

INSPECTION REPORT

ST PAUL'S CATHOLIC PRIMARY SCHOOL

Hyde, Cheshire

LEA area: Tameside

Unique reference number: 106238

Headteacher: Mr K Toms

Lead inspector: Mr D Speakman

Dates of inspection: 4th – 6th May 2004

Inspection number: 257915

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; 184

School address: Turner Lane
Hyde
Cheshire
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Telephone number: 0161 368 2934
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Appropriate authority: Governing body
Name of chair of governors: Mr B Nagle

Date of previous inspection: 7th May 2002

CHARACTERISTICS OF THE SCHOOL

This average sized voluntary aided Catholic primary school serves the local area, which socio-economically is average. Fewer than the average number of pupils join or leave during the school year. All pupils are classed as White–British. The percentage of pupils with special educational needs is below average and four pupils have a Statement of Special Educational Need. Special educational needs include moderate and specific learning difficulties, social, emotional and behavioural problems, physical disabilities and autism. The attainment on entry to the nursery is below average, particularly in communication, language and literacy and personal, social and emotional development.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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¹ The Foundation Stage begins when children reach the age of three and ends at the end of the reception class. It is a distinct stage in preparing children for later schooling and is based on six areas of learning. These mainly refer to communication, language and literacy; mathematical development; and personal, social and emotional development, but also includes knowledge and understanding of the world; physical and creative development.

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	16
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	18
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	30

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an **effective** school that provides a good quality of education and gives good value for money. Pupils' attainment on entry is below average, but because of good provision in reception and in the upper junior classes and satisfactory provision in other classes, pupils achieve well overall and leave the school with above average standards.

The school's main strengths and weaknesses are:

- The quality of teaching and learning is good in the Foundation Stage and for pupils in the upper junior classes and pupils in these years achieve well.
- Standards in English and mathematics are above average by Year 6 but below average at Year 2. Standards in art and design are good.
- Provision for pupils with special educational needs is good and teaching assistants support their good progress well.
- In response to good provision for their personal development, pupils develop very good attitudes towards learning and behave well.
- The curriculum is very good for children in the Foundation Stage and good for pupils in Year 1 to 6. It is very well enriched through visits, visitors and a good range of extra curricular activities.
- Procedures for whole-school tracking of pupils' achievement are good in English and mathematics, but unsatisfactory in other subjects.
- Although there has been an overall improvement in the leadership and management of the school, the professional relationship between the headteacher and the governing body remains under developed.

The level of improvement since the previous inspection has been good. Two years ago, the school was identified as having serious weaknesses in leadership and management. The headteacher, staff and governors have worked hard and the identified areas of weakness have improved. The overall quality of teaching and learning and the curriculum have been improved and as a result standards at the end of Year 6 are better. However, at the end of Year 2, standards remain a weakness and there are still some areas of leadership and management that need to be improved. The school no longer has serious weaknesses.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	C	A	D	D
Mathematics	D	A	D	D
Science	C	B	D	E

Key: A - well above average; B – above average; C – average; D – below average; E – well below average

Similar schools are those whose pupils attained similarly at the end of Year 2.

Achievement is good. Starting the Foundation Stage with below average attainment, children achieve well and meet the goals children are expected to reach by the end of reception in all areas of learning. In Years 1 and 2 all pupils achieve **satisfactorily**, but because of the high numbers of pupils with special educational needs currently in Year 2, attainment is below average in reading, writing and mathematics. Achievement is **good** overall in Years 3 to 6 but is slower in Year 3 and good in Years 4, 5 and 6. Inspection evidence shows that standards in English and mathematics are on course to be above average by the end of Year 6. Standards are average in most other subjects inspected, except in art and design where they are above.

