

INSPECTION REPORT

ST ANNE'S PRIMARY SCHOOL

Denton, Manchester

LEA area: Tameside

Unique reference number: 106213

Headteacher: Ms Glenys Dyer

Reporting inspector: Bogusia Matusiak-Varley
19938

Dates of inspection: 19 – 22 May 2003

Inspection number: 246574

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior school

School category: Community

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: St Anne's Road
Denton
Manchester

Postcode: M34 3DY

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Appropriate authority: The governing body

Name of chair of governors: Allison Dennis

Date of previous inspection: 19 January 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
19938	B Matusiak-Varley	Registered inspector	Educational inclusion English as an additional language Science Music Religious education	How high are standards? How well are pupils taught? How well is the school led and managed?
13450	J Madden	Lay inspector		Attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
17456	A Smithers	Team inspector	Foundation Stage Mathematics Art and design Design and technology Geography	How good are curricular and other opportunities?
4642	C Parkinson	Team inspector	Special educational needs English Information and communication technology History Physical education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Anne's Primary School, which is situated in the eastern part of Denton in an urban area of Tameside, is an average sized school with 208 pupils on roll, 111 boys and 97 girls. Almost all of the pupils are of white British backgrounds. A very small minority of pupils are of Chinese and mixed white and black Caribbean backgrounds. Ten per cent of pupils are entitled to free school meals, broadly in line with national averages. Fifteen per cent of pupils are on the special educational needs (SEN) register and this is below average, 2.8 per cent of pupils have statements of SEN and this is above average. The nature and range of pupils' SEN are largely related to learning and behavioural difficulties and hearing impairment. There are no pupils who have English as an additional language (EAL). The socio-economic circumstances of the pupils are largely average, as is pupils' attainment on entry to the reception class, although this year's intake has quite a few children who have underdeveloped speaking and listening skills.

HOW GOOD THE SCHOOL IS

This is a good school with very good features which provides a good quality of education for its pupils. All groups of pupils generally make good progress, especially in acquiring the basic skills of literacy and numeracy. Standards are above average at the end of Year 2 and Year 6 in English, mathematics and information and communication technology (ICT) and are well above average in mathematics at the end of Year 6. Pupils have very good attitudes to learning and behave very well. The quality of teaching is good overall with very good features, and the school generally meets the needs of all of its pupils well. The school is very well led and managed by the headteacher and her deputy. Governors fulfil their statutory duties well. The school provides good value for money and is fully inclusive in all of its practices.

What the school does well

- Standards are above average in English, mathematics, ICT and religious education at the end of Year 2 and Year 6; mathematics is well above average at the end of Year 6. Overall, pupils achieve well in relation to their prior attainment.
- Provision for children in the Foundation Stage of learning, and for those pupils who have SEN, is good. Children in the Foundation Stage exceed the Early Learning Goals (ELG) in all areas of learning by the time they enter Year 1.
- The school has very good assessment procedures for English and mathematics.
- Pupils have very good attitudes to learning, and behaviour is very good.
- The quality of teaching is good, with very good features and all groups of pupils learn well.
- Support staff make a very valuable contribution to pupils' learning.
- Provision for pupils' spiritual, moral, social and cultural development is good overall.
- The leadership and management of the headteacher and her deputy are very good and a very clear educational direction is established for the school.

What could be improved

- Average standards in science and in foundation subjects; spelling and presentation skills.
- Curriculum planning, to ensure that subject-specific skills, opportunities for literacy, numeracy and ICT are formally identified in teachers' medium-term plans in the foundation subjects, and that more opportunities are provided for pupils to develop their multicultural awareness.
- Marking and providing more opportunities for pupils to become responsible for their

own learning.

- Assessments in science and foundation subjects and their use to plan the next steps of pupils' learning.

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 January 1998 and has made good improvement overall. Standards have improved in English, mathematics (in Years 3 to 6), ICT, design and technology and religious education. The quality of teaching has improved and is now judged as good, with some very good features. Pupils' attitudes to learning and relationships throughout the school have improved and are now judged as very good. The very good behaviour identified in the previous report has been maintained. Provision for pupils' spiritual, moral, social and cultural development has improved from being satisfactory to good. Partnership with parents has improved as has the role of the governing body. The good improvement is attributable to the very hard work of the headteacher, good systems for school self-evaluation and performance management. The school's capacity for improvement is very good due to the staff's shared commitment to it.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	B	C	B	A
mathematics	B	B	A	A
science	B	D	D	E

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

The 2002 national test results and teachers' assessments show that, by the end of Year 2 in comparison with all schools, pupils attained standards that were well above average in reading and above average in writing and mathematics. In comparison with similar schools, standards were well above average in reading and mathematics and above average in writing. In science, the percentage of pupils attaining Level 2 (average standards) and above, was in the top five per cent nationally. By the end of Year 6, in comparison with all schools, standards were above average in English, well above average in mathematics and below average in science. In comparison with similar schools, standards were well above average in English and mathematics and were well below average in science. Over three years, the performance of pupils at the end of Year 2 in reading, writing and mathematics exceeded the national averages. At the end of Year 6, over the last three years, the performance of pupils in English and mathematics exceeded the national averages but fell below the national average in science. Over time, the trend in the school's average National Curriculum points scores for all core subjects was broadly in line with the national trend. There is no significant difference in attainment by gender.

Inspection findings show that standards are rising. By the end of the Foundation Stage of Learning, almost all of the children exceed the ELG in all areas of learning. This represents good achievement. By the end of Year 2 and Year 6, standards are above the national

averages in speaking and listening, reading, writing, ICT, religious education and mathematics (in Year 2) and are well above average in mathematics at the end of Year 6. In science and all other subjects, standards are in line with national averages. Overall, pupils' achievements are good and all groups of pupils, including those with SEN, make good progress. The school just missed its targets in mathematics in the Year 6 2002 tests, but exceeded them in English. Overall, standards are high enough for all pupils, but there are some areas which need addressing, especially in experimental and investigative science, spelling and the presentation of pupils' work in some classes.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils love coming to school, they have very good attitudes to learning.
Behaviour, in and out of classrooms	Very good. Pupils are courteous, polite and play and work together well.
Personal development and relationships	Very good. Relationships are very good but insufficient opportunities are provided to enable all pupils to develop their skills of independent learning. When given opportunities to take on responsibility, pupils execute their duties well.
Attendance	Good. Regular attendance contributes to pupils' good rates of learning, but there are several parents who take their children on holiday during term time and this lowers the school's attendance record.

Relationships are very good and pupils' concern for each other is seen to particularly good effect in the way pupils with SEN are fully involved in all aspects of school life.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	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.

Overall, teaching is good with very good features. Two excellent lessons were seen in the two oldest classes. During the week of inspection, 52 lessons were observed of which two were excellent, 14 were very good, 20 were good and 16 were satisfactory. The teaching of children in the Foundation Stage of Learning is good overall, with very good features, resulting in the youngest children receiving a firm grounding of basic skills that equips them well for future learning. Pupils with SEN are taught well and are included in all aspects of school life. The teaching of literacy, numeracy and ICT is good and contributes to the high standards that pupils attain. Basic skills are taught well, enabling all pupils to make good gains in learning. The marking of pupils' work is satisfactory overall, but needs extending to inform pupils of what they need to do to improve. Particular strengths in teaching are the lively pace and interesting explanations that successfully motivate pupils and make them keen to learn. Computers are used well and, through challenging questioning and good use of support staff, all groups of pupils learn well. More opportunities need to be provided for pupils to develop their skills of independent learning so that they can become responsible for organising their own work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good in the Foundation Stage. Satisfactory in the infants and juniors. The curriculum is broad and balanced; it meets statutory requirements and is enriched with a good range of extra-curricular activities, but could be even better if subject-specific skills and opportunities for literacy, numeracy and ICT were formally identified in curriculum planning, especially in the foundation subjects.
Provision for pupils with special educational needs	Good. Detailed individual education plans and regular assessment and review ensure effective support.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Good. Very good provision for moral development. There is room for improvement in developing pupils' understanding of cultures other than their own.
How well the school cares for its pupils	Very good. There are very good procedures in place for child protection. The school has good assessment procedures for English and mathematics. Assessment for other subjects is satisfactory overall, but further improvement could be made in using information from assessment in planning the next steps of pupils' learning.

The school has good partnership with parents, who receive good quality information about their children and all aspects of school life.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and deputy headteacher provide very good leadership and manage the school very well. They are supported well by teachers, in their roles as subject co-ordinators, who are being trained in developing their knowledge of monitoring teaching and learning.
How well the governors fulfil their responsibilities	Good. Governors are making a valuable contribution to the effectiveness of the school. They are knowledgeable, critical friends and are appropriately involved in school development planning.
The school's evaluation of its performance	Good. Detailed analysis is undertaken of test information to identify strengths and areas for improvement. Teaching is monitored well by the headteacher and regular evaluation of the school development plan is undertaken.

The strategic use of resources	Good. The budget and other resources, including staff and accommodation, are used effectively. There are sufficient teachers to teach all subjects of the curriculum. Whilst satisfactory, accommodation is, nevertheless, restrictive; the school has plans for sound-proofing. Principles of best value are used effectively in all spending and the school's administration systems are well managed.
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PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like coming to school and they make good progress. • The school attains high standards. • Children are well behaved. • Teachers are approachable. • Children are well cared for. 	<ul style="list-style-type: none"> • A minority of parents feel that their children should get more homework. • The school should work more closely with parents. • Children should have more opportunities for participating in extra-curricular activities.

Inspectors agree with parents' positive views, but disagree with their concerns about homework, extra-curricular provision and partnerships with parents. Inspection findings show that homework is adequate, provision for extra-curricular activities is good, and parents are regarded as true partners in their children's learning, reflected through the open door policy which the school operates.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The 2002 national test results and teachers' assessments show that, by the end of Year 2 in comparison with all schools, pupils attained standards that were well above average in reading and above average in writing and mathematics. In comparison with similar schools, standards were well above average in reading and mathematics and above average in writing. By the end of Year 6, in comparison with all schools, standards were above average in English, well above average in mathematics and below average in science. In comparison with similar schools, standards were well above average in English and mathematics and were well below average in science. Over three years, the performance of pupils at the end of Year 2 in reading, writing and mathematics exceeded the national averages. In science, the percentage of pupils attaining Level 2 (average standards) and above was in the top five per cent nationally. The percentage of pupils attaining the higher level, Level 3, in reading was well above the national average, in writing it was below the national average, in mathematics it was above the national average and in science it was broadly in line. At the end of Year 6, over three years, the performance of pupils in English and mathematics exceeded the national averages but fell below the national average in science. The percentage of pupils attaining the higher levels was well above the national average in English and mathematics and below the national average in science. Over time, the trend in the school's average National Curriculum points scores for all core subjects was broadly in line with the national trend. There is no significant difference in attainment by gender at the end of either key stage.
2. Inspection findings show that standards are rising. By the end of the Foundation Stage of learning, almost all of the children exceed the ELG in all areas of learning from an average baseline. This represents good achievement. By the end of Year 2 and Year 6, standards are above the national averages in speaking and listening, reading, writing, ICT, religious education and mathematics (in Year 2) and are well above average in mathematics at the end of Year 6. In science and all other subjects, standards are in line with national averages. Overall, pupils' achievements are good and all groups of pupils, including those with SEN, make good progress. The school just missed its targets in mathematics in the 2002 tests, but exceeded those in English. Overall, standards are high enough for all pupils, but there are some areas which need addressing, especially in experimental and investigative science, spelling and the written presentation of pupils' work in some classes.
3. By the end of Year 2 and Year 6, pupils' attainment in speaking and listening, reading and writing is above that expected nationally and all groups of pupils achieve well in relation to their prior attainment. Pupils with SEN attain average standards, which represents good achievement in relation to targets identified in their individual education plans. Pupils can speak clearly, but do not always project their voices appropriately when speaking to large audiences or when making a presentation to the class. They have a good range of vocabulary, use tenses appropriately and use correct intonation when emphasising key words and phrases when they read out their work.
4. Pupils read well, they are able to research books, knowing how to retrieve information, and they have a clear passion for reading, discussing their favourite authors. They write well, using a variety of writing conventions such as note taking, bullet points and speech bubbles, and generally use punctuation well. However, too

often in foundation subjects, pupils do not write in sufficient detail and miss opportunities for developing their extended writing skills. Standards in spelling are average overall but, too often, pupils mis-spell subject-specific words and, in both the infants and the juniors, they do not spend sufficient time and effort in ensuring that they correct their work. This often results in the same mistakes being repeated and slows down the rates of pupils' progress.

