

INSPECTION REPORT

ST ANNE'S RC VOLUNTARY AIDED PRIMARY SCHOOL

LEA area: Tameside

Unique reference number: 106257

Acting Headteacher: Mrs S Kerrigan

Lead inspector: Mrs M Gough

Dates of inspection: 8th – 11th March 2004

Inspection number: 257578

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
Number on roll:	200
School address:	Clarendon Road Audenshaw Manchester
Postcode:	M34 5QA
Telephone number:	0161 370 8698
Fax number:	0161 371 1964
Appropriate authority:	The governing body
Name of chair of governors:	Father Liam Keane
Date of previous inspection:	April 1998

CHARACTERISTICS OF THE SCHOOL

The school is situated on the border of Openshaw and Audenshaw, and pupils are drawn from both of these areas. The pupils' home circumstances and backgrounds are very mixed. The percentage of pupils who are known to be eligible for free school meals is 28 per cent, which is above the national average. Numbers on roll are dropping and there are currently 200 pupils on roll. The majority of pupils are of white ethnicity. Eight pupils have English as an additional language. The school currently has five asylum seekers, and until recently had a family of Traveller pupils on roll. Forty four pupils are on the special educational needs register, including three pupils who have statements of special educational needs. This represents 25 per cent of the school population, and is above average. Levels of pupil mobility are relatively high with 14 pupils joining the school other than at the usual starting time, and 35 pupils leaving school other than at the usual point of transfer. The school has received several achievement awards in recent years for its ECO work, achievement, and healthy schools. Attainment on entry varies from year to year. The attainment of the current nursery group is below the expected level.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22361	Mrs M Gough	Lead inspector	Mathematics, geography, history, music, English as an additional language
9884	Mrs M Roscoe	Lay inspector	
8263	Mrs M Forsman	Team inspector	Foundation Stage, science, information communication technology, art and design
10911	Mrs C Deloughry	Team inspector	English, design and technology, physical education, citizenship, special educational needs

The inspection contractor was:

Altecq Education Limited

102 Bath Road
Cheltenham
Gloucestershire
GL53 7JX

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **satisfactory** school that has some good features. Pupils of all abilities achieve well in Key Stage 1 and Key Stage 2. Standards are improving, and the pupils' attainment when they leave school at the age of 11 is in line with national expectations. Teaching is good overall in Key Stage 1 and Key Stage 2. Overall, leadership and management are satisfactory, although the governing body does not meet some statutory requirements. The acting headteacher, who has been in post for a short time, has given a very good steer to the school's work in recent months. The school gives satisfactory value for money.

The school's main strengths and weaknesses are:

- Pupils in Key Stage 1 and Key Stage 2 achieve well in English, mathematics and science, and attain the standards of which they are capable.
- Teaching is good in Key Stage 1 and Key Stage 2, and very good use is made of support staff to work with pupils who are experiencing difficulties with their work.
- The provision for pupils with special educational needs is very good.
- Although good assessment systems are in place in English, mathematics and science, in other subjects assessment is unsatisfactory.
- The acting headteacher has been very effective in leading the school forward in recent months, and has set a clear agenda for further improvement.
- The governance of the school is unsatisfactory. Some statutory requirements are not met. Governors are not sufficiently involved in strategic planning.
- Attendance is well below the national average and is poor.

The rate of improvement since the last inspection has been good. The school has worked hard to improve standards and provision in information and communication technology, and the new computer suite is a very good resource. The quality of teaching has improved, especially in English, mathematics, science and information and communication technology. Higher-attaining pupils are now well challenged, and the school provides very well for pupils with special educational needs. The school has successfully addressed the issues arising from the last report.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6 compared with:	All schools			Similar schools
	2001	2002	2003	2003
English	D	C	D	D
Mathematics	E*	D	E	E
Science	E*	C	C	C

Key: A – well above average; B – above average; C – average; D – below average; E – well below average; E – very low. Similar schools are those whose pupils attained similarly at the end of Year 2.*

Pupils achieve **well** overall.

On the basis of the 2003 end of Key Stage 2 national test results, pupils' attainment is below the national average in English, well below the national average in mathematics, and in line with the national average in science. Based on their prior attainment, the pupils' performance

is below average in English, well below average in mathematics, and average in science. The inspection findings paint a much more positive picture, and indicate that standards in English, mathematics and science are in line with national expectations for the current group of Year 6 pupils. The difference between the test results and the inspection findings is partly because of differences in the natural ability of the groups of pupils, and partly because the school has been very effective in recent months in supporting pupils who are having difficulties with their learning, and in challenging the highest attaining pupils. Pupils of all abilities achieve well. The school sets appropriate targets in English and mathematics that are based on secure assessment information.

On the basis of the 2003 end of Key Stage 1 national test results, pupils' attainment in reading and writing is below the national average, and their attainment in mathematics is well below the national average. In comparison with similar schools, pupils' attainment is average in reading and writing, but below average in mathematics. Over the past year, the school has worked very hard to raise standards in Key Stage 1. The inspection findings show that the attainment of the current group of Year 2 pupils is above national expectations in English, and in line with national expectations in mathematics and science.

Standards in information and communication technology are above national expectations at the end of Key Stage 1, and in line with national expectations at the end of Key Stage 2. In music, physical education and design and technology, standards are in line with national expectations at the end of both key stages. Pupils of all ages and abilities achieve well in information and communication technology, and in physical education, music and design and technology, the pupils' achievement is satisfactory.

Most of the reception children are on course to attain the Early Learning Goals in each area of learning by the end of the reception year. Their attainment is at the expected level overall. Foundation Stage children achieve satisfactorily.

The pupils' spiritual, moral, social and cultural development is **good** overall. Pupils have positive attitudes to school and to work, and their behaviour is good. Attendance is well below the national average and is poor.

QUALITY OF EDUCATION

The quality of education is **satisfactory** overall. Teaching is **good** overall. Teaching is satisfactory in the Foundation Stage, and good overall in Key Stage 1 and Key Stage 2. Assessment is good in English, mathematics and science, but unsatisfactory in most other subjects. The school provides a satisfactory curriculum for pupils of all ages, which is satisfactorily enriched and extended. The provision for pupils with special educational needs is very good. The accommodation is good, and the resources are satisfactory overall, although some are worn and old. The school satisfactorily ensures pupils' welfare and care, but some statutory requirements are not met in respect of risk assessments. Links with parents and the local community are satisfactory, and there are good links with other schools in the area.

LEADERSHIP AND MANAGEMENT

Overall, leadership and management are **satisfactory**, but aspects of financial management are unsatisfactory. Since the departure of the previous headteacher, the acting headteacher has given a very good steer to the school's work, and together with the senior management team, has rapidly introduced a number of very positive initiatives which are already starting to raise standards. The leadership and management of key staff are satisfactory overall. However, some co-ordinators are new to their roles and their monitoring role is not yet fully developed. The leadership and management of special educational needs are very good.

The governance of the school is unsatisfactory. Although governors are supportive, they are not sufficiently proactive in the strategic management of the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are generally pleased with the standard of education the school provides. They appreciate the easy accessibility of the headteacher and staff. Pupils speak positively about the school and agree that it is a friendly place. Pupils feel happy and secure and know that they can approach adults if there are any problems.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Improve the governors' role in the strategic management of the school, and particularly in the management of the finances.
- Implement assessment systems in the foundation subjects and use the information to monitor pupils' progress and attainment.
- Further improve the rate of attendance.

And to meet statutory requirements:

- Ensure that the annual report from the governing body and the prospectus contain the necessary information.
- Ensure that all statutory risk assessments are carried out.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

The achievement of the nursery and reception children is **satisfactory** overall. The achievement of Key Stage 1 and Key Stage 2 pupils is **good**. Pupils' attainment is **satisfactory** across the school.

Main strengths and weaknesses

- Key Stage 1 and Key Stage 2 pupils achieve well in English, mathematics, science and information and communication technology.
- Standards in English and information and communication technology are above national expectations at the end of Key Stage 1.
- Very good support for pupils with special educational needs ensures that they achieve well.
- Pupils use literacy, numeracy and information and communication technology skills well to support their work in other subjects.
- The sharing of some play activities with the nursery children means that reception children are not always stretched as much as they could be.