Pupils' personal qualities are very good. Pupils' attitudes towards school and learning are very good and behaviour is good but very good in Years 5 and 6. Pupils' spiritual, cultural, moral and social development is very good. Attendance and punctuality are satisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching and learning is good overall. It is satisfactory and sometimes unsatisfactory for pupils in Years 2 and 3 and good in all other classes. Teachers and the nursery nurse in reception ensure that learning is an enjoyable and challenging experience, encouraging children to become independent, active learners. Learning is focused on individual children's needs and abilities. Throughout the rest of the school teaching meets all pupils' needs and provides them with activities appropriate to their capability. Teachers' expectations of pupils' behaviour are high in the vast majority of classes but when teachers are not sufficiently effective in dealing with inappropriate behaviour the pace of learning slows. Teaching methods are good, but sometimes organisation is weak and the slow pace of some lessons, leaves insufficient time for pupils to practise and consolidate their learning. Teaching for pupils with special educational needs is good and teaching assistants provide valuable support and are effective.

The curriculum is good in Years 1 to 6 and very good for children in the Foundation Stage. There are a satisfactory number of teachers and teaching assistants. Resources are very good in the Foundation Stage and satisfactory for pupils in Years 1 to 6. The school shows very good levels of care for its pupils and there is a satisfactory relationship between the school and its parents.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. The leadership of the headteacher is satisfactory and has improved since the previous inspection. Likewise the governance of the school has improved to a satisfactory level but the business relationship between the headteacher and some governors is not sufficiently developed. Other teachers with key roles support the headteacher satisfactorily. Procedures for performance management are in place and provision for the professional development of staff is satisfactory. The leadership and management of the Foundation Stage are good.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are mainly satisfied with the school. They are happy with the teaching and confident that children like school and are making good progress. They feel that the staff work hard to encourage children to do their best. They agree that pupils are encouraged to be sensible and mature and that the standards of behaviour in the school are good. They are less confident about the information they receive on their children's progress, how to help them at home, and they do not feel the school takes their views sufficiently into account. The inspection team agree with the parents' positive views, but also feel that they have justifiable concerns about being consulted, and the effectiveness of the homework programme. Pupils hold positive views of the school and enjoy being there.

IMPROVEMENTS NEEDED

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

- Raise standards by the end of Year 2.
- Improve the quality of teaching and learning where there are weaknesses so that a greater degree of consistency is achieved throughout the school.
- Further improve the working relationship between the headteacher and the governing body and the impact of the work of staff with leadership responsibility.
- Improve the use of assessment data in planning, target setting and monitoring pupils' achievement throughout the school.

and, to meet statutory requirements:

- Ensure that the prospectus and the governors' annual report to parents contain all the required items.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards are **above average** at the end of Year 6, but **below average** by Year 2. Overall achievement is **good** for all groups of pupils.

Main strengths and weaknesses

- Children get off to a good start in the Foundation Stage and, starting from a below average baseline, meet the goals children are expected to reach by the end of reception.
- Overall achievement in the infant classes is not as good as in the rest of the school. It is satisfactory but attainment is below average by the end of Year 2.
- As a result of good achievement in the upper junior classes, pupils' attainment is above average by the end of Year 6.
- Standards in English and mathematics are below average by Year 2 and above average by Year 6. Standards in art and design are good.

Commentary

1. In the last three years results for pupils at the end of Year 2 in the National Curriculum tests have mainly been around the national average, although in 2002 standards were below average in English and average in mathematics. The improvement in 2003 was partly due to the fact that there were 35 pupils in the year and these were taught in two small classes, enabling the teachers to provide focused teaching to small groups. Inspection evidence indicates that this year, standards are below average. There are fewer pupils who are taught in one larger class and the proportion of pupils with special educational needs, at about one third, is high and limits the overall level of attainment.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	16.3 (15.5)	15.7 (15.8)
writing	14.8 (14.0)	14.6 (14.4)
mathematics	16.9 (16.9)	16.3 (16.5)

There were 35 pupils in the year group. Figures in brackets are for the previous year.

2. A similar situation existed in Year 6 in 2003, with a high proportion of special educational needs pupils. This meant that test results were below average, when in the previous year they were well above average. Due to a more even balance of attainment this year, and good and very good quality teaching in Years 5 and 6, standards have recovered and attainment in English and mathematics is currently above average and average in science. This is an improvement on the previous inspection findings in 2002, when standards were judged to be average. The achievement of pupils, including those with special educational needs, varies from stage to stage. It is good in the Foundation Stage and in the later years but satisfactory elsewhere.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	25.9 (28.6)	26.8 (27.0)
mathematics	25.9 (28.6)	26.8 (26.7)
Science	27.7 (29.5)	28.6 (28.3)

There were 28 pupils in the year group. Figures in brackets are for the previous year.