5. Standards in mathematics are above average by the end of Year 2 and well above average by the end of Year 6. In mathematics by the end of Year 2, pupils have a good knowledge of number. They know how to choose the correct number operation to carry out any problem-solving activities and higher attaining pupils know how to use numbers to 100 and beyond. All pupils know the properties of two and three-dimensional shapes and they can tell the time accurately. They can work out answers to problems in their head and they can explain how they got their answers.
6. By the end of Year 6, pupils understand the difference between multiplication and division and can work out problems using negative numbers. They have very good knowledge of shape and of working out angles, and higher attaining pupils check their results and can explain a variety of strategies they use to get their answers. By the end of Year 6, pupils are very competent mathematicians and relish the mathematical challenges presented to them by their teachers. This love of learning is even encouraged in acts of collective worship, where pupils marvel at the variety of ways that the human brain can work out mathematical patterns.
7. In both literacy and numeracy, pupils make good progress because there are informative assessment procedures in place which help teachers match tasks to pupils' needs. Overall, pupils make good gains in literacy and numeracy, but in the juniors, they make very good gains in learning in their numeracy lessons and achieve standards which are well above average.
8. By the end of Year 2 and Year 6, pupils attain average standards in science. Whilst they have good knowledge of conditions needed for plants to survive, animals and their habitats, the working of the human body, materials and their properties, and how forces are created and measured, their knowledge is less secure when it comes to using scientific skills and processes, especially in setting up their experiments and recording their findings in a variety of ways. Diagrams are not neatly presented and the spelling of scientific words is often incorrect. This is because the school has not sufficiently identified skills progression in medium-term planning, both for science and for foundation subjects, and in these subjects assessments are not as well developed as they are in literacy and numeracy. Scrutiny of pupils' work revealed that, at times, presentation of written work was untidy, clearly not their best, and did not reflect their very good attitudes to learning. The school has recognised this as an area for improvement.
9. Standards in religious education are above the expectations of the locally agreed syllabus at the end of Years 2 and 6 and all groups of pupils achieve well in relation to their prior attainment because of the large amount of work that they have covered. By the end of both Years 2 and 6, pupils have good knowledge of Christianity and other main faiths, they know what worship means to followers of religions and can describe a variety of festivals and stories that underpin them, such as the Ramayana and the Resurrection. Pupils are respectful of faiths other than their own, but do not have sufficient opportunities to learn about aspects of multi-cultural education in other subjects.

10. Standards in ICT are above national expectations at the end of Years 2 and 6 and all groups of pupils make good gains in learning. By the end of Year 2, pupils can operate a keyboard well, can construct a pictogram and know how to word process effectively. Good rates of progress continue in the juniors when pupils at the end of Year 6 use spell-checkers efficiently, use Power Point presentations, search the Internet for information and send e-mails accurately. All pupils know how to save and print their work and retrieve it accurately from folders. ICT is used well to support learning in most subjects, but it is not always clearly identified alongside opportunities for literacy and numeracy in teachers' medium-term planning.
11. In all foundation subjects, pupils attain average standards, and examples of very good achievement were seen in geography in Year 6, where the quality of teaching was excellent. However, schemes of work and assessment procedures, whilst satisfactory overall, could be better if more emphasis was placed upon subject-specific skills identification in teachers' medium-term planning and rigorous assessment of pupils' work in relation to their acquisition of both subject-specific skills and knowledge.
12. Children in the Foundation Stage of learning exceed the ELG in all areas of learning and make good progress in relation to their prior attainment, which is average on entry.
13. All groups of pupils, including those with SEN, higher attainers, average attainers and below-average attainers achieve well in relation to their prior attainment in English, mathematics, ICT and religious education. In all other subjects, their achievements are satisfactory. Standards are high enough in English, mathematics, ICT and religious education, but they could be higher in science and foundation subjects with improvements made to medium-term planning and assessment procedures. Pupils with SEN make good progress towards their targets and their achievement is good.
14. Even though the school has had a high turnover of staff (approximately one-third), this has not had any detrimental effect on standards that pupils attain due to the effective monitoring of teaching and learning. The use of literacy, numeracy and ICT across the curriculum is satisfactory overall but inconsistent because teachers do not systematically identify opportunities for these skills in their planning.
15. The school has made good improvement in raising standards since the previous inspection, especially in English, mathematics, ICT and religious education, due to very good leadership and management of the headteacher and deputy headteacher, good school self-evaluation and implementation of performance management.

Pupils' attitudes, values and personal development

16. Pupils' attitudes, values and personal development are now very good and good improvement has been made since the last inspection. Pupils arrive happily for the start of the school day; registration is quick and efficient with little disturbance from latecomers. They quickly settle to work in the purposeful learning environment, listen attentively and are keen and eager to learn. This was clearly demonstrated in a Year 1 literacy session when pupils were watching and listening intently because they were challenged and involved, keen to learn and wanting to take part in the task. Similarly in a Year 3 science experiment pupils were genuinely interested in finding out and eager to start. Pupils with SEN are well supported and as a result they make similar progress to that of other pupils and are similarly fully involved in their learning. Children who are in the Foundation Stage of learning have very positive attitudes to learning and they are developing into independent learners because of the good

learning opportunities provided for them. They are capable of choosing their own equipment for learning and can tidy up after themselves. They are confident, happy and not afraid to ask for help when they need it.

17. Behaviour in and around the school is very good. In classrooms there is minimal inappropriate behaviour, including amongst pupils with marked behaviour problems. Pupils respond well to teachers' calm and confident control in classrooms, where the school's golden rules are clearly understood and are an integral part of school life. Pupils spoken to during interviews really appreciate golden time on Friday afternoon and, consequently, they try very hard not to put it in jeopardy by misbehaving. During breaks, pupils are similarly well behaved, which is to be especially appreciated in view of the limited space and lack of grassed areas in the playground. Pupils are boisterous with no signs of rough play or bullying during the inspection. Seating areas are provided for those pupils who wish to spend their time in quiet pursuits. There have been no exclusions in recent years.
18. Relationships and personal development in the school are very good and support learning. Through circle times, which begin when pupils enter the reception class, pupils are enabled to know each other well by listening carefully to each other and understanding the problems and difficulties experienced by their classmates. As a result, pupils learn tolerance and are able to co-operate well in groups, and in particular are kind to each other, understanding when others find tasks difficult. In every classroom pupils take responsibility for the day to day smooth running of lessons and the preparation and tidying away of resources. Parents were particularly impressed by the way pupils showed prospective parents around the school on open day and welcomed parents at the new intake meeting.
19. Pupils with special educational needs have very good attitudes towards their work and behave well. They have good relationships with each other and with adults, and are keen to do their best. They work hard, and are learning to work more independently, because they know what is expected of them and what to do.
20. Attendance is good and well above the national median, at 95.2 per cent, whilst unauthorised attendance is below average. Pupils arrive for school on time. However an increasing number of parents are taking their children out of school during term time for holidays.

HOW WELL ARE PUPILS TAUGHT?

21. The quality of teaching is good with very good features. This is good improvement since the previous inspection, when the quality of teaching was judged as satisfactory. During the week of inspection, 52 lessons were observed of which two were excellent, 14 were judged as very good, 20 were good and 16 were satisfactory; there was no unsatisfactory teaching. The quality of teaching has improved due to the good systems the school has for self-evaluation, performance management and the continuous professional development of staff.
22. The teaching of children in the Foundation Stage is good overall, with very good features. Staff have a very good understanding of the way in which young children learn and plan a wide range of relevant and practical activities that meet children's diverse needs and capture their interest. The wide variety of activities, including play, is very thoughtfully organised so that learning in a range of areas occurs simultaneously. Every opportunity is taken to enable children to practise the skills that they have learnt in formal teaching sessions through a variety of play activities. For example, in a very good numeracy lesson, the class teacher gave very good

explanations of the meaning of half, full, empty, more than and less than. This was followed up by children undertaking practical activities to use this vocabulary and, as a result, they made very good gains in learning. Staff in the Foundation Stage work very hard to ensure that all children have the same opportunities to experience all the activities on offer. There is a good balance between child-chosen activities and those led by staff. Staff intervene effectively, continuously and encourage skills of speaking and listening and personal and social development. Basic skills of literacy and numeracy are taught well and promoted very effectively throughout the day in a wide range of contexts. The good quality of teaching provides children with a very good start to their education and prepares them very well for learning in Key Stage 1.

23. In Years 1 to 6 teachers have good subject knowledge which results in lessons with clear learning objectives detailed explanations and challenging questions. Basic skills of literacy and numeracy are taught well, particularly in specific lessons for these subjects. Numeracy is taught very well, especially in the juniors. Generally, teachers promote these skills of literacy and numeracy well in all subjects, but, at times, this is not consistent and occasionally good opportunities are missed to reinforce learning in these areas. For example, in history, too few opportunities are provided for extended writing. Medium-term plans do not sufficiently identify opportunities where pupils could further develop their skills of literacy, numeracy and ICT within the foundation subjects.
24. Where teaching is most effective, there are a number of common features. For example, very clear explanations are given of what is expected of pupils. In an excellent religious education lesson in Year 5, the class teacher used a video exceptionally well to focus pupils' attention on the way dance can be used as an expression of worship. She stopped the video at appropriate places and asked pupils challenging questions, constantly checking their understanding. In an excellent geography lesson in Year 6, following up on the work done on a river study, the class teacher used photographs, taken on a digital camera, to remind pupils of the subject-specific vocabulary they needed to learn, such as meander, weir and erosion. Pupils were given very good opportunities to use ICT to support their learning by using software packages which developed their research and writing skills. Excellent instructions were given and very good modelling of skills was undertaken using the whiteboard. As a result, pupils made very good progress in learning.
25. Teachers plan well, but planning could be even better if teachers identified subject-specific skills and opportunities for literacy, numeracy and ICT in foundation subjects as this would enable pupils to both consolidate and extend their previous learning. All teachers have good questioning skills. They modify their questions to suit all pupils' needs and provide challenging work for pupils who are coping well and more support for those finding it difficult. Other strong features are the good opportunities provided for pupils to work collaboratively and the provision of tasks that really capture pupils' interest and motivate them toward learning. Examples of these were seen in Year 4, when the class teacher used a text dealing with the introduction of Mom's new boyfriend to the family. The pupils were enthralled by the content and asked very sensible questions of their teacher, showing a high level of emotional maturity and contributing very well to that emotional development.
26. Teachers have high expectations of their pupils. Pupils with SEN are taught well in class and very well in small groups. In class, assessment is used very well to ensure that pupils have tasks to challenge them but give them the opportunity to work independently at their own level to various degrees. Also, in-class work seen during the inspection was always within the same subject area as that of other pupils and

was age appropriate, so that they were properly included in the lesson. The teaching pupils receive in small groups is challenging with clear targets and is delivered at a good pace. It encourages pupils to work independently and to make good progress.

27. A brisk pace underpins the teaching of many successful lessons. Teachers manage time well and achieve a good balance between instruction and explanation, but opportunities for independent learning are missed and this restricts pupils' ability to organise their own learning. Review times at the end of many lessons are managed well to reiterate key learning points and check pupils' understanding. An important element of these sessions is the good amount of pupil involvement in terms of their reviewing their own learning, articulating what they have understood or what they found difficult.
28. In all lessons, very good relationships between teachers and pupils are evident. It is very clear that teachers and pupils respect and like one another. In Year 4, where a pupil answered a question correctly, the other pupils burst into rapturous applause as a sign of appreciation. The very good relationships are a contributory factor to pupils developing very good attitudes to learning. Verbally, teachers provide lots of constructive comments to pupils about their work to tell them how they can improve, but marking is very variable, ranging from constructive comments to just occasional ticks. Insufficient opportunities are provided for pupils to correct their work and too often, subject-specific words are incorrectly spelt. At times, some marking does not strike the right balance between praise and constructive advice and some work remains unmarked. Homework is used well to support work done in class.
29. Weaknesses in lessons that are satisfactory (mostly in foundation subjects) involve a lack of pace and not setting work to challenge pupils of different attainment. Too often, whole-class teaching prevents different groups of pupils from receiving sufficient challenge and this limits the rates of progress. ICT is taught well and teachers have good subject knowledge. The ICT suite is used very well to support pupils' learning and the recently appointed technician offers valuable help and support to staff. Satisfactory use is made of ICT across the curriculum but, too often, teachers do not sufficiently identify opportunities for pupils to use ICT in their medium-term plans.
30. Support staff make a very good contribution to teaching and learning, particularly that of pupils with SEN. They are fully involved in the lesson planning process and liaise well with teachers and each other. In lessons, they dutifully note pupils' responses and share this information with teachers.
31. The management of pupils' behaviour is generally very good. Teachers use praise constructively and help to develop pupils' positive self-esteem. In a Year 2 music lesson, the deputy headteacher continuously praised pupils' efforts when they played instruments, encouraging pupils to try even harder.