Commentary

1. The children's attainment when they join the school in the nursery class changes from year to year. The attainment of the current group of nursery children is below the expected level. However, the attainment of the current group of reception children when they joined the nursery class was average. This inconsistent pattern of attainment on entry is evident throughout the school, with some year groups performing at a much higher level than others. This makes it very difficult to draw meaningful conclusions from test data about trends in standards. The school's own records show that pupils of all abilities make good progress as they move through the school, and achieve well.
2. Overall, standards have improved well since the last inspection, with increasingly more pupils working at a higher than average level in both key stages. However, this promising picture is offset by the higher number of pupils entering the school with special educational needs. The school provides very well for these pupils, and their achievement is good, and at times very good.

Foundation Stage

3. The attainment of the current group of reception children is at the nationally expected level, with most children on course to attain the Early Learning Goals in each of the areas of learning by the time they transfer to Year 1. Children in both the nursery and the reception classes achieve satisfactorily in each area of learning, but the learning of the reception children is constrained in some areas of learning by the shared arrangements for aspects of provision. Because the ongoing provision for role-play, sand, water, construction and craft work is set up in the nursery classroom, and is supervised by nursery staff, there are times when reception children are not sufficiently challenged by the activities.

Key Stage 1

Standards in national tests at the end of Year 2 – average points score in 2003

Standards in:	School results	National results
Reading	14.9 (15.1)	15.7 (15.8)
Writing	14.3 (13.8)	14.6 (14.4)
Mathematics	14.8 (13.9)	16.3 (16.5)

There were 32 pupils in the year group. Figures in brackets are for the previous year.

4. On the basis of the 2003 end of Key Stage 1 national test results, pupils' attainment in reading and writing is below the national average and their attainment in mathematics is well below the national average. In comparison with similar schools, pupils' attainment is average in reading and writing, but below average in mathematics. Standards have been variable over recent years, reflecting differences in the natural ability of the pupils.
5. The current Year 2 group contains relatively few pupils with special educational needs. As a result, the overall attainment at the end of Key Stage 1 is better than demonstrated by recent test results. The inspection findings indicate that standards at the end of Key Stage 1 are above national expectations in English, and in line with national expectations in mathematics and science. The school has worked hard to raise standards in Key Stage 1 in recent months, and a concentrated effort on key teaching points, identified through the careful analysis of assessment information, has led to significant improvement in some areas. For example, the school has recognised that many pupils struggle to work out written mathematical problems, and as a result of focused work in this aspect of the mathematics curriculum, pupils are now showing real signs of progress. Key Stage 1 teachers are skilled at extending pupils' learning by providing good opportunities for pupils to use basic skills of numeracy and literacy in their work in other areas.
6. By the end of Key Stage 1, pupils' attainment in information and communication technology is above national expectations, and pupils have a particularly good knowledge and understanding of control technology. In music, physical education and design and technology, pupils' attainment is in line with national expectations. No judgements were made during the inspection about standards in art and design, history and geography.
7. Throughout Key Stage 1, pupils achieve well in English, mathematics, science and information and communication technology. Their achievement is satisfactory in other subjects. Good and sometimes very good teaching leads to pupils of all abilities making steady and sometimes significant gains in their learning. Higher-attaining pupils are fully challenged, and very good support for lower attainers and those with English as an additional language and special educational needs enables those who experience some difficulties with their learning to achieve their potential.

Key Stage 2

Standards in national tests at the end of Year 6 – average points score in 2003

Standards in:	School results	National results
English	26.3 (26.9)	26.8 (27.0)
Mathematics	25.5 (26.5)	26.8 (26.7)
Science	28.6 (28.5)	28.6 (28.3)

There were 37 pupils in the year group. Figures in brackets are for the previous year.

8. On the basis of the 2003 end of Key Stage 2 national test results, pupils' attainment is in line with the national average in science, below the national average in English and well below the national average in mathematics. Based on their prior attainment, the pupils' performance is average in science, below average in English and well below average in mathematics. The unsatisfactory progress between the end of Key Stage 1 and the end of Key Stage 2 in English and mathematics is the result of high levels of pupil mobility and historic weaknesses in teaching, many of which have now been addressed through staff changes. Over time, standards have been very variable, but there is a noticeable trend of improvement in science over recent years. In English, standards have been relatively steady for the past few years, but in mathematics very inconsistent. The school sets accurate and appropriately challenging targets in English and mathematics.
9. The inspection findings indicate that standards are in line with national expectations in English, mathematics and science for the current group of Year 6 pupils. The more positive picture of attainment painted by the inspection findings reflects the good work the school has done in recent months in supporting lower-attaining pupils and challenging higher-attaining pupils. As a result of this sharp focus, and the very good deployment of support staff to run support groups, standards have risen. Although the current Year 6 group contains a good number of pupils who are working at above the nationally expected level, a similar number of pupils have special educational needs and are working at below the nationally expected level. Pupils of all abilities, including those with special educational needs and English as an additional language, make good progress and achieve well. However, the rate of progress throughout Key Stage 2 is variable, and is better in the upper part of the key stage where teaching is consistently good or better. Key Stage 2 pupils use literacy and numeracy skills well to support their work in other areas of the curriculum, and higher-attaining pupils are skilled in using and applying their knowledge in new learning contexts.
10. At the end of Key Stage 2, pupils' attainment in information and communication technology, music, physical education and design and technology is in line with national expectations. Pupils achieve well in information and communication technology, but because of weaknesses in the past, there are still some gaps in their learning. In music, physical education and design and technology, pupils' achievement is satisfactory. The inspection did not focus on history, geography or art and design, and no judgements can therefore be made about standards in these areas.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **good**. Pupils' spiritual, moral and social development is **good** and their cultural development is **satisfactory**. Punctuality is **satisfactory** but attendance levels are **poor**.

Main strengths and weaknesses

- The good attitudes and behaviour in most classrooms and around the school contribute significantly to the overall quality of learning and to the positive ethos of the school.
- Pupils' personal development is promoted well, but there is scope to develop further their awareness of cultural diversity.
- Attendance levels have risen slightly due to recently introduced initiatives. However, they remain well below the national average. Unauthorised absence levels are very high.

Commentary

11. Pupils of all ages and abilities have positive attitudes to work. Pupils are keen to come to school and agree that it is a friendly and welcoming place. They are keen to achieve as well as they can and respond well to rewards such as praise or house points. Parents feel strongly that the school encourages good attitudes and promotes personal development well.
12. The vast majority of staff have high expectations of pupils' behaviour, and as a result most pupils behave well in lessons. However, there are times when teachers are not consistent in their management of behaviour, and when pupils do not behave well. Pupils mature significantly as they move through the school, and Year 5 and Year 6 pupils set a very good example for younger pupils. Most pupils listen well in lessons and take an active part in question and answer sessions. Pupils generally take pride in the presentation of their written work, and do their best to overcome difficulties. Throughout the school, pupils work co-operatively in pairs and small groups, and willingly share information and resources.
13. Occasional incidents of bullying are dealt with firmly and promptly. The Learning Mentor plays a key role in dealing with incidents of unacceptable behaviour, and her firm but fair approach helps both the victim and the perpetrator to work out a solution to their problems. The school has a very firm policy for inclusion and for ensuring that there is no racial tension, and harassment of any kind is not tolerated. In the past year, the school permanently excluded one pupil.

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – any other mixed background
Chinese
Any other ethnic group
Information not obtained

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
187		1
2		
5		
1		
3		
1		
2		
1		

The table gives the number of exclusions, which may be different from the number of pupils excluded.

14. Pupils' spiritual, moral and social development is good. Pupils show good levels of respect for the views and feelings of others, and respond positively to things of beauty and positive moments in their lives. Pupils are mainly very sociable and relate well to one another and to adults. They understand the need for society to follow an agreed set of rules, and the value of team work. Pupils respond well when given the opportunity to take responsibility, but the school does not fully capitalise on the pupils' willingness to be self-reliant. For example, there is currently no school council or pupil body through which pupils can formally express their views and ideas. The positive behaviour policy is effective in promoting good levels of moral development, and pupils have a good understanding of the difference between right and wrong. Those pupils who are involved in the ECO committee have a good appreciation of wider moral issues through their environmental work. Although pupils' cultural development is satisfactory, and pupils from different backgrounds work well together, there are few opportunities for pupils to experience and celebrate the cultural diversity of the local area through visits or visiting speakers.
15. Attendance is well below the national average and is poor. The school has recently introduced a good range of strategies to reduce absence, which are starting to have a positive impact. Most pupils arrive to school on time, enabling a prompt start to lessons.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	8.5	School data:	2.3
National data:	5.4	National data:	0.5

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **satisfactory** quality of education for all pupils. Teaching is **satisfactory** in the Foundation Stage. It is **good** overall in Key Stage 1 and Key Stage 2. Assessment is **good** in English, mathematics and science, but **unsatisfactory** in most other subjects in Key Stage 1 and Key Stage 2. The curriculum is **satisfactory** for pupils of all ages, and the school provides a **satisfactory** range of additional learning opportunities. Accommodation is **good**, and resources are **satisfactory**. Arrangements for ensuring the pupils' welfare and care are **satisfactory**, but some statutory requirements are not met in respect of risk assessments. The school has **satisfactory** links with parents and the community and **good** links with other schools.

