. The school has adapted the new guidelines in art; where appropriate it is developing the scheme of work adapted to the pupils’ needs. The subject’s contribution to cultural development is good. Pupils are able to visit local museums and there are visits by various groups to the school, such as the Zulu Dancers. There is a good whole school involvement in “Doing Days”, when there is a need to change displays for different occasions such as “Science Day” or Christmas. The programme for assessment is good. Resources cover the whole range of art provision. The subject has made a good improvement since the last inspection.

DESIGN AND TECHNOLOGY

105. Provision for design and technology is good, overall. There has been a considerable development and improvement since the previous inspection. The subject is now well structured and planned throughout the school.
106. Only lessons at Key Stage 1 were observed during the inspection. Standards here were well above those expected for pupils of this age. Judgement for Key Stage 2 is based on evidence of artefacts, photographs and discussion with pupils and teachers and this is satisfactory.
107. Upstairs and downstairs, and especially the stairs themselves arouse great interest among the younger pupils of Key Stage 1. They hold very good discussions on homes, what goes inside them, and what is best to fix their models together. Teachers use skilful questioning which encourages pupils to think carefully, for example, about the use of shiny-backed sellotape. They quickly respond that: “It cannot be painted over as it stops sticking”. The very well organised lessons encompass all the requirements of design and technology. Class discussions stimulate ideas about homes and the pupils extend these to include houses, flats and bungalows, all of which were well represented in the pupils’ structures. The models include stairs, upper floors and windows cut through card; they are thoughtfully constructed and the paint is sufficiently thick to cover the print on the recycled cartons used. Pupils also use construction kits to build houses and devise good structural designs with the larger wooden bricks.
108. As the topic is closely linked to geography, pupils plan and produce localities on the computer, showing good technical skills and arrange the streets and shops very well. Teaching always directs the pupils into evaluating their work and how they might improve it. One pupil wrote that she would “put the roof on better next time”. The pupils’ interpersonal skills are well developed in these sessions as they listen well to each other.

109. Safety in the use of tools is a key factor in the very good and excellent teaching of food technology. This is a very necessary focus as sharp peelers and graters are used together with knives. The factor of healthy eating is the focus in the making of fresh fruit yoghurt and this has good links with health education. Pupils choose their own fruits and are totally absorbed in their work. All aspects hold their attention well and their very purposeful attitude ensures that the process is clean and efficient. Lively discussions when evaluating the results highlight the differing views and tastes of the pupils and show how they can come to a friendly conclusion in selecting the tastiest yoghurt. Strawberry is favoured, but "strawberry and orange was better because it was nice and juicy."
110. At Key Stage 2, pupils successfully work with fabrics, paper engineering, structures and mechanisms. In Years 3 and 4, photographs revealed well-made money containers. Older pupils at the end of the key stage used paper engineering to produce moving greetings cards for Christmas and Eid. They have also just started designing carousels for their summer term project which will involve electric motors and a good understanding of cam mechanisms.
111. The teaching and learning seen in Key Stage 1 were of very high quality. Pupils are clearly making very good progress in learning the processes involved. The good, differentiated planning, recording and evaluation worksheets ensure that pupils with special educational needs and English as an additional language make similar progress alongside their peers.
112. A new co-ordinator has recently been appointed who has a clear vision, particularly in the development of assessment. Design and technology is now well resourced to give ample coverage of the range of activities suggested by the new guidelines.