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

32. The school makes good provision for pupils and there has been good improvement since the last inspection.
33. For the children in reception, the Foundation Stage, the curriculum is good. It is well structured with a good balance of learning opportunities which give children plenty of opportunities to learn through structured play and encourages them to use all of their senses when exploring the world around them. Children in the Foundation Stage

visit Chester Zoo and Portland Basin Museum, which gives them a very effective start to learning about knowledge and understanding of the world.

34. The quality and range of learning opportunities offered to pupils in the infants and the juniors are satisfactory overall with examples of good practice. There has been good improvement in the learning opportunities offered to pupils since the last inspection, but nevertheless there is still further work to do in ensuring that pupils build upon their skills progressively in science and foundation subjects. Overall, the curriculum is broad, balanced and relevant and meets the needs of the pupils. The provision for personal, social and health education is satisfactory and there are a good range of extra-curricular activities to enrich learning. Learning opportunities are enhanced by educational visits to places of interest, and visitors to the school further extend the curriculum. Pupils visit the Blue Planet Aquarium, enabling them to develop their scientific knowledge of animals and their habitats. Pupils in both the infants and the juniors participate in many educational visits, including visits to churches, theatres, museums and the surrounding locality. Older pupils take part in residential visits and this has a very positive effect on their social development.
35. The staff has adapted the policies and schemes of work to meet statutory requirements. The teaching of religious education follows a scheme of work, which selects appropriately from the locally agreed syllabus and national guidance. There is a daily act of collective worship, which meets requirements and makes a good contribution to pupils' spiritual development. There has been consultation about how and when to teach sex education, which effectively supports pupils with knowledge and also puts it within a moral and social framework. Drugs education is currently part of the science curriculum and has not been developed to ensure that there is a clear and progressive scheme of work so that all pupils have a good awareness of all aspects of the subject.
36. The school has adopted the national strategies for literacy and numeracy and this has improved the teaching of basic skills; these strategies have been adapted effectively by the school to further meet the needs of all pupils. More time is rightly given to the teaching of English and mathematics than to other subjects. However, currently literacy and numeracy skills are not used sufficiently across the curriculum, which would enhance the provision for other subjects. Time allocation to foundation subjects has not been monitored and the headteacher has identified this as a future priority. Long and medium-term planning provides guidance to teachers on what they are to cover within each of the subjects of the curriculum. However, the planning in the foundation subjects and religious education concentrates on the knowledge to be covered. It does not identify what skills need to be developed, at which stage of learning, or how these will be taught, and opportunities for literacy, numeracy and ICT are not formally identified in planning. Therefore, pupils do not build up an expertise in subject-specific skills progressively over time. There is insufficient assessment and recording of pupils' achievements in science and foundation subjects so teachers cannot plan successfully for an incremental development of these skills.
37. All pupils work well together in mixed classes and there is good provision for both boys and girls, and pupils who have SEN. Children are assessed on entry to the school, and their progress is tracked very well in English and mathematics. Pupils identified as having SEN have detailed individual education plans, which clearly state their needs in terms of achievable short-term targets. The staff are very well supported by the special educational needs co-ordinator (SENCO) and the provision for these pupils is good. Learning opportunities offered are relevant and exciting.

38. There is a good range of extra-curricular activities including netball, football, French, maths is fun and additional music lessons. The statutory curriculum is enriched through a range of other activities. Pupils visit places of interest; for example, a museum of hats. Visitors come into school to talk about their experiences and teach the pupils new skills, for example painting, acting and African dance. Theatre groups perform Shakespeare plays and provide workshops to support pupils' understanding. The older pupils can undertake a residential visit and through this develop their personal and social skills, as well as improving their intellectual knowledge and understanding. Pupils take part in sports activities against other schools and this has a positive effect on their social development.
39. The school makes satisfactory provision for pupils' personal, social and health education and through this pupils are able to make informed choices about lifestyle and diet. There are a few opportunities for pupils to discuss dilemmas in a supportive environment but these are not well developed. Some classes have suggestion boxes, but there is no school council or other mechanism whereby pupils have an input into the running of the school. Some use is made of 'buddies' as support for younger pupils by older pupils.
40. The community makes a satisfactory contribution to pupils' learning. There are good links with the local church and local clergy regularly come into school and lead the assembly and act of collective worship. There is effective liaison with a number of pre and post school settings and institutions. Pupils disperse to a number of secondary schools and liaison ensures that they have the information they require supporting their initial integration into their new environment. Good use is made of liaison with other schools to develop curriculum areas. Teachers visit other schools to discuss curriculum issues and to observe different practice. Local network meetings are attended regularly to discuss and develop initiatives. Pupils entertain the community through invitations to end of term concerts, harvest festivals and carol services.
41. Equality of access to the curriculum is good overall. Teachers provide for the needs of all pupils, but there are occasions when above average attainers could be given more in-depth learning opportunities so that they are consistently challenged in foundation subjects throughout the school.
42. The school makes good provision for pupils' spiritual development through the assemblies, religious education and personal and social education and this has improved since the last inspection. Pupils are led to explore their inner life and feelings during these sessions. During an excellent religious education lesson in Year 5, on the Hindu concept of creation, pupils were thinking about and discussing the lack of certainty in many aspects of life and the fact that faith in its many manifestations cannot always be explained. Respect for others and for ourselves is given high priority in the school in such simple things as saying please and thank you in appreciation of the efforts of others and this was well modelled by the Year 4 teacher who thanked pupils for their good behaviour during a wet playtime.
43. The very good provision for the moral development of pupils is a strength of the school and very much appreciated by parents in the development of their children's behaviour. The clear moral code is apparent in the golden rules and the school's adherence to them, both during teaching and in the wider life of the school. In reception, for example, when pupils were counting and sorting money the teacher discussed paying for goods and that not to do so was stealing. Pupils are given the opportunity to discuss moral issues in a safe and supportive environment during

circle times and, for example, in Year 1, pupils discussed the reasons why children might bully and what should be done about it.

44. Social development is good and begins with the sense of community created by the values promoted by the school through the golden rules and shared perception of moral values. The school monitors racial harmony and has had no occasion to record any problems. However, the school offers pupils little opportunity to prepare for life in a multi-religious, multi-racial society by, for example, forming partnerships with other schools or corresponding with schools on other continents. Within school, pupils are given a wide range of opportunities to function within a community through school and class assemblies, the development of residential visits, the various clubs and school productions. They are expected to be responsible for their own resources, and those within the school and classroom, by acting as monitors and mentors as they become older.
45. Provision for pupils' cultural development is good. Local and traditional culture is well supported by visits to such venues as the Hat and Silk museums, both integral to local culture, and visits from, for instance, the Young Shakespeare Company. Pupils have regular contact with the local Christian community through the visits of local vicars. The very good religious education curriculum provides a wide range of opportunities for pupils to understand the impact of belief on the life of society and individuals. A very well taught and understood session on the role of prayer in Islam provided a very good example during the inspection. The school, however, misses opportunities for wider cultural understanding by not using the abundance of available resources and examples in the everyday life of the school.
46. Pupils with special educational needs take part well in class because their opportunities to learn are very well planned and additional support organised for them through the use of learning support assistants and additional teaching is highly effective. The targets, in their individual education plans, are clear, challenging and suitable, and help them to make good progress and to achieve well. Individual teaching in small groups helps them to concentrate and become more independent so they are better able to be included effectively when they are in class.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

47. The school takes very good care of its pupils and there has been good progress in this area of school life since the last inspection. The school has good procedures for inducting the youngest pupils into the school. All pupils are very well known to their class teachers, the SENCO, and more generally across the school. Pupils' records of achievement are an especially useful document in this respect, giving an all round portrait of each pupil as they see themselves in the school and at home, as well as their achievements. The school meets the individual needs of pupils well, including those with special needs, using relevant outside agencies to help them when necessary. In the classroom, pupils are well supported by teachers and classroom assistants, including pupils with individual education needs; this is well reflected in their learning, work is well differentiated and challenging, whilst extension work is routinely provided for those pupils of higher capability. As a result, almost all pupils have high self-esteem and positive attitudes to learning.
48. The school provides a very safe and caring environment for pupils where the responsibilities for their health, safety and security are treated seriously. The site manager routinely checks the school and grounds on a daily basis and more formal health and safety inspections are carried out by the responsible governor and staff on a regular basis. In the classroom, safety issues are discussed with pupils and in, for

example, a lesson on electrical circuits for Year 2 pupils the dangers of mains electricity in the home and school were explored before the main body of the lesson. Child protection procedures are fully in place and all staff are aware of the procedures within the school. The limited space in the playground is well supervised, but there are inevitably minor accidents which are dealt with by suitably trained staff, and parents are kept well informed should this be thought necessary.

49. The promotion and monitoring of attendance are good, with standards of attendance being above the national mean. Registers are monitored weekly by staff and any parent whose child is absent without the school being informed by 9.50am is contacted by the school to establish the reason for the absence. The education welfare officer liaises with the headteacher every two weeks and follows up any causes for concern. Pupils with good records of attendance are rewarded on a termly basis, with a small prize for those whose attendance during the whole school year has been excellent. Whilst attendance is good it is nevertheless apparent that attendance is falling year on year and especially in the months of June and July when very large numbers of pupils are taken away for family holidays.
50. The school has very good procedures to support and promote behaviour. In classrooms, pupils are well managed through the consistent application of the school's behaviour strategy, which includes the development of self-esteem through praise and encouragement. Teachers' high expectations and good teaching ensure that pupils are interested and challenged and a very good learning environment is created where pupils have neither the time nor inclination to waste time. In classrooms with potentially disruptive pupils, appropriate strategies ensure that they take as full a part as possible in lessons and cause minimum disruption, clearly demonstrated in a Year 2 history lesson when a pupil was issued with a yellow card, much to his disgust. In the playground, pupils are well supervised by adults and the 'squaddies' who are chosen to act as mentors for pupils who are lonely or upset. There is very little bullying in the school, a fact acknowledged in discussions with pupils, parents and staff. In addition, pupils are very aware of what action to take should it occur. This very good situation is based on the thoughtful and sensible anti-bullying policy and the considerable efforts through assemblies and circle times to openly discuss bullying with pupils.
51. Pupils' personal development has a high priority in the school. They are encouraged, from the reception class onwards, to work independently, make choices about activities as well as setting up equipment and keeping the classroom tidy. Adults are good role models in the school and treat children with respect, interacting well; in a Year 1 design and technology lesson, for example, pupils were encouraged to develop their skills in observational drawing. Throughout the school, pupils work well in pairs and groups, evaluating each other's work, particularly in mixed ability groups where they help and support one another. The reward system is supportive and pupils work hard to achieve recognition; the achievement assembly held each Friday celebrates pupils' achievements inside and outside school and is very well supported by parents.
52. Assessment arrangements are good and have improved since the last inspection. Although arrangements for English and mathematics are very good, those in place for foundation subjects and science are only satisfactory, although procedures are checked every week by the assessment co-ordinator. The practice of using assessment to inform the next steps of learning in science and foundation subjects is not sufficiently well developed. The school assesses English and mathematics at the beginning and end of each year, and uses a baseline assessment when children come into school. This means that the school is able to track and record progress

effectively and subsequently knows how to put particular emphasis on different elements of teaching. However, assessments in science and foundation subjects, although satisfactory, could be more informative in relation to identifying skills and knowledge that pupils have acquired. Teachers assess pupils' knowledge regularly but do not have sufficient information on pupils' acquisition of subject specific skills. The school has recognised that more can be done both in developing assessment procedures and using information gained in planning the next steps of pupils' learning. The assessments used for children in the Foundation Stage of learning are good. Detailed observations are carried out on these young children, which clearly identify what children know, understand and can do, related to their prior attainment. Arrangements for assessing progress of pupils with SEN are very good and are highly effective, so that teachers set appropriate levels of work for them, particularly with reference to English and mathematical skills. These pupils have clearly defined individual education plans which are used appropriately in focusing on moving these pupils on in their learning. The school has introduced appropriate software to help speed up the process of writing and updating individual education plans. Assessment procedures are used less effectively for gifted and talented pupils, although in lessons they are given more exacting work than other pupils because teachers know their needs well. The weaknesses in arrangements for assessing pupils' knowledge, skills and understanding in science and foundation subjects are that progress, against subject-specific skills, is not identified clearly enough, and pupils' attendance for particular elements of the curriculum is not noted so it is not always known what work they need to make up. There are some weaknesses in marking, especially when marking is sparse and pupils are not given sufficient pointers for improvement in relation to the gains they need to make in skills underpinning levels of the National Curriculum.