- Children enter the school with a range of skills and abilities, but with below average standards overall, especially in their speaking and listening, reading and writing and personal and social skills. They achieve well. When children leave the Foundation Stage to enter Year 1, most have achieved the Early Learning Goals² with only the speaking and listening skills of about half of the pupils still below expected levels. Children of higher ability achieve expected standards in all areas and are in transition to National Curriculum work. Those with special educational needs achieve well as a result of the good quality support from all staff in the nursery and reception classes.
- Standards in English in Year 2 are below average but by Year 6 are above average. Overall, standards in English have improved since the previous inspection. Pupils' progress accelerates as they move through the junior classes, so that in Year 6, in spite of these pupils leaving Year 2 in 2000 with low attainment, their standards are now above average. This represents very good achievement for these pupils. By Year 6, pupils write to a very good standard across a wide range of styles and purposes. Handwriting and presentation are of a good standard because teachers insist that work is presented well and set a good example. Attainment in reading is above average in Year 6, with almost all attaining the standards expected for their age and a significant number attaining at higher levels. Older pupils develop higher order reading skills, such as working out the meaning of a word from its context. By Year 6, pupils read with expression, using punctuation as a guide. Speaking and listening skills are good. Pupils are confident and speak with a high degree of fluency. They have good command of the spoken language and a wide vocabulary, which they use effectively to express themselves clearly.
- Standards in mathematics are below average by Year 2 and above by Year 6. Achievement is good overall. It is satisfactory in the infant years but good for older pupils. Pupils have a good knowledge and understanding of number and of other aspects of mathematics. The school makes a deliberate effort to provide good opportunities for pupils to use and apply their mathematical skills, thereby securing above average standards in their knowledge and understanding and use of mathematical skills.
- In Year 6, pupils have a satisfactory understanding of the nature of science but have developed good skills in experimental and investigative science. They have a good level of skill in planning and carrying out investigations and in working collaboratively. Pupils conduct a wide range of experiments effectively and extend their knowledge and understanding across the full science curriculum. They record predictions clearly, enter results and evaluate outcomes. Pupils have a good understanding of fair testing and their results are valid, meaningful and interpreted well to extend their knowledge. Knowledge and understanding in other areas of science are satisfactory.
- Attainment in information and communication technology is satisfactory throughout the school. Standards in art and design are above those nationally expected throughout the school and achievement is good for pupils at all ages and at all levels of attainment. Pupils develop good

² Early Learning Goals are expectations for most children to reach by the end of the Foundation Stage. They refer mainly to achievements children make in connection with communication, language and literacy; mathematical development; and personal, social and emotional development; knowledge and understanding of the world; physical and creative development.

sketching skills from an early age, which is effectively developed throughout the school. This forms the basis for good quality work using a good range of other media, including paint, collage and three-dimensional work. There are good links with other subjects so that pupils develop art and design skills well across a range of subjects. They have a good cultural knowledge of famous paintings and from a good range of different cultural backgrounds.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, values and personal qualities, including their spiritual, moral, social and cultural development are **very good**. Their behaviour in and around school is **good**. The school's actions to monitor and improve attendance are **satisfactory** as are attendance levels and punctuality.

Main strengths and weaknesses

- Pupils have very positive attitudes to the school and the staff, and behave well.
- Relationships are good.
- Pupils' personal development is good and they are willing to use their initiative and take responsibility.
- Spiritual, moral, social and cultural development including multicultural awareness, is very good