GEOGRAPHY

113. At ages seven and eleven, pupils make steady progress through the school and attain standards which match the levels expected by the National Curriculum. This is an improvement on the previous inspection, when standards at age seven were below average. The school has improved the provision for the curriculum and the weakness in mapping skills noted at that time has been rectified. No lessons were observed in Key Stage 1 and evidence is based on discussions, examination of pupils' work and teachers' planning.
114. At age seven, pupils identify the countries of the United Kingdom on a map and identify where Manchester is. They study the island of Struay and compare life there with that in Hyde. Pupils visit their local area and produce maps of where they went, locating their own houses on the map. They learn about simple grid lines and locate features of interest on maps by using grid references. Pupils conduct weather studies, employment and traffic surveys and produce their information in the form of graphs, often using computers to help them.
115. Pupils build on this work appropriately in Key Stage 2 and, at age eleven, pupils have sound knowledge and understanding of the subject. They locate continents, oceans and capital cities on maps of Europe and the world and study a range of different locations around the world, such as Mutare, in Zimbabwe, and Pampa Grande, in Peru. They consider how life in these places compares with life in Hyde and how the climate and physical features of those countries cause the differences. They learn about features such as mountains and rivers and compare some in different parts of the world. For example, pupils in Year 6 undertake an in-depth study of the water cycle and know about rivers in North and South America, Russia and Egypt and compare these with a local river, the Tame, which they visit. They undertake research on the Internet and develop multimedia presentations on computers. Pupils also know the effect that man has on the Earth's environment and consider the moral and social issues posed by this.
116. Teaching is satisfactory, overall, and sometimes good. Pupils enjoy learning about the world and teachers plan well to stimulate their interest. For example, they make good use of the local environment to make learning relevant. Lessons are well planned and teachers make good use of resources to involve pupils in finding out for themselves, such as by researching on the Internet and interpreting information in photographs. Some teachers have specific knowledge of

the places studied and this gives an added dimension to lessons. For example, the teacher in a mixed Year 3 and 4 class had visited Zimbabwe and could talk about the realities of life there, making good points about the different life styles of people in villages and towns. Pupils not only learned about life there, but also of the dangers of forming limited views of a country by not considering the range of experiences of life in different areas. In Key Stage 1, work is well presented and reflects pupils' good attitudes well. However, in Key Stage 2 some teachers accept work that is unfinished and poorly presented and does not reflect the genuine interest that pupils have in the subject. Reading skills are applied appropriately in research. Numeracy skills are used well in measurement and collection of data in weather studies and surveys, such as when studying populations of different parts of the world. The subject makes a good contribution to pupils' cultural development, through the studies of life in Hyde and further afield.

HISTORY

117. The previous report stated that at both key stages attainment was below what is usually expected of pupils at a similar age and that progress was unsatisfactory. However observation of lessons, discussions with pupils and staff and examination of pupils' work indicates that standards at the end of both key stages are now at the level expected of pupils of this age and progress is good.
118. In Key Stage 1, pupils study a well balanced range of topics in order to understand how and why people lived differently in the past and also learn about important people and events so as to give them some insight of their heritage. They study what life was like when their grandparents were children. For example, in Year 1 the pupils were comparing artefacts used in the 1930s with modern day items. The pupils handled old flat irons and also a new electric iron to understand that in their great grandma's day few houses had electricity and that flat irons came in pairs so one could be heating up over the coal fire whilst the other one was being used. The pupils also compared toys from the past with modern toys. Because the school promotes living history and aims to get the pupils involved, they went on a visit to the Toy Museum and to the toyshop in Lark Hill Place. In Year 2, the pupils study famous people and events such as the Great Fire of London. Once again, living history was used to teach the pupils about Florence Nightingale. The pupils spent some time in learning the background to the Lady with the Lamp and then one of the teachers dressed up as Florence and came to the classroom to talk to the pupils about her experiences in the Crimea. She then asked the pupils what it was like in modern hospitals and also enquired about the modern nursing equipment on display in the classroom and compared it with that of Victorian times. Because of the school's inclusion practice, all the groups, including those pupils with special educational needs and English as an additional language, make good progress.
119. By the end of Key Stage 2, the pupils have experienced a wide range of historical topics and acquired useful skills of historical research and how to present information. The pupils know that archaeologists explore historical sites in order to understand how people lived at various times in history and what their culture was like. For example, in one Year 5 class the pupils were looking at life in the 1950s and seeing how it was different from today. They learned that the children all played together in the street where they lived, but that this is not possible today because of the traffic and because nowadays streets are not always safe places for children. In another class, pupils were thinking about the Second World War and in particular about evacuation. They handled gas masks and steel helmets to make them realise that those were dangerous times. They also thought about what it would be like to be an evacuee and leave their mums in the town whilst they went to live with strangers in the countryside. Pupils used their acquired skills in English to write about how they would feel. The pupils in Year 6 have a wide knowledge of historical topics which they can talk about. They know how people find out about history through artefacts, visiting sites and reading letters and books written in various periods of history. Pupils also are familiar with looking for historical information in books, CD Roms and the Internet. They are aware that events in history affect our lives today. For example, in discussion, the pupils talked about Ancient Greece and how the Olympic Games is still the biggest event in the sporting calendar. Some pupils were able to explain how time lines are used to sequence events in history. The older pupils are able to talk about a wide range of