53. Pupils with SEN benefit from the very good assessment procedures for mathematics and English. These procedures help to ensure that learning difficulties affecting these subjects are identified very early and suitable support is given. The quality of additional help is high; it is unobtrusive but very effective and well managed.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

54. Partnership with parents is good. Parents think that this is a good school and the inspection team has found that there has been good progress in the school's partnership with parents since the last inspection. Ninety per cent or more of parents agree that their children are working hard and making good progress in a school they like, and which is well led and managed. They similarly agree that the teaching is good and children are helped to become responsible and mature. They feel well informed about their children's progress and are happy and comfortable talking to the headteacher and other teachers. They are slightly less sure that the school works closely with them as parents and with the amounts of homework set, however, inspection findings show that the school does have an open door policy and that the amount of homework pupils receive is adequate. Most dissatisfaction is from the 15 per cent of parents who say that the school provides an insufficient range of activities outside lessons; the inspection team disagrees and has found a good level of extra-curricular provision.
55. The school works well with parents of pupils with SEN. Parents are kept properly informed and involved with their children's education, and this helps pupils to be motivated and to make good progress.
56. The school has good links with parents, which begin before their children start in school when they are encouraged to attend meetings with the staff and visit the

school. The school brochure provided on their first visit is clear and informative. This is followed by a detailed information booklet designed to give parents as much preparatory information as possible. There are regular newsletters and school noticeboards that keep parents well informed on formal and informal matters. Changes and developments in curriculum areas are discussed and explained to parents at special meetings, and parents whose pupils are involved in the SATs tests have a special meeting with their child's teacher to keep them informed. There are two formal discussion meetings about progress in the year and the school provides good annual progress reports for parents. These give sufficient detail on English, mathematics and science for parents to know what their children are learning and what they need to do to improve, and also include targets for the next academic year. Parents are encouraged to respond in writing to these reports and many do; they are also given the opportunity to arrange an appointment for discussion with the class teacher. The headteacher and her deputy are on duty in the playground each morning for informal discussion with parents and to pass on notes to class teachers who are in the classroom from 8.50 am to welcome pupils. Parents spoken to during the inspection were happy with this arrangement. Parents of pupils with special needs are fully involved with the reviews and targets set for their children and the school has worked closely with outside agencies to ensure families receive the support they may need.

57. The school is aware that they need to develop consultation with parents on major issues affecting the school in line with the requirements of best value principles.
58. Parents' impact on the work of the school is satisfactory; they willingly help with school trips and a few spend time regularly in the classroom, especially in Year 3 and helping with the school library. There are, however, unusually no parents who help in the reception classroom and in Years 1 and 2 as many are working or caring for younger children. The school has no Parent/Teacher Association or Friends of the School but parents are willing to help with fund raising when asked; the main responsibility rests with the school's senior managers. Parents are very supportive of the school in matters of discipline and the moral stance it takes. They are keen to ensure homework and reading at home is completed on a regular basis and there was a good level of involvement indicated in the majority of reading diaries. However, parents are increasingly taking their children out of the school for holidays during term time and, whilst this is within their legal entitlement, when added to absence caused by sickness, it is having a negative impact on some pupils' ability to get the most out of the considerable opportunities offered by the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

59. The leadership and management of the headteacher and deputy headteacher are very good and a very clear educational direction is provided for the school, in spite of the various difficulties the school has faced in recruiting staff. Very strong commitment is shown by the headteacher, the deputy headteacher, staff and governing body to improving standards. As a result, the school has good capacity to continue its current trend of improvement and to achieve its aim of all pupils reaching their academic potential. Of those subject co-ordinators in post, most have good subject knowledge and provide good role models for teaching in their subjects or areas of responsibility. While curriculum planning is monitored by the deputy headteacher and key stage co-ordinators, staffing issues have constrained opportunities for co-ordinators to carry out necessary checks on teaching and learning, although the teaching of literacy and numeracy has been observed and monitored rigorously. At present, co-ordinators have not monitored the identification of skills progression in medium-term plans, an issue which the school has recognised

as needing addressing. Co-ordinators are energetic, passionate about their subjects and have worked very hard in updating their subject files which provide a detailed record of developments in their subjects.

60. The school has good systems of self-evaluation in place. The monitoring of teaching and learning by the headteacher is good. The headteacher and staff are very aware of standards in all subjects and ensure that all appropriate training is in place for the school to move forward. National test results are fully analysed in order to improve provision and determine the value added to pupils' progress. Good performance management procedures are fully in place and these are helping to improve teaching and learning.
61. Governors are good friends to the school and committed to its success. This is good improvement since the last inspection. The governors are fully involved in all aspects of school life and execute their statutory duties well. They are committed to school improvement planning and know the school's strengths and areas for improvement. They regularly evaluate the school's progress in relation to the targets identified in the school development plan. They ensure that financial resources are targeted effectively and they evaluate the cost-effectiveness of their spending decisions in relation to the standards that pupils attain.
62. The school has very good procedures for the induction of staff who are new to the school and the school's potential for the training of new teachers is very good, as communication throughout the school is clear, concise and the views of all staff are sought when change is implemented. The headteacher is totally dedicated to the pupils, staff and parents and does everything she can to ensure that pupils get a good quality of education. Administrative procedures run smoothly and good use is made of new technology. There is a good match of teachers and support staff to meet the demands of the curriculum, and support staff are well deployed, making a very valuable contribution to pupils' learning. The school makes the best use possible of its rather restrictive accommodation. Whilst accommodation is satisfactory overall, it has limitations because there is a lack of a medical room, the headteacher's office is very cramped and the stairs are steep for any parents, pupils or staff who have physical disabilities. Noise carries from the hall and adjacent classrooms. The school has plans in place to soundproof the classrooms. Resources are satisfactory in all subjects and are good in ICT. However, more resources, reflecting the multicultural nature of our society, are needed in all subjects. Financial planning is good and the school makes the best possible use of its monies. A large percentage of the school's finances has been spent on the purchase of mobile classrooms to house the library. The school's development plan is effectively focused on the right priorities, it is costed appropriately and success criteria are clearly identified in relation to the identified priorities.
63. The management of SEN is very good. Arrangements for managing paperwork are clear and unambiguous, and pupils receive the help to which they are entitled. Resources are very well managed to give pupils the best possible help in school, and the commitment to inclusion is very high. All staff are well informed and are effectively involved in setting pupils' targets and working with them. Staff are well trained and up-to date in the management of special needs and the school's policy reflects the most recent code of practice very well.
64. In the light of the standards achieved by pupils, very good attitudes to learning, good quality of education received and the school's capacity for improvement being very good, the school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

65. To further improve the quality of education and the standards achieved, the headteacher, governing body and staff, with help from the local education authority should:

(1) Raise standards in science and all foundation subjects by:

Science (paragraph: 8, 99, 100)

- ensuring that further opportunities are provided for pupils to set up their own experiments, evaluate their findings and present their learning in a variety of ways, especially by using graphs and charts;
- ensuring that scientific diagrams are neatly presented and labelled correctly, spelling of scientific words is correct and written work is neatly presented;
- reflecting progressive development of scientific skills in medium-term plans;
- developing assessments to ensure that pupils are tested on their acquisition of scientific skills and that this information is used to plan the next steps in learning.

(2) Foundation subjects (paragraph: 11, 36, 52, 116, 118, 124, 128, 144)

- ensuring that pupils spell subject-specific words correctly;
- identifying subject-specific skills in medium-term planning;
- undertaking regular assessments of both knowledge and skills acquisition and using this information to plan the next steps of learning;
- ensuring that sufficient emphasis is placed on designing and evaluating skills in design and technology.

(3) Curriculum planning (paragraph: 14, 23, 25, 36, 45, 98, 126, 129, 133, 139, 149, 150)

- ensuring that medium-term plans formally identify opportunities for literacy, numeracy and ICT within the foundation subjects and the progressive development of subject-specific skills;
- ensuring that more opportunities are provided for pupils to learn about life in a multicultural society.

(4) Teaching (paragraph: 26, 28, 117, 155)

- improve the quality of teachers' marking to ensure that pupils are clearly told how to improve the quality of their written work;
- providing opportunities for pupils to correct their work and learn from their mistakes;
- giving more opportunities to pupils to become independent learners.

(5) Minor issues (paragraph: 62, 86, 97, 143)

- Improve the quality of accommodation as and when funds allow.
- Purchase more multicultural instruments.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	52
Number of discussions with staff, governors, other adults and pupils	17

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	14	20	16	0	0	0
Percentage	4	27	38	31	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	208
Number of full-time pupils known to be eligible for free school meals	0	22

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	0	22

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	0
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	4.8
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	20	10	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	19	20
	Girls	10	10	10
	Total	28	29	30
Percentage of pupils at NC level 2 or above	School	93 (97)	97 (100)	100 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	20	20
	Girls	10	10	10
	Total	29	30	30
Percentage of pupils at NC level 2 or above	School	97 (100)	100 (100)	100 (100)
	National	85 (85)	89 (89)	89 (89)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	20	11	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	16	18
	Girls	10	9	10
	Total	26	25	28
Percentage of pupils at NC level 4 or above	School	84 (77)	81 (71)	90 (87)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	16	17
	Girls	10	9	10
	Total	25	25	27
Percentage of pupils at NC level 4 or above	School	81 (74)	81 (68)	87 (71)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
158	0	0
0	0	0
0	0	0
2	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
4	0	0
0	0	0
15	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	21.2
Average class size	29.7

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	173

FTE means full-time equivalent.

Financial information

Financial year	2002/2003
	£
Total income	501,446
Total expenditure	505,434
Expenditure per pupil	2,362
Balance brought forward from previous year	93,644
Balance carried forward to next year	89,656

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	100
Number of questionnaires returned	82

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	35	4	2	1
My child is making good progress in school.	63	34	2	0	0
Behaviour in the school is good.	52	41	2	1	2
My child gets the right amount of work to do at home.	32	50	12	4	2
The teaching is good.	61	35	1	1	1
I am kept well informed about how my child is getting on.	49	43	7	0	1
I would feel comfortable about approaching the school with questions or a problem.	67	28	5	0	0
The school expects my child to work hard and achieve his or her best.	63	34	1	0	1
The school works closely with parents.	38	50	9	1	2
The school is well led and managed.	59	37	2	2	0
The school is helping my child become mature and responsible.	55	40	5	0	0
The school provides an interesting range of activities outside lessons.	39	40	11	4	6

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

66. Children's attainment on entry to the school is average in all areas of learning. They make good progress in the reception year and they exceed the Early Learning Goals, which are the expected levels for children of this age, by the time they enter Year 1 and the majority are working within the early levels of the National Curriculum. Children with SEN are fully integrated into the class and, due to the good support, make good progress.
67. Children enter the reception class in the year of their fifth birthday. Many attend local nurseries and playgroups before coming into school. They are taught by a class teacher and a support assistant, who work very well together. The provision is good. The quality of the teaching is always good and is frequently very good. Children find the sessions interesting and challenging, as the teaching shows a very good understanding of how young children learn. It provides a very good combination of the direct teaching of skills with opportunities for children to be creative in how they consolidate new ideas, and their learning is good. Expectations are high throughout the day, and time is used well. Assessment procedures are good, and used well to plan what the children need to learn next.
68. The classroom is not large, but good use is made of the space so children have the opportunity to undertake a wide range of practical tasks. Displays are used well, valuing the children's work and providing stimulating interactive information. There is a small secure outdoor area which is used when possible but it does not fully meet the needs of the children as it is too small to accommodate activities within all the areas of learning.
69. There has been good improvement since the last inspection as the standards have improved and are now above average in all the areas of learning. Furthermore, the quality of teaching is good overall with some very good features, which include high expectations within challenging tasks, a good understanding of how children of this age learn best and very good teaching of basic skills. Good improvement has been made in developing medium-term planning. Staff use the good assessment procedures to plan appropriate levels of work, taking account of both the national guidance to achieve the ELG and the early stages of the National Curriculum. The school has worked hard at producing a secure outdoor area for the children. Previously this provision was judged as unsatisfactory.