Commentary

8. This is a welcoming school with a very good ethos built on a strong Catholic foundation. Pupils are welcoming, polite, interested in all that is going on round them and are well behaved in lessons and about the school. Parents praise particularly the caring atmosphere and the very positive attitudes and values that the school promotes. Pupils of all ages like coming to school, think that they learn a lot, and have good support when they need help with both their work and relationships. They are very interested in school life and the ranges of activities provided and are willing to be enterprising and take responsibility well. Because they have very positive relationships with the teachers and supporting adults, they respond well and are willing to try hard to do all that is asked of them. Children in the Foundation Stage achieve well the targets set for them in personal and social development and are making good progress from a low start. Older pupils, in lessons, work well independently and as part of a pair or small or larger group because they know that they have been trusted to get on with activities and tasks sensibly. They share resources well, take turns in using equipment and willingly help to keep their classrooms and the school clean and tidy.
9. Apart from when teaching is not brisk and challenging pupils to learn, all but the very few pupils with behaviour related special educational needs behave well during lessons and at break and lunch times. Older pupils cheerfully help the younger ones about the school and in the playground. The school has very high expectations for pupils conduct and works hard to support pupils to achieve these expectations. Pupils could not recall any serious instances of name-calling and harassment but were confident that they would be dealt with quickly as the school tolerates no form of bullying. No pupils have been excluded in the last school year.
10. Pupils' personal development is very good. Pupils are proud of all their achievements both in and out of school, celebrate them in assemblies and are motivated to put hard work and effort into all they are asked to do. All achievement is celebrated, especially the use of pupils initiative and support for others such as fund raising and charity work. Older pupils are excited by, enjoy and learn much from visiting the civil defence unit's of the local authority, the 'crucial crew', learning how the authority prepares to support the community in time of emergency. In class there are frequent and good opportunities for pupils to discuss issues of common concern and consider relationships. As pupils feel teachers are fair and listen to their views and that they are trusted to do things on their own, they are happy to share their opinions and concerns with others. They are developing the social skills of taking turns and listening carefully to the teacher and each other.

11. The school provides very well for pupils' moral and social development through the behaviour policy and moral focus within classes. In return, pupils make a very good contribution to the life of the school. In-class jobs, about school tasks, residential and other visits and a range of extra-curricular activities, such as participating in musical and sporting activities, support pupils' social development very well. Pupils' cultural development is very good, including very good provision for learning about life in multicultural Britain. Their work in geography, history and religious education is enhanced by the celebration of religious and cultural festivals, such as Christmas, Easter and the Olympics and themes, such as the Tudors, Victorians, Aztecs and Greeks. Visitors into the school from the local community include a local historian able to talk of changes to the area since its Victorian foundation. Spiritual development is enhanced by each class having a focus area and most using gentle music to set the atmosphere for reflection. Teachers take advantage of opportunities to inspire pupils and nurture a sense of awe and wonder concerning the world around them. Younger pupils in particular identify and observe creatures such as ladybirds, beetles and snails in their habitats, older pupils study creatures from different climates, including those from a desert or jungle environment, while nursery children grow seeds and plants and enjoying painting the colours of the spring.
12. The school encourages regular attendance and has the co-operation of the vast majority of parents and carers. Attendance has been maintained at a satisfactory level since the previous inspection. Most pupils arrive at school punctually and lessons begin on time.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	5.2	School data:	0.1
National data:	5.4	National data:	0.4

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 quality of education provided is **good**. Teaching is **good** overall. The assessment of pupils' achievement is **satisfactory**, but good in English and mathematics. Assessment information is used well to ensure good achievement and above average standards in these subjects.

Teaching and learning

Teaching and learning is good overall. It is good in the Foundation Stage, Year 1 and in the upper junior classes. It is satisfactory in Years 2 and 3, although some unsatisfactory teaching was seen in these classes.

Main strengths and weaknesses

- The quality of teaching varies from unsatisfactory to excellent and consequently pupils' achievement varies in different classes.
- Teachers know their subjects well and normally make lessons interesting for pupils, engaging their attention well.
- The management of pupils' behaviour is inconsistent. Most teachers have very high expectations and achieve very good and excellent behaviour in their lessons. A minority do not always deal with inappropriate behaviour effectively.
- Planning is good. Activities are based on sound, day-to-day lesson evaluations and in most lessons meet all pupils' learning needs well.
- Teaching for pupils with special educational needs is good. Teaching assistants provide valuable support and are effective in what they do.