topics including the Romans, Anglo Saxons and Vikings and why they came to Britain. They know about the Tudors and Henry VIII. The pyramids and Egyptian civilisation is another aspect of history that they can discuss. Local history is another topic which the pupils know about and they were able to explain that James Leigh was a famous Victorian manufacturer who gave his name to the street and the school.

120. The quality of teaching is good, although at the last inspection it was unsatisfactory at Key Stage 1. In particular, the teachers involve the pupils in living history which makes the subject more interesting and relevant. For example in Year 2 one of the teachers dressed up as Florence Nightingale and answered the pupils questions about her experiences in the hospital at Scutari. Visitors also come to school to enhance history teaching. For instance, two people visit the school each year and bring a range of interesting artefacts to relive life in Victorian times. In Year 5, the teacher gave the pupils a first hand account of life in the 1950s when she was a child and this included a demonstration of popular dancing to Bill Hayley's band. The teachers have a thorough knowledge of history and their interest is transferred to the pupils. Because of the good relationships that the teachers have with them the pupils co-operate well, concentrate on their work and behaviour is good. At the end of each topic the teachers assess the success of their teaching and record significant aspects of the topic, whereas the previous report stated that no assessment took place. The teachers do not use information and communication technology often enough to support the subject.
121. The co-ordinator has produced an overall plan based on a comprehensive scheme of work so that all teachers know what to teach and when. Resources are good, because there is an interesting selection of artefacts and a wide range of good quality books to support the subject. The accommodation is poor and has been since before the last inspection. The school is about to move into a new building which will provide a much more pleasant and suitable environment. History makes a valuable contribution to the spiritual, moral, social and cultural development of the pupils.

INFORMATION AND COMMUNICATION TECHNOLOGY

122. The school has made significant improvement in the standards that pupils achieve and the quality of provision in information communication technology (ICT) since the previous inspection. By the age of seven, standards in ICT are in line with national expectations. Pupils are confident in their use of computers, showing a good understanding and application of the mouse. They are capable of using a wide range of software and are able to move pictures around the screen, save the picture and change its size. By the age of eleven, standards in ICT are in line with national expectations. Pupils are able to combine different forms of information, for example by entering data from a prepared sheet into a database and using the search facility to interrogate it. They are good at combining different forms of information, for example, graphs, pictures and text from their science, history, geography and religious education studies to communicate it to others as multimedia presentations. Pupils with SEN or EAL make sound progress, they are often supported by their peers through working in mixed ability pairs or small groups. There is no difference in the achievement of boys and girls. Since the last inspection, the school has made very good improvement in ICT.
123. The quality of teaching is good. This is a significant improvement since the previous inspection. Teachers' knowledge and understanding of the subject are good. The training programme provided through the Government New Opportunities Funding is improving teachers' knowledge and understanding of the subject. An improvement in the quality and quantity of hardware and software available is also helping to improve teachers' confidence. The school policy for teaching ICT, together with the school's programme showing which software should be used for each aspect of the subject, is also having a positive influence on the quality of teaching. The subject leader has provided less confident teachers with additional help. Teachers give sound reinforcement of basic skills through ICT by producing subject vocabulary lists. Planning for teaching the subject is sound, although there is no evidence yet of teachers using day-to-day assessment to change their teaching in order to meet pupils changing needs. Teachers give due emphasis to health and safety issues when using ICT equipment. Teachers' expectations are

good, overall, but there is a difference between what is expected in the infants and the juniors. Teachers expect more of the junior pupils by setting them challenging tasks to reinforce the skills taught. For example, in a Year 3/4 class the teacher demonstrated on the interactive whiteboard - (a large screen connected to a computer that allows the user to work, by touching the screen, in the same way that they would by operating the computer itself) - how to create an image stamp. Pupils were then expected to make their own stamps and repeating patterns and show them to others pupils at the end of the lesson. In the infants, pupils are not expected to think for themselves enough as teachers concentrate on more repetitive tasks to ensure that pupils learn the appropriate skills. Teachers in the juniors make very good use of the new interactive whiteboard to demonstrate to the whole class the next teaching point and this makes a very good contribution to their management of pupils and use of time and resources. Infant teachers are beginning to use the interactive whiteboard. Teachers' management and use of time and resources, in the infants, are good. They usually work with small mixed ability groups of pupils to reinforce new learning.