Personal, social and emotional development

70. When children enter school they are interested and well motivated in their learning. By the end of the Foundation Stage children exceed the expected Early Learning Goals in this area. Children are keen to learn and show independence when they have the opportunity to select tasks. Children have good concentration and work consistently at activities for long periods of time. They know how to share and co-operate with other children and do so through a range of activities, for example while sharing and filling containers with red water, and taking it in turns to use the mouse at the computer.
71. Children are taught to understand the difference between right and wrong actions throughout the day. For example, during a session learning about money, the class teacher draws children's attention to the fact that they need money to pay for items

they want. It is wrong to go into a shop and take something without paying as this is stealing. The quality of teaching is good with very good features. The adults working with the children provide good role models, treating one another and the children with respect. The ethos is very good and provides children with the security to explore new ideas and take risks while undertaking new learning. Adults are sensitive to children's needs and encourage them to express their feelings and show respect for others. The organisation enables children to make independent selections, initiate ideas and solve simple practical problems. There are high expectations that children put things away in the correct place after use and that they follow the classroom rules of sitting on the carpet when requested. The system of rewards is clearly articulated.

Communication, language and literacy

72. Children have good communication, language and literacy skills. By the time they enter Year 1 all exceed national expectations and will be working within the National Curriculum levels. They speak confidently and interact with others, negotiating plans and activities and taking turns in conversation. They listen well and are able to respond to what they have heard. They use language to imagine and recreate roles and experiences, for example while playing in the 'jungle' role-play area. They have good knowledge of initial letter sounds and enjoy repeating the sounds and actions connected to the letters, for example, lion starts with 'l' and this is a 'licking' action. Children read simple text with accurate word match; they use initial letter and context cues and enjoy reading and listening to stories. Higher attainers know the features of non-fiction text and can use the contents page. Writing skills are developing well and children write lists on the whiteboards and spell simple animal names, such as cat, dog and lion, correctly.
73. The quality of teaching is good with very good features. Well-planned literacy activities enhance children's knowledge and understanding of the sounds and patterns of written and spoken English. There is a good balance between direct teaching and practical application. Children are not expected to sit for too long while listening to the teacher and direct teaching is undertaken in regular short sessions. The national guidance for teaching literacy is used effectively to ensure children experience a stimulating range of activities that are challenging but meet their needs well. Assessment is used well, for example the class teacher records individual progress while listening to a group read. There is a good emphasis on developing basic skills. Resources for creative language play are stimulating.

Mathematical development

74. Children enter the reception class with average levels of mathematical knowledge and vocabulary. They make good progress within the Foundation Stage and, by the time they enter Year 1, they attain the nationally expected goals and the majority of children are working within the National Curriculum levels. They use mathematical language to describe quantity, shape, position and size; for example, they can order bottles with different levels of liquid. They can use shapes to create a collage and a pattern. They work co-operatively, building a tall tower with bricks. They know the names of a good range of both two and three-dimensional shapes. They recognise coins, from one pence to two pounds, put them into sets, calculate how to make five and ten pence from different coins and play money bingo. They are familiar with numbers to ten, with the majority counting to 20 and beyond. They know their ordinal numbers to ten. They enjoy their learning overall and join in with enthusiasm while singing 'Five Little Bears'.

75. The quality of teaching is good. Staff plan effectively using the national guidance. They include a good range of practical, relevant first hand experiences and pupils apply themselves intelligently and creatively to the task, for example writing numbers with coloured chalks on bright paper. Questioning is challenging, targeting individuals, and allows them to think for themselves, for example, while sorting money coins into sets. Good use is made of visual vocabulary so that children can read as well as say that bottles are half-full or half-empty. There are daily opportunities to practise the days of the week and the relationship between yesterday, today and tomorrow. Assessment procedures are good and used effectively in planning for future sessions.

Knowledge and understanding of the world

76. Children's knowledge and understanding of the world enables them to exceed the ELG by the time they leave reception. They know a range of animal names and are beginning to be able to differentiate between their habitats. They know the names of some of their babies, such as dog and puppy, and lion and cub. They investigate, using their senses, and look closely at similarities and differences. They decorate a chameleon in appropriate colours to understand the concept of camouflage. They select the tools and techniques they need to join materials while sticking. They find out about past and present events in their own lives. Good use is made of the computer and children take turns. They are dexterous and knowledgeable, using the mouse to click and drag while following published programs.
77. The quality of teaching is good with very good features. The good range of activities makes useful links to children's own experiences. Teaching has high expectations of children's response and activities are made exciting and stimulating. There are very good opportunities for children to experience the world around them through all their senses. Plenary sessions are used well to check children's understanding and show them where their learning is leading in the future, but there are insufficient resources to support multicultural learning and this is an area which the school has recognised needs improving.

Creative development

78. Children enjoy painting and using a variety of textures to create collages. They have good opportunities to use their imagination, in both two and three-dimensional tasks, and in individual, small group and whole class projects. By the end of the reception year the majority are working at higher levels than expected for their age, all having reached the Early Learning Goals. They make animal patterns, such as would be found on zebras or tigers, and three-dimensional ladybirds, making their spots symmetrical so they can practise doubling numbers. They are imaginative in their small world play while pretending to be at the zoo. They explore sounds with musical instruments and dress up and dance as stars in a performance to others.
79. The quality of teaching is good with very good features. Children are provided with a stimulating range of activities through which they can use all their senses creatively. They are given specific guidance as to how to achieve skills and so improve their work, for example, while sticking different materials to decorate a chameleon. There is a good balance of adult directed and child initiated opportunities.

Physical development

80. Children make good progress in their physical development. By the end of the reception year they have good co-ordination and control of their movements and are working above the level expected for their age. They show good understanding of the use of space while moving confidently, with good co-ordination during the specific physical education session in the hall, for example making a bridge with their body. They use hoops, ropes and balls with appropriate actions and co-ordination. They are not yet able to skip but can throw a ball and roll a hoop. They make models using construction kits. They can thread beads on to string and are dexterous in their use of tools. The majority hold a pencil correctly and are beginning to have good control when forming letters and numbers.
81. Teaching is good with very good features. There is a programme of direct teaching, where children are able to develop body movements systematically so that they move in a variety of different ways across the floor and apparatus, for example, moving like soldiers. They are given opportunities to use tools, for example, cutting with scissors, and so increase their co-ordination. Children enjoy the activities provided and happily work as a team on the see-saw or share hoops with their friends.

ENGLISH

82. The 2002 national test results and teacher assessments show that, by the end of Year 2 in comparison with all and similar schools, standards were well above average in reading and above average in writing. By the end of Year 6, in comparison with all schools, standards were above average and, in comparison with similar schools, they were well above average. There was no difference in attainment by gender and, overall, pupils exceeded the national average for their age group.
83. By the end of Year 2 and Year 6, pupils' attainment in speaking and listening, reading and writing is above that expected nationally and all groups of pupils achieve well in relation to their prior attainment. Pupils with SEN attain average standards, which represents good achievement in relation to targets identified in the individual education plans. Pupils can speak clearly, but do not always project their voices appropriately when speaking to large audiences or when making a presentation to the class. They have a good range of vocabulary, use tenses appropriately and use correct intonation when emphasising key words and phrases when they read out their work.
84. Pupils read well, they are able to research books knowing how to retrieve information, and they have a clear passion for reading, discussing their favourite authors. They write well, using a variety of writing conventions such as note taking, bullet points, speech bubbles and generally use punctuation well. However, too often in foundation subjects, pupils do not write in sufficient detail and miss opportunities for developing their extended writing skills. Standards in spelling are average overall, but too often pupils mis-spell subject-specific words and, in both the infants and juniors, they do not spend sufficient time and effort in ensuring that they correct their work. This often results in the same mistakes being repeated and slows down the rates of pupils' progress.
85. By the end of Year 2 and Year 6, standards are above average and all groups of pupils make good progress. Teaching is good and pupils' attitudes to the subject and their behaviour during lessons are very good. The curriculum is wide, varied and

gives pupils a suitable balance of experiences. The subject is very well led and managed by the co-ordinator and this ensures that pupils of all capabilities and backgrounds have equal opportunities to learn. Improvement since the previous inspection is good in all these areas.

86. In both the infants and the juniors teachers have secure subject knowledge; they offer good explanations, share learning objectives with their pupils and ensure that they all understand the purpose of the activity. Teachers make lessons interesting by using humour effectively with pupils and they ensure that good quality texts are chosen as a basis for developing pupils' language skills. They challenge their pupils by good quality questioning and offer support where it is needed, resulting in the creation of secure learning environments. Teachers create many valuable opportunities for pupils to improve their speaking and listening abilities through their skilful use of the literacy hour, making time to read stories and enabling pupils to improve when listening to tapes and videos, following instructions and speaking to the whole class. As a result, pupils entering school with average standards of speaking and listening make rapid progress and attain above average standards at the end of Year 2 and Year 6. Many pupils come to school with sound language structures and confidence to say what they mean. For example, in Year 1, when the teacher asked pupils what the word "setting" meant when applied to a story, a pupil said "It tells you about a background to a story." While they express themselves clearly, their vocabulary is often limited and they struggle for subject-specific language. This is particularly noticeable as they reach Year 6 and the curriculum becomes more demanding. Some pupils do not know words such as "albatross", although they have the confidence to ask their teacher, and they have difficulty remembering subject-specific language such as "haiku" and "simile". The acquisition of new language is hindered by poor listening conditions in the accommodation of the school, noise carries through adjoining classrooms and there is little quiet space available for reflective study. The school has recognised this as an area for improvement. Often the noise levels in the building, caused by poor acoustics and the school's closeness to the motorway, means that teachers have to raise their voices considerably to be heard and so noise carries from one class to another. This makes listening more difficult and sometimes planned opportunities to teach pupils very clearly how to present themselves to the class in these poor listening conditions are missed. Pupils throughout the school listen as well as they can, encouraged strongly by teachers' very good behaviour management, the respect pupils have for their teachers and the interesting lessons provided. Teachers identify relevant subject-specific vocabulary for all lessons, not only English, and this helps pupils to learn, use and understand new words and concepts very effectively. The willingness of pupils in Year 6 to tackle this challenge is striking, particularly in the week immediately following their national tests. Teaching stretches pupils' capacity in this area well and they make good progress.
87. Standards in reading are above average by the end of Year 2 and Year 6. Pupils' reading is good and is supported by very good assessment techniques. These identify potential difficulties early and make sure that additional support is available for those who need it. This very effective well-managed provision reduces educational difficulties and helps pupils with SEN to make good progress and to minimise their difficulties. By Year 2, pupils learn to scan text to find key words and phrases, to grasp meaning and to predict what will come next. Pupils begin to learn the difference between fiction and non-fiction, check illustrations for their relevance to text and to search for information. Teaching is challenging for all groups of pupils and text level work in the literacy hour is often used as a focus for a writing activity. Reading and writing develop together and all groups of pupils make good progress. Resources are very well used to present pupils with a variety of ways of learning, to

keep them enthused and on task. Teachers recognise that those pupils who have weaker language construction and vocabulary have more difficulty in predicting language and making the leap from spoken language to the language of books. Small groups of such pupils, who have reading difficulties, are taken out to the school's new library, where listening conditions are better, and they make good progress in response to very good teaching and the very good use of assessments and resources. In Year 5, pupils read well and interpret text and draw conclusions from it when reading "The Banana Village", a text from a different culture. The teacher encourages pupils to deduce the meaning of "the wind outside mocked viciously", and all groups of pupils are challenged well. By Year 6, pupils read together well, with expression, and answer questions well, showing good interpretation and problem solving skills. They read fluently and independently across the range of subjects, such as history and geography. Throughout the school, the very good use of assessment, and early intervention to give well-aimed support, is highly effective in raising standards. The identification of subject-specific vocabulary is very helpful to pupils, and teachers check pupils' comprehension of language consistently and well. Their basic skills of teaching reading are good and they use the literacy hour well.

88. Reading homework and the support of parents in running the library is very helpful, and the school's new library is a valuable resource. Pupils throughout the school are keen and avid readers.
89. Pupils make good progress in writing and, by the end of Year 2 and Year 6, attain above average standards. This is in response to the good teaching of the literacy hour throughout the school. Conventions of speaking, reading and writing are taught consistently, and pupils' understanding and progress are checked very thoroughly. These very good assessments are used to plan work at suitable levels for all pupils. Despite the school's best efforts, pupils make many spelling errors, largely because pupils establish spelling patterns based on how words sound rather than how they look very early on. Presentation is sometimes untidy and pupils do not always check their work carefully enough. Spelling errors and weaknesses in typing cause pupils some frustration as they become more proficient in their use of computers. Strengths in writing include good use and understanding of language structures so that pupils are literate and are able to understand and put across increasingly sophisticated points of view in their writing. They understand the haiku form of poem. For example, "A New Year. January is just beginning. Christmas has just gone". Pupils write purposefully, quite quickly and with confidence, and make particularly good progress in their awareness of language structures. Pupils learn the difference between standard English and local dialect, and begin to be aware of when they are used or not used. They learn about the agreement between pronouns and verbs, the consistency of tense and subject and the necessity to avoid double negatives. They make good progress in grasping meaning from texts in all subject areas through their understanding and use of language structures, and their ability to read, understand and ultimately use them in their own writing. Teachers use drama well and this encourages pupils to want to write for a variety of purposes. The use of literacy across the curriculum is satisfactory overall, but it would be better if opportunities were formally identified in planning, as presently its use is inconsistent and insufficient to ensure that regular opportunities are provided for pupils to both consolidate and extend the skills acquired in literacy lessons.
90. The good management of the subject co-ordinator has supported the effective teaching of the literacy hour and use of assessment techniques. The curriculum has been extended to ensure that pupils have had professional story tellers making a visit to each class, and acting groups coming to present Shakespeare to the older pupils

in the school. The curriculum is lively and enjoyable for pupils, and they respond with hard work and enthusiasm. They are keen and active learners who develop a real love of literature.