Commentary

13. Since the previous inspection, there has been an improvement in the overall quality of teaching and learning. At that time, teaching was judged to be satisfactory and good in Years 5 and 6. The quality of teaching and learning is now judged to be good. However, there is still too much variation between classes and teaching and learning still remain strongest in the upper junior classes. Overall teaching is very good in English and good in mathematics in junior classes. It is good in art and design and information and communication technology (ICT) throughout the school. The quality of teaching and learning is satisfactory in all other subjects where there is enough evidence to make a judgement. The best teaching was seen in Years 5 and 6 and, although satisfactory overall, some unsatisfactory teaching was seen in Years 2 and 3.

Summary of teaching observed during the inspection in 36 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (3%)	10 (28%)	13 (36%)	9 (25%)	3 (8%)	0 (0%)	0 (0%)

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.

14. The key to the children's success in the Foundation Stage is the good quality of teaching and support by all staff who work well together as a supportive team. The quality of teaching in both classes is good, and very good teaching was also seen. Teachers are very experienced and knowledgeable about the curriculum for young children and plan very effectively a range of challenging activities, holding high expectations that all the children want to learn. Lessons are full of pace and challenge and children maintain their interest throughout. All teachers use a good mixture of adult-focused and child-selected activities to develop the early skills of independent learning and the ability of children to work co-operatively in large and small groups. Together with the supporting staff, they work hard to make all experiences enjoyable and learning fun. Staff monitor children's responses, track achievement and building on experiences to help them learn to concentrate, learn skills, acquire knowledge and relate well to each other.
15. In the rest of the school, the best teaching is stimulating and interesting. Teachers use their good subject knowledge to teach accurately. Skills, knowledge and understanding are developed systematically so that pupils gain confidence. This was seen in a Year 5 English lesson, in which a difficult concept of understanding the effective use of verbs in poetry was taught in an inspiring way, which captivated pupils and ensured excellent learning and achievement in this lesson. Similarly, a revision science lesson for Year 6 on habitats was made interesting through the teacher's interesting discussion with pupils, which included her own observations when working in her own garden, made the science they were revising 'real'. Pupils are provided with good opportunities to work independently and within groups. This enables them to develop good learning skills, which they use well, such as in science when Year 5 pupils persevered with a challenging task to build a model of parts of the solar system to show the relative movement of planets. They discussed their ideas with each other in a sensible way, giving and listening to each others ideas to good effect.
16. In less successful lessons, pupils are given less opportunity to work at their own pace and to progress as well as they could. This is particularly evident with higher attaining pupils who are not always given the opportunity to work independently, but are sometimes expected to work within the same degree of support and direction as less able pupils. In these lessons, planning of activities does not sufficiently take account of the varying learning needs of pupils at different levels of attainment. Organisation in lessons, particularly those of a practical nature such as science or design and technology, is too slack. This leads to a slower than necessary pace, with pupils not being fully occupied and losing attention and concentration. When this

happens, teachers do not always deal with the resulting inappropriate behaviour effectively enough. This then shifts the balance of the teachers' energies onto managing behaviour, rather than ensuring that all pupils are sufficiently occupied and making the necessary progress.

17. Lesson planning is good. Activities are planned carefully for pupils at all levels of attainment using day-to-day assessment and lesson evaluations. In English and mathematics, assessment is good and data is used effectively so work is carefully matched to individuals' needs. As a result, standards in these two subjects are higher. Assessment in other subjects is less well developed and improvement is less evident than in English and mathematics. Teachers' knowledge and understanding of the pupils and their specific learning needs are good. Teaching for pupils with special educational needs is good and these pupils achieve well. They interact well with adults and are confident when responding to questions directed at them. Activities planned for these pupils and the support provided by the teaching assistants is focused effectively on the targets in their individual education plans, which are updated regularly and are, therefore, relevant to individual pupils' specific needs.

The curriculum

The curriculum is **good** with **very good** opportunities for enrichment. Accommodation is **good**. Resources are **very good** in the Foundation Stage and **satisfactory** in the rest of the school.