Teaching and learning

Teaching is **satisfactory** in the Foundation Stage. It is **good** overall in Key Stage 1 and Key Stage 2. Assessment is **satisfactory** in the Foundation Stage. Assessment in Key Stage 1 and Key Stage 2 is **good** in English, mathematics and science and **unsatisfactory** in most other subjects.

Main strengths and weaknesses

- Teaching is good overall in Key Stage 1 and Key Stage 2.

- Support staff are used very well to work with lower-attaining pupils and those with special educational needs.
- The management of behaviour is good in most classes, enabling lessons to run smoothly.
- The sharing of lesson objectives at the start of lessons helps pupils to know what is expected of them, and provides a good basis for them to evaluate their learning.
- Teachers match work well to the different abilities of pupils, and are effective in the way in which they challenge higher attainers.
- Although assessment in the core subjects of English, mathematics and science is good, assessment in the other subjects is unsatisfactory.
- Some of the play activities are insufficiently challenging for the higher-attaining reception children.
- In those classes where interactive whiteboards have been installed, they are used very well to enhance both teaching and learning.

Commentary

Summary of teaching observed during the inspection in 43 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2)	3 (7)	21 (49)	16 (37)	2 (5)		

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

16. There has been good improvement in the quality of teaching and learning since the last inspection, especially in information and communication technology. The monitoring of teaching and learning has been effective in highlighting areas for whole-school development, and staff are encouraged to attend courses to update their skills. The teaching in Key Stage 1 and in Years 5 and 6 has some very good features.
17. Where teaching is at its best, teachers share learning objectives with pupils at the start of lessons so that they know exactly what is expected of them. End of session discussions are used well for pupils to evaluate the extent of their learning, and in the very best examples, for them to identify where they could improve their work further. In most classes, lessons move at a good pace, and this helps to maintain the pupils' levels of interest and concentration. On the occasions during the inspection when teaching was unsatisfactory, the pupils became over excited and the teacher was not sufficiently effective in monitoring their behaviour.
18. Teachers use a good range of teaching strategies, and successfully combine individual work, paired, work, group work and class work. Pupils are encouraged to develop independent learning skills, and to co-operate well with one another when working on shared tasks. Relationships are good, and as a result, pupils feel confident about expressing their ideas, and are unafraid to make mistakes.
19. In all classes, support staff are used very effectively to work with individuals or groups of pupils who are experiencing difficulties with their work, and who would benefit from working within a small group for some of the time. Pupils with special educational needs, and those with English as an additional language receive very good levels of additional support, enabling them to take a full and active part in all lessons. Over recent months, teachers have looked at ways of challenging higher-attaining pupils, and where teaching is at its most effective, tasks are very closely matched to the needs of all pupils, and higher-attaining pupils are fully extended and challenged.

20. Teachers often use resources well to bring their teaching to life and to capture the attention of the pupils. This is especially the case in Key Stage 1, where teachers often highlight key teaching points with carefully chosen resources so that pupils gain a firmer understanding. For example, during the inspection, the Year 1 teacher encouraged the pupils to explore a variety of seeds, and to compare the size, colour and shape of the different varieties. In two classes, interactive whiteboards have been installed, and the teachers use them very well to enliven teaching and learning, and to reinforce the notion of information and communication technology as an important tool for learning.
21. The teaching of children in the Foundation Stage is satisfactory overall. During the inspection, the nursery class was taught by a supply teacher. The substantive class teacher has been absent for some time. Teachers and support staff work closely together and have good relationships with the children. Key groups in the nursery class ensure that the children have one member of staff who is their main point of contact and this gives them a good sense of security. In the reception class, the teacher prepares the children well for their transfer to Year 1, and during the course of the year, gradually leads them towards more formal activities which demand greater levels of concentration. The staff provide a good variety of shared structured play activities in the sand, water, construction and role-play areas, but the reception teacher does not have enough input into these activities as they are based in the nursery room, and supervised by nursery staff. As a result, some of these activities are insufficiently challenging for the higher-attaining reception children. Foundation Stage staff make satisfactory use of ongoing assessments when planning the next stage of the children's learning.
22. The school has developed good assessment systems for English, mathematics and science which are used well to track the pupils' progress and attainment. Good use is made of data from tests to identify higher attaining pupils and those who need additional support. With the exception of information and communication technology, where good assessment systems are in place, assessment in other subjects is unsatisfactory.

The curriculum

The curriculum is **satisfactory** for all age groups. It is **satisfactorily** enriched by extra-curricular activities, visits and the input of visiting speakers. The accommodation is **good**, and the school has a **satisfactory** range and amount of learning resources.

Main strengths and weaknesses

- Booster classes and additional literacy and numeracy strategies are used very well in Key Stage 1 and Key Stage 2 to enhance pupils' learning.
- The provision for pupils with special educational needs is very good.
- Some literacy and numeracy lessons are too long, and eat into the time available for other subjects.
- The school benefits from very good resources and accommodation to support the teaching and learning of information and communication technology.
- Literacy, numeracy and information and communication technology skills are promoted well across the curriculum in most classes.
- The practice of teaching formal whole-class lessons to the nursery children is unsatisfactory.

Commentary

23. The curriculum is fully inclusive, and meets all statutory requirements, enabling pupils of all ages and abilities to achieve well. The curriculum for nursery and reception children is satisfactory overall, and broadly reflects the national guidance for this age group. However, the practice of teaching 'whole-class' lessons to the nursery class, such as the weekly information and communication technology lesson in the computer suite or the weekly physical education lesson, does not reflect the spirit of the guidance, and is not appropriate for this age group.
24. Staff are beginning to be more creative in the way in which they timetable sessions for Key Stage 1 and Key Stage 2 pupils, but there is still some way to go, as at times some of the literacy and numeracy lessons are too long, reducing the time that is available for other subjects. The way in which skills of literacy, numeracy and information and communication technology are promoted across the curriculum is good in most classes, enabling the pupils to use these skills in a variety of real and different contexts.
25. The school is very effective in the way in which it boosts pupils' learning by providing additional support in literacy and numeracy through small group work, and also through additional classes for Year 6 pupils prior to the end of year tests. Very good support for pupils with special educational needs enables them to make good and sometimes very good progress towards their individual targets, and enables them to take a full and active part in all class activities. Very good quality individual education plans are in place for pupils with special educational needs, and teachers use them well to ensure that there is a good match between the pupils' targets and the work provided. Teachers identify pupils who are gifted and talented, and most teachers challenge these pupils well so that they achieve their potential. The school provides very good additional support for the small number of pupils who have English as an additional language.
26. The curriculum is satisfactorily enriched and enhanced. The school offers a good number and range of extra-curricular activities and a satisfactory range of visits. Occasionally, visitors come to the school, but even more could be done to enliven the pupils' learning in this way. Personal, social and health education is taught in all classes and the learning mentor plays a good role in leading 'Circle Time' sessions.
27. The accommodation is good, and the pupils benefit from access to two computer suites and an attractive library. The Foundation Stage has a good outside play area which is used well to support the children's learning. Resources are satisfactory overall, although some, such as musical instruments, are worn and in need of replacement.

Care, guidance and support

Satisfactory provision is made for the pupils' welfare and care. Pupils of all ages receive **good** support, advice and guidance. The involvement of pupils in the school's work is **satisfactory**. Procedures for ensuring pupils' health and safety are **unsatisfactory**.

Main strengths and weaknesses

- The learning mentor and special educational needs support staff guide and support pupils very well and have a very positive impact on their learning.

- All teaching and non-teaching staff show a genuine concern for pupils' well-being, and pupils feel safe, secure and happy in school.
- 'Bubble Time' is a very good system for ensuring that pupils can share their concerns with an adult.
- The school does not have a sufficiently robust system for monitoring, recording and tracking pupils' personal development and behaviour.
- The governing body has not carried out some important risk assessments, and statutory requirements in respect of this aspect of the school's work are not met.
- Pupils' views are informally sought and are carefully considered, but more could be done to involve the pupils in important decisions about the life and work of the school.