124. Pupils' learning is good. They readily acquire new skills, knowledge and understanding. Lessons are well paced and pupils' interest and concentration are very good. Pupils with SEN demonstrate sound learning. Pupils with EAL apply themselves well and their learning is good. There are no systems yet in place to involve and inform pupils in knowing about their own learning needs. Pupils' attitude to the subject is good and so is their behaviour. They are enthusiastic and keen to work. They listen to each other and share ideas. Relationships are very good. When required to do so, they are good at working independently, but sometimes due to the acoustics in the hall, it is often very noisy when junior pupils are taught as a whole class.
125. Pupils have access to the Internet to assist their research studies. They practise their ICT skills and knowledge effectively when producing the school newspaper LEIGHWAY and updating the school Web Site. These experiences plus the improved range of hardware and software, make a good contribution to the curricular opportunities offered by the school and the breadth, balance and relevance of the ICT curriculum. A sound curriculum for ICT is in place; the school is using the nationally recommended guidelines together with their own programme that shows when to use the software available. All pupils have equality of access and opportunity and provision for SEN pupils are sound. Some of the exciting and challenging work pupils do in the juniors, such as group work on different river systems of the world, makes a good contribution to pupils' spiritual, moral, social and cultural development. There are no systems for monitoring pupils' individual attainment and progress in the subject. Records are kept of the experiences each class has had and these are reported to parents. The use of teachers' day-to-day assessments of pupils' progress is under development. The monitoring of pupils' subject performance is unsatisfactory.
126. The subject leader is very knowledgeable and willing to help less confident teachers. He has put together a good policy and action plan for the subject's development. The targets in the action plan to improve teacher confidence and training have been successful and have led to the improvement in standards achieved by pupils. The subject leader has had the opportunity to monitor the needs of staff through working alongside them and has provided additional help when needed with lesson planning. A school portfolio of work is in the early stages of development. It shows the range of work that pupils can do. It is expected that the completed portfolio will help teachers to assess and monitor pupils' individual achievements in future. Resources to support the subject are adequate and meet the requirements of the curriculum. The improved resources, better standards, good teaching, clear aims and direction for the subject and regular up dates on improvements for governors ensure that the subject continues to develop. This is a significant improvement on the previous inspection report. The subject leader does not have an up to date job description. This is unsatisfactory and needs to be rectified as soon as possible.

MUSIC

127. The previous inspection report showed that standards at the end of both key stages were broadly average. This position has been maintained and all pupils, including those for whom English is an additional language and those who have special needs, continue to make

satisfactory progress.

128. Three lessons were observed and pupils were interviewed about their musical experiences. Assemblies were also observed. Pupils enjoy their music making and Key Stage 2 pupils demonstrate, for example in assembly, that, unaccompanied, they are able to sing effectively in two parts, maintaining pitch, tempo and their own line. Pupils in Year 5 have responded well to a cross curricular approach that has led them into scientific experiments on sound and the manufacturing of musical instruments of their own. They are able to read a short piece of music in standard notation and can perform this work in four parts, using percussion instruments. Younger pupils in Key Stage 1 are able to sing a number of songs effectively from memory and are able to perform some of these with a series of actions. An area of relative weakness lies in pupil's knowledge of classical composers and their works. A small number of pupils attend the recorder club and some pupils have private music lessons.
129. The teaching of music is satisfactory and the best lesson showed very careful planning of resources and the selection of a challenging yet very appealing piece of music for pupils to listen to by way of an exemplar of the use of percussion in minimalist music. Teachers have good relationships with pupils and, as a result, pupils respond well in situations where, for example, they are required to handle instruments. They are also equally prepared and eager to demonstrate on their own or in a group. Because of the nature of the school and the vision of its teachers, good use is made of opportunities to demonstrate the music of different cultures and this makes a good contribution to the provision for the spiritual, moral, social and cultural development of the pupils. Interviews with pupils suggest that, whilst they are exposed to a range of music, this is sometimes done in order to fit in with an assembly theme, and so they tend to acquire knowledge about musical pieces and composers in a piecemeal way.
130. The subject is used to enable pupils to be involved with the community and choirs are assembled as required, so that, for example, visits can be made to the hospital or the shopping mall to sing at Christmas. Visits to school by various groups provide good opportunities for cultural and multicultural development in the subject. The coordinator does not have a detailed job description, but acts as an adviser to the rest of the staff. She is able to detail the improvements that have taken place since the last inspection and has appropriate plans for the continuing development of the subject. There is no specialist music accommodation and when music is used, for example in the hall, it tends to have an intrusive effect on lessons in the surrounding classrooms.