MATHEMATICS

91. The 2002 national test results show that standards by the end of Year 2 were above the national average and were well above the national average by the end of Year 6 when compared to all schools. Standards have continued to rise over the last three years by the end of Year 2. After a slight dip in 2001 they have risen markedly within 2002 at the end of Year 6. The number of pupils achieving the higher levels, level 3, by the age of seven was above the national average. The number of 11 year olds achieving Level 5 was well above the national average. Attainment, when compared to other schools with similar socio-economic backgrounds, was well above average by the end of Year 2 and Year 6.
92. There has been good improvement since the last inspection as the standards have improved and are now above average by the end of Key Stage 1 and well above average at the end of Key Stage 2. Teaching has improved and the quality of teaching is good overall with some very good features. The curriculum provision is broad, balanced and relevant and teachers make good use of the national guidance to support continuity and progression for all pupils. Higher attaining pupils are now challenged well, and assessment is used effectively, to track pupils' progress, and inform future planning, and the school has good procedures for self-evaluation. Furthermore, the subject is well managed by the subject co-ordinator, who has a passion for mathematics and instils a love of learning among the pupils, resulting in all pupils having very good attitudes to learning and behaving very well in lessons.
93. By the age of seven, pupils attain standards above those expected and by 11 standards are well above national expectations in numeracy and all areas of mathematics; number, algebra, space, shape and measure, and data handling. They can solve relevant problems, using and applying their knowledge. National tests and inspection findings show a similar picture. There are no marked differences in the performance of girls and boys. Pupils with special educational needs are well supported and make good progress.
94. By the age of seven, pupils have a good knowledge of place value; the higher attainers are able to manipulate numbers to 1,000. They know the properties of two and three-dimensional shapes, they can tell the time, using analogue and digital clocks, they understand the specific vocabulary relating to weight, volume, money and length, and use measuring instruments accurately. Pupils have good strategies for undertaking mental calculations and are confident in describing their methods.
95. Eleven year olds multiply and divide whole numbers and decimals by ten, 100 and 1,000. They order and subtract negative numbers. They can reduce a fraction to its simplest form, by cancelling common factors, and can calculate decimal and fraction equivalents. They draw angles to the nearest degree and use the correct language associated with angles. They can calculate the perimeter and area of shapes and plot co-ordinates in all four quadrants. Higher attainers check to see that their results are sensible and draw conclusions of their own and give explanations of their reasoning.
96. The quality of teaching is good with very good features. Teachers have very secure subject knowledge and teach basic skills well. Most teachers make intellectual and creative demands on pupils to extend their learning. Challenging questions are used

to consolidate, extend and verify what pupils know and understand, for example, while exploring the inverse relationship between multiplication and division. The methods chosen are well geared to the particular focus and demands of the lesson, for example, mental agility questions allow pupils to practise all four operations before problem solving tasks are undertaken and learning is set in contexts of real life situations. Teachers make good use of the time available, frequently informing pupils of the time that they have available to complete the task. Pupils are engaged fully and the sessions and questioning move forward at a brisk pace. Relationships in all classrooms provide a confident and positive atmosphere in which good achievement is possible. Most pupils are keen to learn, rise to challenges in creative ways and think further. Mostly, they work very well for extended periods of time and make good progress.

97. Good use is made of national guidance, the three-part lesson structure is well established and there is a very good balance between direct teaching and pupils undertaking oral and written tasks. Most tasks are challenging and meet the needs of the pupils well. Teachers use the final part of the session effectively to check present learning and prepare children for forthcoming sessions. Some use is made of numeracy across the curriculum, for example, collecting and recording data in geography lessons, but this is not fully developed. The use of ICT, as an integral part of teaching, is good. Assessment procedures are very good. Pupils have individual targets, which allow them to see how to improve their own learning. However, marking does not take sufficient account of the targets and they are not checked and reviewed frequently enough to have a full impact on the progress pupils make. The co-ordinator provides very good leadership for the subject. She is knowledgeable and supports and guides colleagues and developments in the subject very effectively but, as yet, has not fully undertaken the monitoring of teaching and learning. Resources are satisfactory, and are used well to support learning, but the accommodation is cramped, making storage of large equipment difficult.

SCIENCE

98. The 2002 national tests and teacher assessments indicated that, by the end of Year 2, pupils' attained standards that were in the top five per cent nationally for pupils attaining average levels and above. The percentage of pupils attaining the higher level (Level 3) was average. By the end of Year 6, pupils' attainment was well below average in comparison with all and similar schools, as too few pupils attained the higher levels. This discrepancy in standards was largely due to insufficient emphasis being placed on subject-specific skills progression in medium-term planning, rigorous assessment procedures and their use to inform the next steps of pupils' learning. The school has recognised this as an area for development in the school development plan. Over three years, test results show that pupils' performance in science fell below the national average and boys performed slightly better than girls, although this was not evident during the week of inspection.
99. By the end of Year 2, pupils can name parts of the body, they know that human beings change as they get older and that materials have different properties. Pupils interviewed struggled with defining the properties, but could describe objects made from them. For example, they knew that bicycles were made from metal because it was sturdy and that most computers have plastic keyboards because this is hard wearing. Pupils can define uses of electricity in the home and can draw a block graph representing how far toy cars travel when they are pushed. However, too few opportunities are provided for pupils to set up and evaluate their experiments, use

extended writing to explain their findings (due to too many worksheets being used, preventing pupils from developing their writing skills further).

100. By the end of Year 6, pupils can explain the optimum conditions required to ensure that plants grow, but their diagrams are not clearly labelled and, in some exercise books, spelling was weak and written work was not neatly presented. They have good understanding of fair tests and know that, by changing a variable, reliability might be compromised. Pupils can explain how plants and animals are suited to their habitat and they have good knowledge of food chains. They know that forces can make objects slow down or move faster and they know how to measure forces using a force meter. They know how to make a bulb light up in a circuit and they know which factors cause reversible and irreversible change. Pupils undertake experiments, but there is a lack of variety in their presentations and their diagrams are not sufficiently clearly labelled. Pupils struggle with explaining whether their conclusions match their predictions and evaluating why outcomes of experiments might not be reliable. The school has recognised that insufficient emphasis has been placed upon developing this aspect of pupils' learning and already staff have received training in this aspect of the science curriculum. Information and communication technology is used well to support learning in this subject, but more emphasis could be placed on enabling pupils to use a wider variety of graphs and charts to record their findings. In both the infants and the juniors too few opportunities are provided for pupils to compare their findings from experiments with their original hypothesis and explain whether the outcome is significant, reliable and valid.
101. Pupils have very good attitudes to learning. They are very well behaved and thoroughly enjoy learning. This is because the quality of teaching is satisfactory overall with good features. Teachers have good subject knowledge, they explain their learning objectives clearly and concisely and this enables pupils to feel secure and ask questions when they do not understand. The quality of teaching is improving because the co-ordinator is knowledgeable and is offering good guidance, resulting in appropriate training for staff, especially in developing their skills of teaching experimental and investigative science. Teachers plan effectively but planning does not sufficiently reflect progressive development of skills and, whilst in practice teachers do provide sound opportunities for pupils to develop their skills of literacy, numeracy and ICT in lessons, these are not formally identified in planning. This makes it difficult to monitor skills progression when scrutiny of teachers' plans and pupils' work is undertaken.
102. Teachers manage pupils very well and this has a positive effect on pupils' very good attitudes and behaviour. Pupils with SEN make good progress because they are well supported in lessons by the teaching assistants. Support staff make a valuable contribution to pupils' learning. Pupils who are above-average attainers make sound progress, as do pupils who are below-average and average attainers.
103. The newly appointed co-ordinator is leading the subject well, she is knowledgeable, enthusiastic and has undertaken a detailed audit of the strengths and areas for improvement in the subject. Assessment is satisfactory overall, as pupils' work is assessed at the end of each unit, but assessments do need to be refined to reflect pupils' acquisition of both scientific skills and knowledge. Learning opportunities are satisfactory overall, but medium-term plans do not sufficiently reflect the progression of subject-specific skills. Improvement since the last inspection has been satisfactory. Average standards have been maintained, but provision for the use of ICT in this subject has much improved.

ART AND DESIGN

104. At the ages of seven and 11, pupils' attainment is as expected nationally.
105. There has been satisfactory improvement since the last inspection, as standards have remained constant and there is a scheme of work which follows national guidance. Long and medium-term planning now indicates the content to be covered and there has been an attempt to identify a progression of skills within the subject, but they are still not always clearly defined. However, the assessment process continues to be underdeveloped and, whilst teachers record significant information about pupils' achievements, insufficient emphasis is placed upon recording subject specific skills.
106. All pupils make satisfactory progress but achievement would improve if the school implemented and monitored subject-specific skills progression and identified how they were to be taught incrementally.
107. Only two lessons were observed during the inspection. Evidence is drawn from discussion with pupils and teachers and a scrutiny of past work and teachers' planning.
108. By the time they are seven years, old pupils have an understanding of a range of media, including paint, pencil, pastels, collage and printing. They work on individual pieces and combine their efforts to make large group murals, for example, Year 1 pupils make a class collage of a vase of flowers. Year 2 pupils use a 'window frame' to enlarge a section of wrapping paper. They realise that they need to place the pattern, at the corner of the frame, on the corners of their paper and enlarge everything in proportion to that. They use pastels effectively, sometimes smudging them for effect.
109. Year 3 pupils complete individual sections of a large wedding collage using a range of materials. The final effort is effective but this has been collated by adults and does not provide sufficient opportunities for pupils to show independence and initiative. Year 4 pupils can make accurate observational drawings of a trainer shoe. They shade, to give perspective, and pay good attention to the detail in recording the shoe's decoration. Year 5 effectively illustrate animal camouflage in the style of a reproduction from the National Gallery entitled 'Tropical storm with Tiger'. By Year 6, pupils have a good understanding of how to achieve perspective. They all make attempts to illustrate animals on the move and are continuing to practise their skills of shading whilst illustrating a town scene. In both the infants and the juniors, all pupils have knowledge of the work of great artists such as Van Gogh and Picasso. Pupils have very good attitudes to learning and behave very well in lessons.
110. The quality of teaching is satisfactory overall. Teachers have secure subject knowledge, manage pupils well and give clear and precise instructions. However, the modelling of skills, whilst satisfactory overall, needs to be developed further to ensure that all pupils have a better understanding of what to do and consequently build upon their prior attainment.
111. The display of pupils' work is effective and indicates to pupils the extent to which their work is valued. Planning indicates staff take account of the national guidance and use a variety of stimuli through which pupils can explore ideas. Experiences are provided for both two and three-dimensional work. For example, Year 5 pupils make clay pots. There are links with other areas of the curriculum and Year 5 pupils make their own musical instruments and Year 4 use their shading techniques again to

illustrate buildings. Pupils have the opportunity to work in the style of famous artists such as Henri Rousseau. ICT is gradually being used more to support work undertaken in the subject and the majority of pupils can use published programs to create imaginative pictures. Pupils in Year 3 to Year 6 keep sketchbooks but their use is underdeveloped.

112. The management of the subject is satisfactory. One co-ordinator has only just taken up the post and the other is just returning from maternity leave. There has been insufficient opportunity for either to impact on the teaching and learning. While there is insufficient attention to a progression of skills through the school, some pupils achieve good results, not evident for all groups of pupils. Whilst satisfactory overall, in terms of pupils' coverage of the subject, assessments are not sufficiently focused in evaluating pupils' skills acquisition but focus more on the final result. As a result, pupils are unsure as to what is needed in order to improve. There is a range of satisfactory resources. The weekly time allocated to the subject is shared with design and technology and currently there is no audit of the time spent on each subject. There are strong links with some other subjects, for example history, where pupils illustrate historical artefacts.