Commentary

28. Pupils receive good levels of support and guidance, and know that they can approach any adult for help, to share their joys or to talk through any concerns. Pupils are happy to come to school. The Learning Mentor and classroom support staff know pupils well, and provide very good levels of additional support for pupils who have personal or behavioural problems, or difficulties with their learning. However, there are currently no formal systems for tracking pupils' personal development and behaviour as they move through the school. This means that trends and patterns in the personal development and behaviour of individual pupils are not picked up. Pupils speak enthusiastically about 'Bubble Time', which is an opportunity for them to talk to the Learning Mentor about matters that are troubling them. Pupils who want to speak to the Learning Mentor write their name within a 'bubble' on her board, and she seeks them out during the course of the day.
29. Procedures for child protection are good, and all staff have had recent training. The acting headteacher has put together a policy to guide staff and to ensure that they all know the correct procedures to follow. Staff ensure safe practice in lessons, but there are weaknesses in the arrangements for ensuring the pupils' health and safety in that the governing body has not met statutory requirements by carrying out risk assessments in some key areas including the curriculum, playtime activities and fire procedures.
30. Pupils' views are informally sought through lessons such as personal, social and health education and 'Circle Time', and during the past year the school made a survey of pupils' views of behaviour. However, much more could be done to seek the views of pupils. The school has firm plans to set up a school council and this is a positive move in giving pupils a voice within the school. Pupils who belong to the ECO committee have the opportunity to share their views about environmental matters, and these pupils know that their views are taken seriously.

Partnership with parents, other schools and the community

The school's links with parents and with the community are **satisfactory**. Links with other schools are **good**.

Main strengths and weaknesses

- Pupils in Year 5 and Year 6 gain much from the good links established with the receiving secondary schools.
- Parents' views of the school are mainly very positive.
- Statutory requirements are not met in respect of the content of the annual report from the governing body and the school prospectus.

- Some parents do not take a sufficiently active role in supporting the school's move towards better attendance.
- A small number of parents help out in school on a regular basis. Most parents are supportive of their children's learning at home.

Commentary

31. In the main, parents are very satisfied with the school. They value the staggered induction arrangements for children joining the nursery and reception classes, which they feel set the tone well for future links between home and school. Parents particularly praise the easy accessibility of the acting headteacher and staff. A number of parents, however, would like to be consulted more about major decisions within the school and would like more information about their children's progress. Many parents help the work of the school along well by supporting homework, work in class, visits out of school or fund-raising. However, some parents are not supportive enough of the school's efforts to reduce levels of absence.
32. Parents receive good levels of information about forthcoming events, through regular newsletters. However, statutory requirements are not met in respect of the annual report from the governing body and the school prospectus, and important pieces of information are omitted from these documents. Annual reports on pupils' progress are of satisfactory quality, but do not provide enough information about how pupils can improve their work further, nor do they give a full picture of pupils' personal development. Parents of pupils with special educational needs receive very good levels of information about their children's progress and speak highly of the school's commitment to supporting these pupils.
33. The school has satisfactory but limited links with the local community. Visitors come into school to speak about their experiences, and the school arranges some visits within the local area. There are strong links with the parish church, and shared services provide a good means of pupils mixing with other members of the community.
34. The school has a good and positive working relationship with its partner secondary school, as a result of which the transfer of Year 6 pupils is smooth and as stress free as possible for the pupils. Inter-school tournaments with other local primary schools promote the pupils' social development effectively and provide opportunity for pupils to participate in competitive sports.

LEADERSHIP AND MANAGEMENT

Overall, the leadership and management of the school are **satisfactory**, but the long-term financial planning is **unsatisfactory**. The acting headteacher has led the school **very well** since the sudden retirement of the headteacher just a few months ago. The governance of the school is **unsatisfactory**. The leadership and management of key staff are **satisfactory** overall.

Main strengths and weaknesses

- The acting headteacher has provided very good leadership for the school in the short period since the headteacher retired, and has earned the respect of staff and parents.
- The senior management team provides a good steer to the school's work, but is new to its role.

- Recently, a good deal of monitoring has taken place which has led to school improvement.
- The long-term financial planning is unsatisfactory.
- The governing body relies too much on the headteacher for information, and is not sufficiently involved in planning the school's strategic development.
- The provision for pupils with special educational needs is very well led and managed.
- Some statutory requirements have not been met.

Commentary

35. Since the unexpected retirement of the headteacher, the deputy headteacher has taken on the role of acting headteacher. In the last few months, she has very effectively led the school forward, and has created a very good balance between 'caretaking' the school until the newly appointed headteacher takes over at the end of the term, and continuing with the planned programme of school development. She has been very proactive in encouraging staff to take up courses to further enhance their teaching and learning. She has effectively monitored classroom practice, and teachers' planning, and her system for targeting and monitoring whole-school issues, such as the implementation of the new marking policy, and the standard of handwriting across the school, is very thorough and manageable. She has identified the weaknesses in the long-term strategic planning.
36. Together with the senior management team, the acting headteacher has made a very good and detailed analysis of the most recent end of key stage national test results, and has used the information very well to target additional classroom support for individual pupils and groups of pupils. As a result, pupils of all abilities make good progress and achieve well. The senior management team has made a good start in monitoring classroom practice through lesson observation and the sampling of pupils' work, but some of the monitoring is not sufficiently rigorous to bring about improvement in those classes and subjects where teaching is at best satisfactory.
37. Overall, the leadership and management of key staff are satisfactory. Co-ordinators are in place for all subjects, and they oversee their areas conscientiously. However, many are relatively new to their roles, and their monitoring role is therefore not yet fully developed. The Foundation Stage co-ordinator was absent during the inspection, and has been absent for some time. As a result, although she has identified the re-organisation of the Foundation Stage base as a priority, she has not been able to carry out her plans for the development of this area. The school makes very good provision for pupils with special educational needs, and this aspect of the school's work is very well led and managed by the special educational needs co-ordinator.
38. The governing body is supportive and is keen for the school to do well. However, the governance of the school is unsatisfactory because some statutory requirements are not met, and because the governing body is not sufficiently proactive in planning the school's strategic development. Statutory requirements are not met in respect of risk assessments, or in terms of the content of the prospectus and governing body's annual report to parents. The governing body is over-reliant on the acting headteacher for information, and with the exception of one or two governors, most do not seek first-hand information about the school's work for themselves.
39. The school's finances are satisfactorily monitored, and the School Development Plan shows appropriate costing for identified priorities. However, although the finances are well managed on a day to day basis, the long-term management of the finances is unsatisfactory. Because considerably more pupils are leaving school at the end of

Year 6 than will be joining the nursery class, there will be a significant drop in funding which the school has not anticipated or planned for. There are no systems in place for measuring the cost-effectiveness of major spending decisions. The current carry-forward figure is a little higher than the recommended 5 per cent of the school's total income, and this is a deliberate decision to enable the new headteacher some flexibility when she takes up her position at the start of the summer term.

Financial information for Year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total Income	638 136	Balance From Previous Year	54 000
Total Expenditure	644 568	Balance Carried Forward	47 568
Expenditure Per Pupil	2 378		

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

The quality of provision for children in the Foundation Stage is **satisfactory**.

Main strengths and weaknesses

- Relationships are good between adults and children, and the children have a happy and secure start to their education.
- The shared provision of some activities for nursery and reception children is unsatisfactory, and means that the more experienced reception children are not always fully challenged.
- The accommodation is spacious, but working areas are not always sufficiently well defined.
- There are plenty of resources, but some are in poor condition and are not easily accessible to the children.