PHYSICAL EDUCATION

131. Provision for physical education has improved since the previous inspection with the adoption of national guidance as a basis for the school's scheme of work and overall good teaching in the lessons seen at Key Stage 2. Standards are average at the end of both key stages. There is no difference in standards between boys and girls. By the end of Key Stage 2 many are competent gymnasts using space safely and effectively. They are good at planning movement sequences that draw on their previously learned skills. All pupils, including those with special educational needs and those who speak English as an additional language, are given full access to the broad physical and education curriculum and make good progress in the different aspects of the subject.
132. Dance, gymnastics and games were observed during the inspection at Key Stage 2. No lessons were observed at Key Stage 1. Year 3 improve their gymnastic skills by developing the quality of their actions, body shapes and balances and are improving their ability to link phrases of movement, using simple compositional ideas. Very good pace is given to this lesson, with no time for any pupils to be off task. By the end of the lesson, pupils learn new moves, twisting 360° with correct balancing techniques. Year 4 practise throwing and catching a ball accurately, improving techniques of chest and shoulder throws. Year 6 pupils improve their dance techniques and repeat a previously performed series of movements with increasing control. There is no gender imbalance. Boys and girls dance together quite naturally. Routines for this dance lesson are well established.

133. Teaching, overall, is good, but in the one lesson where it was unsatisfactory the pupils were not well managed. Teachers plan sound learning opportunities, where pupils are challenged to improve their best performance. Although at an early stage of development, there are signs that teachers are identifying more precise lesson objectives than they have in the past. These reflect the teaching of skills contained in the scheme and on pupils' achievements in earlier lessons. This was not the case in the last inspection.
134. Teachers focus on basic skills well. Consequently, pupils' specific skills such as balancing, catching and throwing a ball, dancing, using a series of movements, can be seen growing stronger and with improved technique. Most successful teachers set high expectations and make regular use of demonstrations by pupils to illustrate good practice. Most pupils are enthusiastic about the subject and show a good attitude towards activities. They work well in pairs, groups or teams, are attentive and most listen carefully to instructions. In one lesson, excellent collaboration by pairs of pupils is in place. The pupils, encouraged by the teacher, suggest positive and sensitive ways for their partners to develop and improve movements.
135. Teachers stress the importance of safe actions carefully and insist on suitable dress for the lessons. Teachers raise health issues appropriately and all lessons have warming up and cooling down sessions. Teachers assess pupils' performance well on an ongoing basis and use this effectively to give pupils advice and guidance as they are performing. The co-ordinator is in the process of introducing a simple but effective computer recording format to note observations of progress, which will build a picture of long term improvement. Pupils receive a balance of experiences reflecting all aspects of physical education, including good provision for swimming. By the end of Key Stage 2, all pupils can swim a minimum of 25 metres and many do much more, gaining awards in both distance swimming and personal survival.
136. The school provides a very good range of extra-curricular activities including football, netball, kwik cricket, athletics and basketball. A coach from Stockport County gives regular football coaching. Boys and girls attend the Tameside School of Excellence for sports activities and some pupils are members of Manchester United youth team. A karate club has commenced this month. Very good teaching in a football skills training session was observed during the inspection. The pace of the practice is fast, with fair play emphasised and taught throughout. Very good interaction was displayed, partner work was in place and excellent relationships established at this practice. Year 5 and 6 pupils participate in outdoor and adventure activities at Boretan Park Residential Centre in Shrewsbury. They experience canoeing, abseiling, rifle shooting, swimming, orienteering, pony trekking and using an assault course.
137. The co-ordinator is newly appointed to this subject and is now developing and supporting all aspects of it. Resources are poor, mainly due to vandalism of the current equipment. The accommodation has not improved since the last inspection and is unsatisfactory. Key Stage 1 still use the upstairs hall which is cold and very unattractive with plaster crumbling and paint peeling. This atmosphere is not conducive to good learning taking place. The downstairs halls have many obstacles, for example, computers and tables jutting towards the centre, limiting the available space for physical education lessons. Continual interruptions were seen as classes and visitors pass through the halls. Most pupils ignore these interruptions and because of good teaching they keep focused on the teacher. Outside there are two playgrounds with poor surface conditions, one with netball and rounders markings and also a grassed area for athletics.