Main strengths and weaknesses

- The curriculum plan is good, clear and with full coverage of all National Curriculum subjects.
- Provision for pupils with special educational needs is good
- The curriculum for Foundation Stage children is very good and helps them achieve well
- The school makes good provision for all pupils to be fully included in all activities

Commentary

18. The school has a good curriculum that meets fully statutory requirements. The policy to support pupils' personal, social and health education has been carefully constructed to reflect the caring ethos of the school and is linked to other areas of the curriculum, including science and religious education. However, there are no guidelines to implement the work within classes. Although pupils have opportunities to discuss issues, such as the news and current affairs in classes, the structures to talk about personal issues in depth are not formally in place and still depend on the confidence of the staff and the quality of their relationships with pupils.
19. The curriculum is managed well. The co-ordinator sees teacher's plans and samples pupils' work to check that each subject receives an appropriate allocation of time. She ensures that the content of the curriculum and the expectations of the achievements of different year groups are clearly highlighted to enable pupils to make brisk progress from year to year. With a more careful match between teachers' knowledge and expertise and subject co-ordination, better use is now made of staff strengths in ordering the curriculum and supporting each other.
20. There has been a continuing improvement to the curriculum for Foundation Stage children since the previous inspection. All issues have been addressed under the guidance of the curriculum co-ordinator. The curriculum is very good, being founded on the targets of the Early Learning Goals and monitored through high quality assessments of children's achievements. For pupils in Years 1 to 6, schemes of work have been re-ordered, linking areas together. This has ensured that skills are practised and systematically developed and knowledge and understanding progressively improved. The National Literacy and Numeracy Strategies have been well integrated into the school.
21. There have been good, continual improvements to both the curriculum and its enrichment resulting in very good levels of curriculum enrichment. These include theme weeks of focused teaching, such as the Tudors, the Victorians and this year the Olympics and Ancient Greece, visits to museums, galleries, to outdoor centres and theatres and the archive library. Year 5

pupils, for instance, make a residential visit to the Peak District, linked to their geography work, studying the river, pond dipping, well dressing, and living and working together in a different environment. Transition units of work for Year 6 pupils prepare them well for work in the secondary school and the school's good links with the secondary school support the transition. Visitors to the school including musicians, actors, poets, the fire service and the police provide pupils with a richer curriculum than would normally occur. Activities extra to the curriculum are well planned. There are many sporting opportunities including games and football. Likewise participation in the arts is very good with opportunities for music, drama, the school newspaper and Italian. The school is involved with an annual production for parents and the local community.

22. Provision for pupils with special educational needs is good. Good use is made of the skills of outside agencies to support learning by helping staff to identify needs and suggest working practice to match the individual education plans of such pupils. Pupils benefit from working in ability groups in English and mathematics as this helps staff to match work more precisely to pupils' needs, ensuring that all work is at a suitably challenging level. The school has a positive, inclusive focus and monitors access to all activities across the school. The special educational needs co-ordinator and the Learning Support Worker for special educational needs work together as a good team. As the nursery teacher, the special educational needs co-ordinator is ideally placed to identify children with specific needs very early in their school careers and start programmes to support their learning needs. The Learning Support Worker is based in the main school. With class teachers, class assistants and the co-ordinator she monitors pupil's progress. She contributes information to help class teachers to draw up individual educational programmes. This good practice ensures that all areas of pupils learning are analysed and all needs identified and supported. At present the school does not have any pupils who have a mother tongue other than English, but strategies are in place to identify and provide for their need.
23. Overall, the school's resources for learning are satisfactory and meet the needs of both pupils and the curriculum. In physical education they are good and for the children under five years of age they are very good. The school accommodation, both internal and external, is good. Despite the fact that some parts of the school can only be accessed through other teaching areas, the accommodation fully meets the needs of the curriculum. Displays in the classrooms and around the school are good and help create an effective learning environment.

Care, guidance and support

The school provides **very good** quality care for its pupils. Pupils receive **satisfactory** support and guidance. There are **satisfactory** procedures to take pupils' views into account.

Main strengths and weaknesses

- The very good policies and practices ensure the school is a calm, safe and healthy environment.
- The use of assessment information in supporting pupil's attainment is under developed
- Induction arrangements for pupils entering the school are very good.
- There is a good range of out-of-class activities to support effectively pupils' personal development

Commentary

24. Policies and procedures for child protection and for promoting the health, safety and general welfare of pupils are very good and have improved since the previous inspection. An example of this very good practice is the 'care group' that organizes activities for children in the school and the community both before and after school. All staff know the pupils and their families very well and cater for their needs very effectively. Arrangements for the induction of pupils into the school and for their transfer to the next phase of education are very good and ensure that pupils soon feel comfortable at school.