Commentary

40. There are considerable variations in the natural abilities of each group of children from year to year. A number of children enter the nursery with limited language and social skills. The standard of attainment on entry into the nursery is below average for the current cohort. The current reception group, which contains more higher-attaining children than the present nursery group is on course to attain the Early Learning Goals in all areas of learning. The children's achievement is satisfactory overall, and those with special educational needs and those with English as an additional language achieve well in relation to their individual targets.
41. Although standards are not as high as they were at the time of the last inspection, there have been radical changes in the nature of the Foundation Stage because of the drop in numbers and the change in the nature of the intake. The school's assessment information indicates that the attainment on entry is not as high as it was. At the time of the current inspection the nursery teacher was absent because of long-term sickness, and the class was taught by a supply teacher. There are currently 21 children attending nursery on a full-time basis, and four children attending on a part-time basis. The afternoon session is optional and attracts a charge. The majority of children experience a year in the nursery class before transferring to the reception class. Currently, there are only 14 children in the reception class.
42. Teaching in the nursery and reception classes is satisfactory overall. Relationships between adults and children are good, and are enhanced in the nursery by the practice of each child being allocated to a 'key worker' who gets to know the children and their families very well. Teaching assistants provide a valuable contribution and are used well to work with individual children and groups of children. Children develop positive attitudes to learning, and behave well for their age and co-operate in their activities.
43. The accommodation is spacious, but it is not always used to its best advantage. The nursery children use a very large room with areas for painting, craft, sand and water and role-play. These areas are not well defined and the children are not always aware of which area they are working in. The reception class uses a small classroom which is too small to accommodate areas such as sand, water and role-play. Although reception children share the practical resources in the nursery area, the nature of

these activities is determined by the needs of the nursery children, and is not directly related to the learning needs of the older and higher-attaining reception children. The outdoor provision for all children has been improved recently and is now good. The quantity of resources is good, but they are poorly organised and are not easily accessible to the children. Some resources are old and are in need of replacement.

44. The leadership and management of the Foundation Stage are satisfactory. The co-ordinator has been absent for some time, and her plans for changing the organisation of the teaching areas to reflect the drop in pupil numbers have therefore not yet been implemented. The Foundation Stage curriculum reflects the national guidelines for this age group, and good emphasis is placed on children learning basic skills of literacy and numeracy. Formal assessment is being implemented according to the national Foundation Stage Profile and is satisfactorily complemented by ongoing observations. Arrangements for the induction of new children into the nursery are good and help the children to settle quickly into the routines of the school.

Personal, social and emotional development

The provision for children's personal, social and emotional development is **satisfactory**.

Main strengths and weaknesses

- Children in the nursery and reception classes have positive attitudes to learning and are happy in their work.
- Although independence is well fostered on many levels, the poor organisation of resources prevents the children from independently accessing books and other equipment.

Commentary

45. The teaching of personal, social and emotional development is satisfactory overall, and some good work was seen during the inspection in both the nursery and reception classes. The children achieve satisfactorily from their different starting points, and by the end of the Foundation Stage, most of the current reception class are on course to attain the Early Learning Goals in this area of their learning. Staff in the nursery and reception classes effectively observe and interact with children so that their learning advances. Children are encouraged to develop responsibility for themselves and others, and to recognise the effect of their actions on others. Most of the reception children understand the need to share and take turns, and are polite and well mannered. Teachers promote independent learning well and encourage the children to make choices and decisions about their learning, but the poor organisation of resources means that children cannot easily access and select resources themselves. Reception children are well challenged through discussion and class worship to empathise with those less fortunate than themselves, and show good levels of respect when they listen to the views of their classmates.

Communication, Language and Literacy

The provision for communication, language and literacy is **satisfactory**.

Main strengths and weaknesses

- Reading skills are taught well in the reception class, but pre-reading activities for the nursery children are not always pitched at the right level.

- Adults develop the children's vocabulary well when they work alongside them and in discussion sessions.
- There are weaknesses in the teaching of letter formation.

Commentary

46. The teaching of communication, language and literacy is satisfactory overall, enabling all children to achieve satisfactorily. The current reception group is on course to attain the Early Learning Goals by the end of the reception year. Staff set a good model for the children through their own use of language, and are skilled in developing the children's vocabulary when they work with small groups and individuals. Role-play activities effectively enhance the children's use of spoken language. However, the lack of space in the reception classroom means that the reception children have to share the role-play areas with the nursery children. These areas are overseen by the nursery staff, and this arrangement limits the opportunity for the reception teacher to guide and extend the children's learning as she would wish.
47. Children in the reception class make good progress in reading, and learn how to break words up into sounds so that they can decode difficult words. In the nursery class, there is sometimes an over-emphasis on the formal teaching of phonic skills before the children have fully understood the idea of reading and writing. By the end of the reception year, many of the children understand writing as a means of communication, and happily and confidently write their own names. Higher-attaining children write short sequences of sentences, and show confidence as they make plausible attempts at spelling unknown words. There are weaknesses in the teaching of letter formation, and few children are forming letters correctly in a consistent style.

Mathematical Development

The provision for mathematical development is **satisfactory**.

Main strengths and weaknesses

- Number skills are taught well, and the good use of incidental opportunities reinforces the children's learning well.
- Reception children are not fully challenged in their structured play in the water and sand because activities are more closely linked to the level of the nursery children.

Commentary

48. The teaching of mathematical development is satisfactory, leading to satisfactory achievement for children of all ages and abilities. The current reception group is on course to attain the Early Learning Goals by the end of the Foundation Stage. There are strengths in the children's knowledge and understanding of number because of the effective way that teachers use incidental opportunities for counting that arise during the course of the day. However, because the nursery and reception children share the practical sand and water activities, the reception children are not always sufficiently challenged in their knowledge and understanding of measure, as the activities are often more closely matched to the level of the nursery children.
49. Small group teaching ensures that tasks are usually well matched to children's needs, and adults often support individual children well as they carry out practical tasks. Teaching for the reception children contains a good balance of recording and activities, and prepares children well for their transfer to Year 1. Most reception children are

confident in counting up to, and sometimes beyond, ten, and are beginning to use mental recall to solve simple addition and subtraction problems. They have a secure knowledge of shape, and use basic mathematical vocabulary effectively to explain their ideas. Although some children in the nursery are confident with numbers up to ten, more than a third are unsure of numbers to three, and these children have little understanding of one to one correspondence. Few children in either the nursery or reception classes are working at a higher level than expected for their age in mathematics.

Knowledge and Understanding of the World

The provision for knowledge and understanding of the world is **satisfactory**.

Main strengths and weaknesses

- Children develop confident use of information and communication technology, but there are too few computers in the nursery classroom.
- Good use is made of the school grounds to promote observational skills.
- Teachers and other adults extend the children's vocabulary effectively through ongoing discussion about their work.

Commentary

50. The quality of teaching is satisfactory, and the children's learning is satisfactorily promoted through a range of activities and first-hand experiences. Overall, the children's achievement is satisfactory, and most of the reception children are on course to attain the Early Learning Goals by the time they transfer to Year 1. Many of the children come to school with little experience of the world in which they live, and their starting point in this area of learning is often low. In both the nursery and reception classes, adults effectively introduce new vocabulary, and extend the children's understanding through ongoing discussion about their work.
51. Although the children in both the nursery and reception classes have weekly sessions in the computer suite, there is only one classroom computer, and the children do not therefore have enough daily access to computers. Nevertheless, most of the children show satisfactory levels of confidence when using computers, and by the end of the reception year, are beginning to gain control of the mouse, and know how to open and close programs.
52. Regular exploration of the immediate locality helps the children to build up a knowledge of their surroundings, and reception children are keen to talk about where they live and their routes to and from school. In the nursery class, poor spoken language skills sometimes prevent the children from demonstrating their understanding and knowledge. Teachers make good use of the outdoor facilities for early investigation of plants and living things, and during the inspection, good links were made between a language activity and science as the nursery children shared a book about mini beasts. The children have daily access to construction activities, and some of the higher-attaining children across the age range show good levels of imagination in this aspect of their work.

Physical Development

The provision for physical development is **satisfactory**.

Main strengths and weaknesses

- The outdoor play provision is good and enhances the children's learning.
- Formal physical education lessons for the nursery children are too long and do little to enhance the children's learning.

Commentary

53. By the end of the reception year, the children's attainment is at the expected level, with most children attaining the Early Learning Goals in this area of learning. Children of all ages and abilities achieve satisfactorily and benefit from a good outside play area which is well equipped with wheeled toys and climbing apparatus. Teaching is satisfactory overall, and some good teaching was seen during the inspection in the reception class. The practice of teaching formal physical education lessons to the nursery children is of limited value. Too much time is taken up before and after the sessions by the children getting changed, and the lessons are too long for the children to maintain good levels of concentration. Given the good outdoor provision, and the large amount of classroom space, these additional sessions do little to advance the children's learning.
54. Children in both the nursery and reception classes show satisfactory levels of control as they move around the classroom, or run, hop and skip when taking part in play activities. In the reception class, children curl and stretch, and have learned how to jump in different ways, landing on bended knees. They are competent in changing and controlling ways of travelling, in combining movements and in copying examples. Most children have a satisfactory spatial awareness. The nursery children often achieve well in terms of learning fine motor skills through taking part in a good range of activities such as cutting, completing jigsaws and threading beads. However, because the reception children are often sharing the same activities, they do not have enough opportunities for practising fine-motor skills at a higher level.