RELIGIOUS EDUCATION

138. All pupils, including those with English as an additional language or with special educational needs, make good progress. At age seven, attainment is in line with the expectations of the Tameside Agreed Syllabus. Pupils build well on this in Key Stage 2, and by age 11, attainment exceeds the level expected. These standards have been maintained since the previous inspection.

139. At age seven, pupils have a sound knowledge of Christianity and Islam. They know about the special places and artefacts of both faiths, such as the church and the mosque and the Bible and the Quran. Pupils begin to learn about the beliefs of the two faiths and how these relate to their own lives. For example, they know that Jesus is a leader and think about leaders in their own community, such as those at school, the church and the mosque. They know about the main festivals of these and other faiths, such as Christmas, Easter, Eid and Chinese New Year.
140. In Key Stage 2, pupils build well on this foundation and develop a good understanding of the beliefs and values of these faiths and also of Judaism and Hinduism. They understand that faiths have an effect on the way that people live and are fascinated by the rites and traditions of different faiths. They understand that there are many similarities between faiths as well as differences and are good at discussing how faiths give guidance on how people should live their lives. For example, they consider the prayer customs of different faiths and learn that whilst both Christians and Moslems show respect when they pray, they adopt different positions for prayer. They know that Christians can pray at any time, in any circumstances but that Moslems have set times for prayer and must observe correct preparation and rituals. Pupils hold mature discussions about how religion affects their own lives, such as relating Abraham's sacrifice to the many everyday sacrifices that people make. For example, one girl related how her father gave up his social life to work at nights to earn extra money for his family.
141. Teaching is good, overall, and particularly in Key Stage 2. In Key Stage 1, it is satisfactory, overall, and sometimes good. Teachers have good knowledge of the subject and plan well to provide pupils with interesting lessons. The best lessons are thought provoking and stimulate pupils to work hard. Relationships are very good, both between pupils and between adults and pupils and this encourages good learning. Teachers encourage a high level of respect for all faith groups and, in Key Stage 2, pupils are confident in discussing their own beliefs and feelings. Older pupils hold very mature and considered discussions and develop very good attitudes to the subject and to other faith communities. Teachers question well to extend pupils' thinking and pupils are keen to answer and share their thoughts. They make good use of the faith experiences of pupils and use role-play well to deepen pupils' understanding. Pupils visit St Thomas's Church and the local mosque to see for themselves what they have been taught about in class. Teachers make good use of the Internet for research and pupils sometimes use a digital camera to record their visits to places of worship. The only significant weakness noted in teaching was that, in Key Stage 2, some teachers accept work that is untidily presented and is sometimes unfinished. There are many missed opportunities, especially in Key Stage 2, for pupils to practise their literacy skills in writing at length.
142. The daily acts of collective worship often make a strong contribution to religious education. Lessons have an important, positive impact on pupils' spiritual, moral, social and cultural development, enriching their understanding of how faith relates to everyday life and enhancing the self-esteem of members of the different faith communities in the school. Since the previous inspection, the range of artefacts for teaching of other faiths has been improved and the school has invited faith leaders, such as the Imam, to talk to pupils as well as local Christian clergy.