DESIGN AND TECHNOLOGY

113. Standards are as expected nationally at both seven years old and 11 years old. All pupils make satisfactory progress and achieve appropriate standards in designing and making and are developing knowledge and understanding of how things work.
114. There has been satisfactory improvement since the last inspection as there is a scheme of work which takes account of national guidance.
115. By the end of Year 2 pupils draw on their own experience to help generate ideas and develop them by assembling materials and components while learning about winding mechanisms. They are able to select material and tools and measure, mark out and cut a range of materials. They assemble the materials and components and apply the finishing touches while making a model vehicle creating an interesting range of designs and evaluations.
116. Year 6 pupils have used information from investigating slippers to inform their own designing and making. They have developed their skills in working with textiles and have designed and made slippers, using appropriate materials and techniques. They undertake an evaluation of their finished product but this is not always written down.
117. Most pupils make satisfactory progress but higher attaining pupils could achieve better results if expectations were higher. Year 1 pupils make a windmill, and see how it will work, and design a healthy eating poster. Year 3 pupils design a frame to hold a photograph. They consider the requirements of the stand so that the frame will stand upright and realise that it must be placed at an angle to the structure.
118. The quality of teaching is sound. Planning takes account of the scheme of work but subject-specific skills are not sufficiently well developed in medium-term plans and pupils have too few opportunities to spell subject-specific words associated with design and technology. The management of pupils is always good. There are appropriate opportunities for pupils to engage in practical tasks with a range of resources. There are insufficient opportunities for pupils to try a range of ideas and use their initiative in the juniors. Expectations of the final product are sound at the end of Year 2 but insufficiently high at the end of Year 6. Although all aspects are covered, there is still a concentration of time and effort on the making process, with

insufficient attention and expectation of the design element and the evaluation. Pupils enjoy the practical tasks and have good attitudes to learning.

119. Due to staff absence the subject has been maintained rather than developed. A new member of staff has been appointed with good expertise, and plans for its development are appropriate and achievable. The scheme of work, based on national guidance, shows teachers what is to be taught and when but does not indicate a progression of skills as pupils move through the school. Assessment procedures are satisfactory but indicate competence in the work completed and do not take account of skills and so do not inform teachers about what to teach next or pupils how to improve their work. The digital camera has just started to be used to record pupils' efforts and maintain a record of their work on the computer network. The use of ICT is satisfactory overall but inconsistent. Too often opportunities for developing ICT are not suitably identified in teachers' planning. Resources are satisfactory but accommodation, whilst satisfactory overall, is cramped and pupils experience difficulty in undertaking large group work.

GEOGRAPHY

120. Standards are average, with good features, by the time pupils are seven and 11. The majority of pupils make satisfactory progress, but those with SEN make good progress. This is satisfactory improvement since the previous inspection, when standards were judged as being in line. Teaching is good because the teachers have high expectations of their pupils, and pupils' attitudes to the subject are very good. The curriculum and assessment procedures have strengths and weaknesses but, on balance, both are satisfactory. The subject is well led and managed and resources are satisfactory.
121. By the time they are seven, pupils have a good understanding that different places in the world have different temperatures and so people need to wear suitable clothes to maintain their body temperatures at a reasonable level. Pupils in Year 1 are able to say what they would pack to go to a hot country and they make suitable choices. By Year 2, pupils can compare temperatures in different countries, and know how to find the correct month and temperature on a bar graph. However, they still become confused with some of the language and cannot always tell the difference between the names of capital cities and those of countries. They make a good start to understanding the purpose of maps, and can pick out a variety of features correctly. They can talk with interest about different modes of travel necessary to reach different destinations.
122. By the time they are 11, pupils' mapping skills and use of ICT are good and they make good progress in the variety of ways they present their work and their ability to work independently and with others. Looking at a world map, they quickly recognise weather trends and record different types of weather, such as wind strength. They look at the local geography of Tameside, using an Internet map and, from a detailed road map pupils describe how they would travel from one place to another, identifying right and left turns. They describe land use in the area and consider how they could improve their own surroundings by using the space differently. By Year 5, pupils can follow routes and use maps to find evidence of population, and they can interpret map symbols. In Year 4 they are able to identify different countries, note air routes and list similarities and differences between Denton and Chembokali. Their subject-specific vocabulary is satisfactory, but they have not made progress at the same rate in this area as they have in others, so they cannot understand new information so quickly. Their ability to use computers makes a good contribution to their skills of independent learning, and helps them to be confident and enthusiastic

researchers. For example in Year 6, during the inspection, pupils used the Internet to make their own presentations about the previous day they spent on the river project. They were able to download pictures, draw and print maps and decide on suitable text, and they were able to complete their work in the allotted time.

123. Teaching is good with particular strengths in the use of ICT, teaching of mapping skills and behaviour management. Teachers have high expectations of pupils and they teach at a good pace and use resources at their disposal well. As a result, pupils behave well, are keen to learn, and are motivated to learn well independently. Teachers provide very well for pupils with SEN and ensure that they have every opportunity to take an active part in the lesson with the same subject material at a suitable level, and it is this that enables these pupils to make good progress.
124. The curriculum is sound, but the emphasis on vocabulary is not strong enough to help pupils whose subject-specific vocabulary is weak. Mathematics and ICT skills are used well throughout the subject. Assessment procedures are satisfactory and are used appropriately but do not identify higher achieving pupils well enough to promote their particular skills to the fullest extent, nor are they rigorous enough in recording what pupils may have missed, through absence, or identify any new vocabulary that has been misunderstood. The subject is well managed and pupils' strengths and weaknesses in understanding are identified but, while the co-ordinator checks planning, at present insufficient monitoring of teaching is undertaken. Pupils in Year 6 have the opportunity to have a day out as part of their river project. On the river walk with the park ranger, they are able to see for themselves some of the results, caused by the movement of the river, they have been taught in class, and they find the experience fascinating and enlightening. Pupils in Year 2 made a seaside visit to Formby Point, and this became a valuable talking point and the inspiration for a variety of different elements in the school's curriculum, as well as helping them to compare Denton with a seaside area.

HISTORY

125. Standards are average at the end of Year 2 and Year 6, and the school has maintained the average standards of teaching, curriculum and assessment in the subject since the previous inspection. Pupils in both the infants and the juniors make sound gains in learning. Pupils with SEN make good progress because they are effectively supported in classes and their individual education plans are consistently used in planning. The subject is well led and resources are adequate.
126. By the time pupils are seven they realise that modes of travel have changed over time. For example, they know that there were steam trains in the past and that people travelled on horseback and in carriages, whereas now cars, buses and other forms of transport are used instead. They can tell from a photograph that it was taken a long time ago because it is not in colour and the clothes worn are "funny", meaning old-fashioned. Pupils are beginning to develop a sense of time passing and start to understand that some things, such as the need to travel or to avoid sunburn, remain the same but are tackled in different ways at different times. They know that bikinis were not worn during Victorian times. They begin to observe as well that earlier inventions, such as the penny-farthing, have been made obsolete by more modern inventions. They learn about the lives of well-known historical figures, such as Florence Nightingale, and important events in history. The coverage of the curriculum is satisfactory and clearly planned to give pupils a sound understanding on which to base their future studies but insufficient emphasis is placed in teachers' medium-term plans, on identifying subject-specific skills, such as progress of acquisition of chronology, cause and effect, and using secondary sources.

127. By the time pupils are 11, they have covered a wide range of historical topics and, through those, make steady progress in developing how to recognise times associated with events and people and to use vocabulary and dates suitably. They have studied the Second World War, and learned that some cities were dangerous places for children then because of the bombing raids. They learned about the differences in family life and the advantages of different kinds of bomb shelter. In Year 4, pupils discuss some of Henry VIII's problems and the possible solutions, and what happened to his various wives. They compare Tudor houses with those of the present day, and use an inventory to research relevant information. In Year 5, pupils learn about ancient civilisation in Greece, and the difference between life in Sparta and Athens. They realise that the Greeks had a range of gods and goddesses, that the ancient Greeks made a very great contribution to mathematics, the concept of sport and to architecture. By Year 6, pupils study ancient Egypt, and learn how the tomb of Tutankhamen was discovered. In both the infants and the juniors, insufficient emphasis is placed on spelling common words, such as Egyptians, architecture and civilisation. Pupils in the infants and juniors use primary sources well, they know how to interpret documents and how to ask the right questions in order to extrapolate information from pictures and photographs.
128. Teaching is satisfactory. Lessons seen were good or very good, with very good preparation and use of video and audio-tapes and artefacts. Teachers' behaviour management was always very good, pupils were always most interested in what the teachers had to say because of the varied and stimulating way in which information was delivered and because teachers made sure that pupils of all capabilities were generally effectively included and thus enabled to learn effectively. Teachers' subject knowledge is sound and they are confident, convincing and offer good explanations. Pupils do not always have enough opportunities to work independently, to research and to use secondary sources, and do not always present their work in a wide enough variety of ways. While it is clear, from the lessons observed and from the scrutiny of work, that pupils are taught subject-specific skills, such as chronology, satisfactorily, there is too little emphasis on these to raise the standards of pupils' work to a higher level. Pupils with SEN make good progress because the English and mathematical elements within the subject are reflected very well in their education plans. Teachers make sure that these pupils are able to take part in the lesson with the same subject matter set at a suitable level. At times, more able pupils are not always fully stretched and consolidate rather than extend their learning, although additional work is usually set, but at times it could be more challenging. The reasons for inconsistencies in progress are partly due to subject-specific skills not always being identified clearly enough in planning, and assessments, whilst satisfactory overall, are not used sufficiently well to plan the next steps of pupils' learning.
129. History has not been a priority for the school's development lately. However, the curriculum is well planned and covers all the Programmes of Study. Pupils know many facts, resources are satisfactory and there is an assessment system which notes significant information at the end of each module of work. While the school has developed its own curriculum, by modifying and extending national guidelines in various other subjects, the school has not focused on creating a strong emphasis on teaching subject-specific skills to help pupils make better progress. Subject-specific skills acquisition does not figure strongly enough in the assessment of pupils' learning. While there is a significant element of the curriculum covering the history of other countries, the emphasis, depth and awareness of multicultural issues is not yet strong enough to be effective, for example pupils learn about Florence Nightingale but not about Mary Seacole. The school intends to cross-reference work with other subjects and has made an effective start at identifying subject specific vocabulary

and creating effective opportunities for speaking and listening. Information and communication technology is used well to support learning.

130. The quality of leadership of the subject is good. The co-ordinator has a clear vision for the subject and manages the resources at his disposal effectively. The curriculum is enriched by a set range of visits and visitors. The school has made some excursions, including visits for Year 3 to Stockport Air Raid Museum, Year 4 to "Tudor Christmas" at Bramall Hall and Year 6 have visited the Hat Museum. These visits fuel pupils' desire to learn about how life has altered in the 21st century.

INFORMATION AND COMMUNICATION TECHNOLOGY

131. Pupils attain above average standards by the end of Year 2 and Year 6, and this is very good improvement since the previous inspection. Teaching is good and ICT is used well throughout the curriculum. All groups of pupils, including those with SEN and above average attainers, make good short-term gains in learning; pupils' attitudes and behaviour are very good. The subject is very well led and resources are very good.
132. Pupils enter school having attained average standards in the use of ICT. By the time they are seven, all groups of children have made good progress and their standards of work are above average. In Year 1, pupils can attempt simple word processing when they write a story, can sequence a program as they identify different phonemes, and they use art programs to make drawings in different colours. By Year 2, pupils can construct a pictogram and a binary tree, and can ask and answer questions within this structure. They can gather information from a variety of sources, including CD-Roms and databases. The teacher has helped pupils to understand this work through a series of lessons, and reminds them effectively of their work in previous weeks by helping them to remember work they have done before. The teacher models the work clearly so that a good example of how it should be done is seen by the pupils. Interaction with all groups enables pupils of all capabilities to make good progress, and the very good resources and additional adult help are used well. These good features in teaching help pupils to become confident, co-operative learners and to settle quickly to their work. For example, they can access the program independently and know that the "Yes" and "No" answers must remain on the same side of the tree. They are able to devise suitable questions and draw a shape with the mouse. However, they are slightly frustrated by their inability to type sufficiently quickly and accurately but persevere at all times to ensure that their work is of a high standard. Pupils can plan and give instructions to make things happen, for example they can make a programmable toy move forward and backwards.
133. By the time they are 11, pupils' standards remain above average and they make good progress in the different aspects of the ICT curriculum. In Year 3, pupils learn to send e-mails and learn to use suitable conventions and fonts. In Year 4, pupils learn to plan and sequence directions, varying in complexity, for the computer to draw different symbols. They find the work challenging and enjoyable and their concentration, eagerness to succeed and behaviour are very good because teaching is clear and relevant and all teachers use time effectively. Pupils can incorporate graphics into text and use spreadsheets and databases confidently. They use the Internet in science to research different creatures in the food chain, and pupils are confident in the use of computers. By Year 5, pupils begin to use the spell checker on word-processing programs, and learn when the programs might not identify incorrect usage of words, and when American spelling is different from the English version. They continue to develop their planning directions through their work on

sequencing traffic lights, for example. They are able to use pauses, and to control more than one device at the same time. By Year 6, pupils are able, with support, to make Power Point multimedia presentations of between three to five slides with sound and light effects. The most able can complete their work with sound and visual effects almost independently, whilst those with SEN struggle but succeed, with some help, to complete one slide and start another. Most pupils complete three or four slides. They make good progress but are held back occasionally by struggling to spell fairly commonly used words. Pupils can use Granada and Word to present and research specific information, pertinent to their previous day's river walk, successfully. The use of ICT across the curriculum is satisfactory overall but variable. In some subjects, such as history, geography and science, it is used well but, in other subjects, such as design and technology and art and design, its use is only satisfactory. In English and mathematics it is generally used well to support learning.