Creative Development

The provision for creative development is **satisfactory**.

Main strengths and weaknesses

- There are not enough free-choice music activities, and some of the formal sessions where reception children work alongside Key Stage 1 pupils are too demanding.
- Role-play activities for the reception children are shared with the nursery children, and this arrangement constrains their learning.
- There are regular and frequent opportunities for children from the nursery and reception classes to paint and to make models.

Commentary

55. The achievement of the nursery and reception children is satisfactory, and their attainment is at the expected level, with most attaining the Early Learning Goals by the end of the reception year. Teaching and learning are satisfactory overall, although there are too few opportunities for the children to take part in creative music-making activities or to access musical instruments throughout the day. Formal music lessons for the reception children help them to build up a vocabulary to describe the different sounds they hear. The weekly singing session where reception children join in with Key Stage 1 children is a little daunting for the children, and does little to advance their

learning because it is more geared to the needs of the older Key Stage 1 children. Opportunities for role-play are provided for the nursery children, and adults readily engage with them, helping them to develop their ideas. The opportunities for reception children to extend their ideas into role-play are restricted by the present shared arrangements. All children make frequent and good use of the dedicated area for painting, modelling and water play. The children's paintings and drawings are at an appropriate level for their age.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Overall provision in English is **good**.

Main strengths and weaknesses

- Standards are improving in both key stages because the school has put a good range of initiatives in place which support pupils of all abilities.
- The quality of teaching and learning in Key Stage 1 and in the upper part of Key Stage 2 has some very good features.
- The support for pupils with special educational needs is very good, enabling them to achieve well.
- The quality of marking is generally very good, but is inconsistent.
- Work is neatly presented, but pupils do not use a pen to write.
- Pupils make good use of information and communication technology to support their work in English.

Commentary

56. On the basis of the 2003 national end of Key Stage 1 tests, pupils' attainment in reading and writing is below the national average, and average in comparison with similar schools. The end of Key Stage 2 national test results for 2003 show that pupils' attainment in English is below the national average, and below average on the basis of prior attainment. The inspection findings paint a more positive picture, and show that the attainment of the current group of Year 2 pupils is above national expectations, and the attainment of the current group of Year 6 pupils is in line with national expectations.
57. The school has made good improvement since the last inspection. Pupils of all ages and abilities achieve well, although this is not always easy to demonstrate through the test results because of the significant variation in the ability of groups of pupils from year to year. Booster classes in Year 6 prepare the pupils very well for the end of key stage tests, and additional literacy groups throughout the school provide good support for lower-attaining pupils of all ages. The school is very successful in stretching the highest attaining pupils, and work is challenging and demanding, enabling these pupils to achieve the higher levels in their work. Very good support for pupils with special educational needs enables them to achieve well. The small number of pupils with English as an additional language are supported well, often on an individual basis. The acting headteacher, together with the senior management team, have made very good use of assessment data to identify pupils who need additional support, and to highlight further areas for whole-school development.

58. Speaking and listening skills are above national expectations throughout the school, and most pupils convey their ideas clearly and concisely. Pupils of all ages and abilities show good levels of confidence when they answer questions in class and in whole-school gatherings such as assemblies, and teachers provide good opportunities throughout the day for pupils to take part in paired and group discussions. The achievement of pupils of all ages and abilities is good.
59. Standards of writing are above national expectations at the end of Key Stage 1, where pupils have responded well to the school's newly introduced strategies for helping them to improve the structure, content and style of their work. However, there are times when even the work of the higher-attaining pupils is not sufficiently imaginative. Overall standards in writing at the end of Key Stage 2 are in line with national expectations, but are lower than those at the end of Key Stage 1, partly because of the difference in the natural ability of the pupils, but also because some of the strategies that are working so successfully in Key Stage 1 have not yet fully filtered through to Key Stage 2. Pupils' handwriting is joined, legible and neatly presented by the end of Key Stage 2, but pupils do not write with pens. Pupils achieve well in writing in Key Stage 1 and satisfactorily in Key Stage 2.
60. Standards in reading are satisfactory throughout the school, and pupils achieve well from their different starting points. Although a good number of pupils in each key stage read above the expected level for their age, this is counterbalanced by the number of lower-attaining pupils and pupils with special educational needs whose reading skills are at a lower level than expected. Most pupils read regularly to their parents at home and this further enhances their progress.
61. The quality of teaching and learning is good overall. Teaching in Key Stage 1 and the upper part of Key Stage 2 has some very good features. Teachers have a secure subject knowledge, and where teaching is at its best, use a good range of strategies to capture the pupils' attention and to motivate them in their learning. They bring the lessons alive by the very good use of resources, such as the interactive whiteboards, and lessons move at a good pace enabling the pupils to maintain good levels of concentration. Most teachers have very high expectations of the pupils both in terms of their work and their behaviour, and the pupils respond very well, putting good amounts of effort into their work. Very good support by classroom assistants enables pupils with difficulties, and those with special educational needs to achieve well and to gain confidence in their learning, as they work in small groups. Marking is generally very good. In addition to correcting spellings, teachers provide pupils with a clear picture of how well they are progressing and what they need to do to improve.
62. The leadership and management are good overall. The two subject co-ordinators have a good overview of the curriculum and have started to evaluate the quality of teaching and learning through classroom observation. The assessment of pupils' progress is good and test results are analysed rigorously with subsequent, effective modifications being made to the curriculum. Resources are good and the bright attractive library is used well and much appreciated by the pupils.

Language and literacy across the curriculum

63. The school provides good opportunities for the pupils to use their language and literacy skills across the curriculum. Pupils practise a range of writing skills as they create reports, make lists, and write instructions in their work in science, design and technology, history and geography. There are many good opportunities for them to enter into discussions and to practise their reading skills, as they read and process instructions or carry out research.

MATHEMATICS

Provision in mathematics is **good** overall.

Main strengths and weaknesses

- Teaching is good overall, and pupils of all ages and abilities achieve well.
- Pupils of all ages and abilities have a good grasp of number.
- Some Key Stage 1 pupils have difficulty in solving word problems.
- In Key Stage 2, pupils' ability to estimate length, weight and capacity is unsatisfactory.
- Pupils make good use of information and communication technology to support their learning in mathematics.
- The subject is well led and managed.
- Assessment information is used well to target pupils who need additional support.

Commentary

64. On the basis of the 2003 end of Key Stage 1 national test results, pupils' attainment is well below the national average and below average in comparison with similar schools. The 2003 end of Key Stage 2 test results show that pupils' attainment is well below the national average, and that based on prior attainment, their performance is well below average. Standards have been inconsistent over recent years on the basis of the test results, mainly because the natural ability of the different year groups can be very significant.
65. The school has worked very hard over the last year to raise standards in mathematics, and many of the initiatives have been very successful. In particular, the booster classes and small group activities that are led by classroom assistants have been very helpful in improving the achievement and attainment of the lowest attaining pupils. Better teaching has led to more challenge for higher-attaining pupils. The current inspection findings therefore present a more positive picture of standards, and indicate that standards are in line with national expectations at the end of both key stages. Pupils throughout the school achieve well from their different starting points. This represents a significant improvement since the last inspection when some pupils were under-achieving.
66. Throughout the school, pupils of all abilities have a secure grasp and understanding of number. They are confident when making both mental and pencil and paper calculations, and higher-attaining pupils in both key stages know a range of good strategies for checking the reasonableness of their answers. Pupils show good levels of confidence in their number work, but Key Stage 1 pupils are less secure when solving word problems. Although they know the mathematical operation to use when the question has been explained to them, many of the pupils have difficulty in solving problems independently. The school has recognised that this is a problem and is working hard to address it. In Key Stage 2, the pupils' ability to make accurate estimates of length, weight and capacity is unsatisfactory. This weakness arises because the pupils do not have enough opportunities to carry out practical mathematical activities.
67. Teaching and learning are good overall. In most classes, lessons move at a good pace and teachers have high expectations of the pupils, enabling higher attainers to be fully challenged. Very good support for pupils with special educational needs and lower-attaining pupils ensures that they achieve well and gain confidence in themselves as mathematicians. Mental mathematics starter sessions are well paced, and good use of

questions ensures that pupils consider different ways of approaching the same problem. In most classes, work is marked regularly and thoroughly, and the best marking shows pupils how they can improve their work further. Teachers use information and communication technology well to enhance the quality of teaching and learning, and encourage pupils to use computers for aspects of their work. Teachers who have interactive whiteboards in their classrooms use them very skilfully to highlight key teaching points and to bring lessons to life. Pupils show positive attitudes to the subject, and most produce good amounts of work in lessons. Pupils of all ages have good levels of perseverance and concentration, and present their work neatly. When taking part in shared activities, pupils work very well with one another.

68. The leadership and management of the subject are good, and as a result, standards are starting to improve in both key stages. Very good analysis of test data has led to the identification of whole-school strengths and weaknesses, and has enabled the school to effectively target additional support so that it can have the most impact. Assessment systems are well established, and the careful tracking of pupils' progress and attainment ensures that the needs of all pupils are fully met.

Mathematics across the curriculum

69. Teachers provide good opportunities for pupils to use their mathematical skills and knowledge in their work in other subjects. For example, pupils have regular opportunities to take and record measurements in subjects such as science and design and technology.

SCIENCE

The overall provision for science is **satisfactory**.

Main strengths and weaknesses

- Pupils achieve well from their different starting points.
- Teaching is good overall.
- Good emphasis is placed on pupils learning through practical, first-hand experience.
- The quality of recording and the presentation of written work varies between classes.

Commentary

70. On the basis of the 2003 end of Key Stage 2 national test results, pupils' attainment is in line with the national average. Based on their prior attainment, the pupils' performance is average. The pupils' attainment in science over recent years has been very variable, reflecting the sometimes significant difference in the natural ability of the different cohorts. The 2003 teacher assessments for Key Stage 1 indicate that pupils' attainment is well below the national average. The inspection findings indicate that pupils' attainment is in line with national expectations at the end of both key stages. Pupils of all ages and abilities achieve well from their different starting points. This represents a good improvement since the last inspection.
71. Pupils in both key stages have a good understanding of what constitutes a fair test. From an early age, pupils are encouraged to make sensible predictions based on their prior knowledge. By the time they leave school at the age of 11, pupils talk knowledgeably about the need to vary only one factor when carrying out controlled investigations. Teachers develop pupils' subject vocabulary well, but lower-attaining

pupils in both key stages sometimes have difficulty in explaining their work clearly using appropriate terminology. Pupils are successful in transferring their knowledge to new situations, and interpret information well. Older and higher-attaining Key Stage 2 pupils show a good wider knowledge of science, and during the inspection talked with high levels of enthusiasm about the topical Mars probes. Throughout the school, scientific knowledge is imparted well, often by means of practical work so that the pupils have a good understanding of their learning.

72. The quality of teaching and learning is good in both key stages. Teachers' subject knowledge is secure and their confidence is transmitted to the pupils who develop good attitudes to the subject. Learning is interesting because of the frequent opportunities for pupils to learn through first-hand experience. Where teaching is at its best, activities are very closely matched to the needs of individual pupils so that all can make the progress of which they are capable. Open discussion and effective questioning by teachers encourages pupils to be articulate and to extend their thinking. Teachers' expectations of the presentation of pupils' work are not consistent throughout the school, particularly in terms of the neatness and accuracy of diagrams. Approaches to recording experiments and investigations vary, and in some classes there is an over-reliance on prepared templates on which pupils complete their work. This over-direction constrains the pupils' use of literacy skills and limits their learning. In most classes, teachers encourage pupils well to use information and communication technology to support their learning. For example, Year 5 pupils have successfully used data-logging units to record changes in temperature in melting ice.
73. The leadership and management of the subject are satisfactory. The responsibility for subject management is shared between two co-ordinators who have a good overview of the subject in each key stage. Assessment procedures are good and are having a positive impact on pupils' learning. Classroom support assistants are used effectively in classes with a wide range of ability. The practice of evaluating and monitoring standard test results is effective in identifying weaknesses.

INFORMATION AND COMMUNICATION TECHNOLOGY

The provision for information and communication technology is **good**.

Main strengths and weaknesses

- Pupils of all ages and abilities achieve well.
- Pupils' demonstrate good skills in using information and communication technology to communicate and to present information.
- The computer to pupil ratio is good and is better than the national target.
- Information and communication technology is used regularly to enhance other subjects.
- Assessment systems are good, and assessment information is used well to match work to the pupils' level of ability.

Commentary

74. Pupils' attainment is above national expectations at the end of Key Stage 1, and there are particular strengths in the pupils' knowledge and understanding of control technology. Standards at the end of Key Stage 2 are in line with national expectations. There are strengths in the pupils' ability to communicate information, but weaknesses in their knowledge of aspects of control and monitoring. There has been very good

improvement in standards and resources since the last inspection when attainment was well below expectations and resources were described as being poor.

75. Pupils of all ages and abilities, including those with special educational needs, achieve well from their different starting points. However, the many good initiatives that have been put in place since the last inspection have had most impact in Key Stage 1, and this is why standards are higher at the end of Key Stage 1 than at the end of Key Stage 2.
76. Pupils throughout the school use information and communication technology well to present their writing. Older Key Stage 2 pupils understand the capacity of computers for editing and drafting, and successfully combine text, graphics and sound effects to create multi-media presentations. Pupils use a variety of paint programs, and Key Stage 1 pupils have recently used their information and communication technology skills well to reproduce the distinctive style of the artist Mondrian. As they move through the school, pupils create graphs of varying levels of difficulty to present the results of their surveys, and Year 6 pupils confidently explain how formulae can be used for calculations in spreadsheets. Pupils understand the value of the Internet, and are familiar with the process of sending electronic mail. Pupils throughout the school are confident in their use of information and communication technology and use and apply their knowledge and understanding well in a variety of contexts. For example, Year 6 pupils have successfully combined their word-processing and multi-media skills to create individual web pages.
77. The quality of teaching and learning is good. In the two classes where interactive whiteboards have been installed, teachers make very good use of them to enhance the quality of their teaching and to enrich the pupils' learning. Teachers' subject knowledge is good, and teachers have worked hard to update their skills over the past few years so that they can provide challenge for the higher-attaining pupils. Teachers' expectations are high but take good account of the different levels of ability within the class. The computer suite is used well for whole-class lessons, and pupils have good opportunities throughout the week to use and apply the skills they learn. Pupils have very positive attitudes to the subject, and work very well together in pairs, often with higher-attaining pupils helping those who are less confident.
78. The quality of leadership and management is good. The co-ordinator is knowledgeable and enthusiastic and has developed an effective action plan to move the subject even further forward. Necessary precautions have been taken for Internet safety. The monitoring and evaluation of teaching and learning is ongoing and has been effective in improving standards. The co-ordinator supports colleagues well and has arranged extensive in-service training and support. Training has been matched with the priorities of the school and the needs of all staff. The quality of assessment is good and pupils' attainment is monitored regularly. Assessment information is used well to identify and target pupils working below or above the expectations for their year group.

Information and communication technology across the curriculum

79. The provision for information and communication technology across the curriculum is good. Information and communication technology is used frequently to enhance teaching and learning in literacy and numeracy. Computers are often used to show the results of pupils' learning through research, multi-media presentations and word processing. The scheme of work was reviewed recently to identify valid links with other subjects such as art and design, history, geography and science, and teachers make good use of these opportunities. The interactive whiteboards are used effectively to provide clear exposition and to involve pupils in learning. Pupils across the school

recognise information and communication technology as the natural tool to use in a range of tasks.

HUMANITIES

Religious education was inspected by an independent inspector appointed by the Diocese of Salford. Too little work was seen in either **history** or **geography** to make judgements about the overall provision in these subjects. The work in pupils' books and discussions with pupils indicate that an appropriate range of topics is covered during the course of the year. Satisfactory use is made of visits and visiting speakers to enhance pupils' learning. The leadership and management for history and geography are satisfactory overall, although as in other foundation subjects, there are as yet no whole-school systems for tracking and monitoring pupils' attainment and progress as they move through the school.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

The inspection focused on **design and technology**, **music** and **physical education**. Not enough evidence was gathered to make firm judgements about provision, standards or pupils' achievement in **art and design**.

Design and technology

Provision in design and technology is **satisfactory**.

Main strengths and weaknesses

- Pupils have a good understanding of all elements of the designing and making processes but their written evaluations are sometimes weak.
- Assessment is unsatisfactory.
- Although teaching is satisfactory overall, it is unsatisfactory in Year 4, where pupils are repeating work they covered as Year 3 pupils in a mixed-age class.