134. Pupils' attitudes to learning and their behaviour are very good, and this is in response to the competence and confidence of staff in using technology. The quality of teaching is good. Teachers set a very good example in using the very good resources with confidence and competence, especially the interactive whiteboards. During the week of inspection, teachers were supported well by the ICT technician, who made sure that all the equipment was working. Learning support assistants worked very effectively, particularly with pupils with special needs, but gave additional help to all pupils, aiding their concentration and confidence. Teachers make the learning of different computer skills relevant to pupils' everyday life in all curriculum areas. They use digital cameras, video and audio tapes effectively in their teaching generally, enlivening lessons and improving pupils' concentration and understanding.
135. The subject is very well led and managed, and resources are very good. Learning opportunities offered are good and assessment techniques are sound and, generally, staff make satisfactory use of assessment to inform the next steps of learning.

MUSIC

136. By the end of Year 2 and Year 6, pupils meet the national expectations and make sound progress. Improvement since the last inspection has been satisfactory and average standards have been maintained. Pupils' skills of composition have improved as the school now focuses on this element much more.
137. Pupils in both the infants and the juniors make sound progress in singing and attain average standards. They sing in tune and keep a steady beat, they articulate their words clearly and they know the difference between rap, pop, opera, classical and folk music.
138. By the end of Year 2, pupils can name a wide range of instruments; they know how sounds can change by tapping or scraping an instrument. Pupils know and understand the meaning of crescendo and diminuendo and they know that music can evoke mood. They know that symbols can be used to represent sounds, but they lack the technical vocabulary for naming notes, such as crotchet and minim. Whilst pupils can execute a class composition, they are not secure in working in small groups and organising their learning.
139. By the end of Year 6, pupils know how to develop a musical story. In a very good lesson in Year 5, the teacher had very high expectations of her pupils; she told them that she wanted them to understand how mood and emotion can be illustrated

through music. Making good links with religious education, where pupils had previously studied creation stories, she read them Pangu' a Chinese story, and asked them to match appropriate instruments to represent Ying and Yang. This, the pupils executed very well, under her expert guidance, and made very good gains in learning. By the end of the lesson, all pupils had a good understanding of texture and were able to compose a well executed piece of music, demonstrating that, by brushing the cymbal and wind chimes, the force of Ying (which was cool, misty, soft, slow and quiet) can be expressed. A similar lesson was undertaken in Year 6, when a visiting specialist showed pupils how a saxophone can produce different musical effects. Pupils gained good awareness of rhythm, timbre, tone, texture, tune and beat. Both these lessons contributed well to pupils' spiritual, moral, social and cultural development. Pupils are making sound gains in learning how sounds can be combined to create texture. However, there is a weakness in curriculum planning in that learning opportunities are not rigorously monitored for skills progression. There were elements of repetition in the Years 5 and 6 lessons as the school has not yet sufficiently defined expectations for each year group in medium-term planning. As a result, pupils consolidate rather than extend their knowledge and this slows down their rates of progress.

140. Pupils love music, they have very good attitudes to learning and work well together, but more opportunities could be provided to help them develop their skills of independent learning, especially in the infants.
141. The quality of teaching is satisfactory with good features. Teachers have satisfactory subject knowledge, use time effectively and manage pupils very well. Their planning reflects clear learning objectives, but insufficient emphasis is placed upon developing subject-specific vocabulary. Pupils make steady gains in learning in spite of the absence of a co-ordinator. This is because teachers are very professional and ensure that pupils receive their full entitlement to this area of the curriculum.
142. Good use is made of visiting specialists and parents are very appreciative of the end-of-term concerts. The use of ICT in music is just starting to happen and is satisfactory overall. Effective examples of this were seen in Year 3, when pupils composed their own music. Pupils have sound opportunities to listen to a variety of music, ranging from classical and samba to Zulu warrior chants. The curriculum is enhanced by a sound range of visits and visitors, including the local technical school pupils who performed extracts from 'Grease' the musical to the pupils. Pupils still talk about this learning experience with great fondness.
143. Assessments are satisfactory overall, but focus on coverage of concepts taught rather than testing pupils' knowledge, skills and understanding. Teachers assess pupils' learning, recording any significant observations made during the lesson. The school has identified this as an area for improvement. Resources are satisfactory but there is a lack of multicultural instruments.
144. The school has been without a music co-ordinator for just under a year due to maternity leave. At present, the headteacher is co-ordinating this area of the curriculum. Every effort is made to work alongside specialists and, whilst the leadership and management of the subject are satisfactory overall and appropriate areas have been identified for improvement in the school's audit, there is still some more work to do, especially in the area of improving the confidence of staff in teaching the subject, ensuring that there is a progressive development of subject-specific skills throughout the school and using rigorous assessment procedures to plan the next steps of pupils' learning. The school is aware of what needs to be done due to the good systems of school self-evaluation.

PHYSICAL EDUCATION

145. Not all aspects of physical education were inspected during the week of inspection but, from interviews, observation and teachers' assessments, standards are at least in line with the national average at the end of Year 2 and Year 6. By Year 6, standards in games activities are as would be expected nationally and all pupils swim at least 25 metres.
146. There has been satisfactory improvement since the last inspection, as there is now a long-term curriculum plan in place, and provision for outdoor and adventurous activities has improved and is satisfactory
147. Year 1 pupils achieve appropriate standards while performing a Greek dance. They can follow the instructions of a recorded programme and change the speed and direction of their movements. They are aware that it is one of a series of lessons from different cultures and higher attainers are able to recognise the music of the African dance undertaken the previous week. Year 2 pupils are well co-ordinated and their movements show both dexterity and confidence.
148. By Year 6, pupils are able to play small sided games, which involve striking and fielding the ball with confidence. They are beginning to be able to control their movements while playing cricket to make attacking and defensive shots. Year 5 pupils know the basic rules and terms used in tennis. They work well with others to keep the game going, hitting the ball back and forth.
149. The quality of teaching is sound and pupils enjoy the activities. They behave sensibly, when weather conditions restrict their session to the hall instead of outdoors, and also come indoors quietly during the session due to the rain. They have good attitudes to learning and are keen to improve their practice. All staff plan for the content of the session in line with the scheme of work. The management of pupils is satisfactory and teachers organise effectively within the limited space available. There is some good teaching of direct skills but there is no long-term progression of skills as part of the medium-term planning and, therefore, they are not always built on progressively over time. As a result, on occasions, expectations are insufficiently high. Younger pupils are not sufficiently encouraged and expected to perform the step, step, step, hop sequence so that they show good co-ordination. Older pupils do not warm up different muscles systematically or gradually raise their cardio-vascular activity. Warm-up activities are superficial. Older pupils do not take sufficient responsibility for performing at their best and trying hard to improve their performance. For example, they prefer to use attacking strokes while playing cricket and so rarely practise defensive ones. This is largely as a result of medium-term planning not being sufficiently rigorous in skills identification. Teachers generally have secure subject knowledge but are hampered by the lack of medium-term plans which identify skills progression.
150. The school makes good use of the facilities available but the curriculum is restricted by the lack of outdoor space. There is no grassed area for games and the playground is small. Currently, steps are being taken to make alternative arrangements where possible, and pupils visit other local facilities at certain times. There is a small minority of pupils who miss some sessions, as they do not remember to bring their kit. There is an appropriate scheme of work, which ensures that all aspects of the subject are covered during the course of a pupil's career at the school. The medium-term plans indicate the content to be covered but do not fully indicate how skills will be developed progressively. For example, teachers are not

aware of the differences expected when pupils are undertaking gymnastics within each year group. Whilst satisfactory overall, in relation to the coverage of the Programmes of Study, assessment is not sufficiently linked to this progression of skills and, therefore, pupils are insufficiently aware of what they must do to improve their performance. The subject is managed satisfactorily.

151. There are good opportunities to take part in a range of activities outside the school day. A residential visit has been initiated. These make a good contribution to the provision and to pupils' social development. Competitive team games are played where possible and pupils participate in events in the wider community.

RELIGIOUS EDUCATION

152. By the end of Year 2 and Year 6, standards exceed the expectations of the locally agreed syllabus and all groups of pupils achieve well in relation to their prior attainment. This is good improvement on previous inspection findings, when standards met the expectations of the locally agreed syllabus.
153. By the end of Year 2, all pupils know that people who worship are committed to their religion. In a very good lesson in Year 2, pupils showed good understanding of the practices and rituals of Jewish people associated with the reading of the Torah. They marvelled at the preciousness of the manuscript and they showed good knowledge of some actions performed when reading the Holy Script, such as pointing to the words with a yad. Pupils know that there are simple actions associated with prayer. For example, they know that Christians pray with their hands together and that they make the sign of the cross, whilst Muslims wash before prayer and remove their shoes. All pupils know that Jesus told many stories and that His friends left Him in His greatest hour of need. Pupils can express their feelings appropriately and are quite happy to talk about what things are special to them. They are respectful and talk about places of worship with great reverence. They are given good opportunities for reflection, contributing well to their personal development. Their exercise books reflect a good range of writing but, at times, worksheets which demand one-word answers are used, limiting pupils' opportunities for developing their writing skills in greater depth, and sometimes pupils' written work is not clearly presented.
154. By the end of Year 6, pupils have good knowledge of a range of major world faiths as well as Christianity. They know a range of Creation stories and they know about the main events in Jesus' life. They know how and why Easter and Christmas are celebrated and that Jesus' life was an example to us all. They have very good knowledge of parables and see their relevance in our lives today. Pupils are knowledgeable about Hinduism, Islam and Judaism. They know that Hindus believe in the Triad of Gods and that Vishnu is seen as the protector, Shiva as the destructor and Brahma as the creator. In an excellent lesson in Year 5, the teacher explained to her pupils that faith often demands no answers to questions and that human beings are made up of good and less favourable qualities, and that sometimes, humans make mistakes. She pushed the pupils into thinking creatively as to how the universe was formed, and prepared some very good resources to help them understand the Hindu concept of creation. Pupils worked very well in groups and independently and, in this lesson, they made very good gains in learning because the teacher challenged their thinking by constantly asking them to explain how faith can be expressed through the arts.
155. The quality of teaching is good and is a contributory factor to the high standards attained by the pupils. Teachers have good subject knowledge, provide good opportunities for literacy and ICT to support pupils' learning and use resources, such

as videos, effectively. Teachers manage behaviour very well and use time effectively. Support staff make a very valid contribution to pupils' learning. They assess pupils' responses, offer help where needed and continuously challenge pupils to explain their thinking. However, teachers' marking, whilst satisfactory overall, could be better because it does not place sufficient emphasis on the correct spelling of key words and too often pupils are not sufficiently encouraged to undertake corrections of work. As a result, spellings are incorrectly written over too long a period of time.

156. Leadership and management are good; the co-ordinator is knowledgeable and executes her duties well. She attends courses regularly and has been involved in working alongside other teachers in Tameside in developing curriculum planning. Resources are satisfactory overall and there is a good range of books and videos reflecting the multicultural nature of our society. Assessments are satisfactory overall, but further identification of skills progression and acquisition is needed to raise standards further. Good improvement has been made since the last inspection, especially in using ICT to support learning and providing time for reflection, particularly in exploring the significance of parables. At present, too few leaders of other faiths visit the school. The school has recognised this as an area for improvement.