Commentary

80. Standards at the end of both key stages are in line with national expectations. This represents a good improvement since the previous inspection when attainment was below expectations. The achievement of all pupils, including those with special educational needs, is satisfactory.
81. Pupils throughout the school demonstrate satisfactory skills of making. They use a suitably broad range of materials to make models, and know how to make fixed and moveable joints, using a range of hinges, glues and fixings. Key Stage 1 pupils have successfully incorporated winding mechanisms in their models of 'Incy Wincy Spider', and demonstrate them enthusiastically, explaining clearly which are the most effective and why. Pupils' cutting and gluing skills are satisfactorily developed, and older pupils talk knowledgeably about how to strengthen corners by using triangular supports. Pupils have a good understanding of the need to make an initial plan before embarking on the making process, and take care to produce accurate and realistic diagrams which they use successfully as working documents to guide their work in progress. Higher-attaining pupils in both key stages critically evaluate their work through discussion but do not always capture these ideas well on paper.

82. The quality of teaching and learning is satisfactory overall. It is unsatisfactory in Year 4, where pupils are repeating work they have covered previously. Teachers place good emphasis on the pupils planning their activities carefully, so that they have a good idea of what the outcomes will be, and the materials and equipment they will need. Good levels of preparation mean that pupils are well informed before they start a new project. For example, prior to designing and making vehicles, Year 2 pupils disassembled several models so that they could see exactly how they worked. Pupils are encouraged to evaluate their work both verbally and on paper, and to comment on how they could improve their work further, but teachers are not always sufficiently demanding in terms of the quality of written evaluations, which in many cases could be better. Pupils of all ages and abilities have very positive attitudes to the subject, and take great pleasure in talking about their work. They work very well together in pairs and small groups, readily helping one another, and willingly sharing resources.
83. Leadership and management are satisfactory overall. However, although the school has been successful in raising standards in recent years, the change from a two- to a one-year cycle has led to the repetition of some topics in some classes, and this situation has not yet been fully addressed. Assessment systems for tracking pupils' progress and attainment are not in place, although teachers make ongoing informal assessments of pupils' work at the end of units.

Music

Provision for music is **satisfactory** overall.

Main strengths and weaknesses

- The standard of singing is good across the school and this aspect of the music curriculum is taught well.
- A good quality scheme of music ensures that there is good progression in pupils' learning as they move through the school.
- Although teaching is satisfactory overall, there are some weaknesses in the lower part of Key Stage 2 that hinder the pupils' progress.
- Assessment is unsatisfactory.

Commentary

84. Pupils' attainment is in line with national expectations at the end of both key stages. Pupils' achievement is satisfactory overall, although pupils in Year 3 do not make as much progress as other year groups because of weaknesses in teaching. There has been satisfactory improvement since the last inspection.
85. Singing is given a high priority throughout the school, and as a result standards in this aspect of music are good for pupils of all ages and abilities. Weekly singing practices for each key stage, led by experienced and knowledgeable staff, ensure that the standards of pupils' singing steadily improves as they move through the school. By the time they leave school at the age of 11, pupils sing confidently and tunefully in different parts, and maintain pitch well when unaccompanied. Pupils have satisfactory opportunities to take part in music-making activities, but on occasions these activities are too tightly controlled by teachers, and this constrains the pupils' creativity. Key Stage 1 pupils confidently choose instruments to reflect different sounds, and during the inspection, quickly and enthusiastically set about making a group composition to depict a rainstorm. Most pupils have a satisfactory sense of rhythm, although older pupils find difficulty in maintaining complex or off-beat patterns.

86. Teaching is satisfactory overall, but in Year 3 too much time is given over to managing the pupils' over-enthusiastic behaviour, and this significantly reduces the amount of work that can be covered in a lesson. Teachers make good use of a commercial scheme of work to guide their planning and to ensure that activities successfully extend the pupils' learning by building on their previous knowledge and attainment. Teachers plan and prepare lessons well, and as a result, even those who have reservations about their musical knowledge deliver lessons with confidence. However, there are times when teachers do not let the pupils have enough freedom in terms of composition or enough opportunity to explore instruments and sounds so that they can really display the full extent of their creative talents. Pupils throughout the school enjoy music and make a good contribution in lessons. They are well motivated and work well with one another on shared tasks. Pupils show high levels of respect when others are performing.
87. The leadership and management of the subject are satisfactory overall. The co-ordinator has a satisfactory overview of colleagues' planning and has started to monitor provision through the observation of teaching and learning. Assessment is unsatisfactory, and is very much the responsibility of individual teachers. There is currently no whole-school mechanism for tracking and monitoring pupils' progress in music.

Physical education

Provision for physical education is **satisfactory**.

Main strengths and weaknesses

- Pupils put a lot of effort into their work and show very good levels of enthusiasm.
- There are not enough opportunities for pupils to evaluate their own work or that of their classmates.
- Assessment is unsatisfactory.

Commentary

88. Attainment in physical education is in line with national expectations at the end of both key stages. The achievement of pupils of all ages and abilities, including those with special educational needs, is satisfactory. There has been satisfactory improvement since the last inspection.
89. During the inspection, lessons were seen in dance and games. Pupils throughout the school show satisfactory levels of poise and control in their dance work. They listen well to music, and try hard to reflect what they hear through their movements. Pupils use space well and higher attainers show good levels of imagination as they devise sequences. In games, pupils show a satisfactory awareness of the difference between the skills of attacking and defending, and most pupils catch and throw with reasonable control over an appropriate distance. By the time they leave school at the age of eleven, only a very small minority of pupils are unable to swim at least twenty five metres, and a substantial minority are able to perform personal survival skills.
90. Teaching is satisfactory overall. All teachers provide warm up and cool down exercises at the beginning and end of each lesson, and pupils understand the importance and value of these sessions. Lessons are well planned, and build well on pupils' previous learning. Teachers have suitably high expectations of what the pupils can and should achieve, and where teaching is at its best, give pointers for improvement, to which the pupils respond very positively. Although in most lessons satisfactory use is made of

pupil demonstration to highlight important teaching points, most teachers do not place enough emphasis on pupils evaluating the work of others. Pupils of all ages and abilities have very good attitudes to physical education, and put a good amount of effort into their work.

91. Leadership and management are satisfactory. The co-ordinator has a satisfactory overview of the curriculum, but has not monitored the work in lessons. Assessment is unsatisfactory as there are no consistent systems in place for tracking pupils' progress as they move through the school.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education and citizenship is **satisfactory**.

Main strengths and weaknesses

- Personal, social and health education and citizenship is taught regularly in all classes.
- Teachers make good use of incidental opportunities that arise throughout the day to discuss personal, social and health issues.
- There are good links with other subjects of the curriculum.
- The school's programme for personal, social and health education and citizenship makes a good contribution to the pupils' personal and social development.
- The co-ordinator provides good leadership for this aspect of the school's work.

Commentary

92. Personal, social and health education is well integrated across the curriculum as teachers make good use of opportunities that arise throughout the day. Pupils also receive discrete lessons on a weekly basis. In Key Stage 2, the learning mentor withdraws half the class during these lessons and supports them very well in a 'Circle Time' session, when pupils' personal issues can be discussed in a smaller group. Year 2 pupils have a good understanding of the benefits of a healthy diet and regular exercise as a contribution to a healthy lifestyle. Year 6 pupils discuss the causes and strategies for dealing with conflict in relation to their experiences in the playground, and do so with insight and good levels of maturity.
93. Pupils are provided with opportunities to learn about the dangers of drugs and other substances, and sex education is catered for by visits from the school nurse. Citizenship is often taught through other curriculum areas, for example when pupils in Key Stage 1 plan a playground in design and technology, or when Year 5 discuss local land issues in geography. The subject makes a good contribution to the pupils' social and moral development and further benefits will occur when the proposed School Council is up and running. The school has recently updated its policy for the subject and teachers make use of the national non-statutory scheme of work when planning their weekly lessons.
94. The co-ordinator provides good leadership and is well supported by the Learning Mentor. There is a good programme for staff development, and several teachers plan to attend courses to raise their awareness of this aspect of the school's work. The ECO project, which involves pupils from across the school, provides a very good additional learning opportunity for pupils, and helps to raise awareness of environmental issues.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	6
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	3
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	4
The school's links with other schools and colleges	3
The leadership and management of the school	4
The governance of the school	5
The leadership of the headteacher	2
The leadership of other key staff	4
The effectiveness of management	4

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).