25. Whilst the support, advice and guidance that pupils receive are satisfactory, the use of assessment and the recording and reporting of pupils attainment and progress across the whole curriculum, including pupils' personal development, is limiting the effectiveness of this provision.
26. The school has begun to seek and act upon the views of pupils through the Eco Committee and plans to extend their involvement by establishing a school council. This activity, together with the house system and community activities, such as fundraising, give pupils the opportunity to show initiative, accept responsibility and be recognised for their achievements. The wide range of activities outside the classroom, including educational visits and visitors, all contribute significantly to the attainment and personal development of pupils.

Partnership with parents, other schools and the community

The school has a **satisfactory** relationship with parents and **good** links with the community and with other schools.

Main strengths and weaknesses

- Parents mostly hold positive views about the school.
- Although satisfactory, the school's links with parents could be further developed.
- Links with the community and other schools benefit the curriculum well.

Commentary

27. Parents who responded to the pre-inspection questionnaire (29 per cent) or who attended the parents' meeting (18) have mainly positive views of what the school provides and achieves. The concerns expressed by a small minority of parents about the information they receive about their children's progress, whether their views are taken into account and the effectiveness of homework provision are, to some extent, substantiated by the inspection evidence.
28. The school's links with parents are satisfactory and the school acknowledges that some work needs to be done to restore this partnership to the level at the previous inspection. A small number of parents help out in lessons and with other school activities and there is a supportive Friends of St Paul's Association that has helped to fund the playground improvements. The information that parents receive about all aspects of school life and their children's progress is satisfactory. The school is making efforts to involve parents in supporting their children's education, and is planning a review of pupil reports, target setting, school newsletters and curriculum information evenings to enable parents to become even more involved and supportive. The governors' annual report to parents is well presented and informative but has two omissions of statutory information. In future it will be combined with the school prospectus.
29. The school's links with the local community are good. There are strong links with the church and with Tameside Sports Link. There is a wide range of educational visits and visitors that capitalises on the resources within the area. The links with other local schools, particularly through the Hyde 'cluster group', are good and ensure that the school and its pupils benefit from shared expertise and smooth transfer arrangements.

LEADERSHIP AND MANAGEMENT

The leadership and management are **satisfactory**. The headteacher and the post-holders form a successful leadership team. Management is **satisfactory**. Governance is **satisfactory**.

Main strengths and weaknesses

- There has been good improvement in the leadership of the headteacher. It is now satisfactory and improving.
- An effective, supportive, leadership team of post-holders has been established.
- Leadership and management of the Foundation Stage are good.
- The management of provision for pupils with special educational needs is good.
- The governors are developing a secure understanding of the strengths and weaknesses of the school.
- The business relationship between the headteacher and the governing body is in need of further development.
- The leaders are committed to running an inclusive school in which each individual matters.

Commentary

30. There has been good improvement in the quality of leadership, management and governance. Good progress has been made towards meeting the key issue, which formed the basis of the serious weaknesses identified at the time of the previous inspection. The leadership and management of the school are now satisfactory and improving.
31. The governing body has a growing awareness of their role within the school and an improved participation in school improvement. They are becoming more aware of their responsibilities and the need for their involvement. Governors now ask the senior staff challenging questions and are developing a secure understanding of the strengths and weaknesses of the school. Their increased understanding of the work of the school has enabled them to develop their role in providing a strategic direction for improvement. A small number of governors still feel insufficiently informed or consulted. This limits their ability to govern the school. Levels of communication between the headteacher and the governing body have improved although governors and senior staff need to continue to develop a businesslike relationship to ensure that they form a clear corporate vision for the school and what it should be providing. The governing body now works in a more organised and formal way with each governor knowing their particular responsibilities and with some governors having curricular responsibilities. Governors responsible for overseeing the financial arrangements within the school have a good understanding of the financial position, which they monitor effectively.
32. There has been good improvement in the leadership of the headteacher, which is now satisfactory and improving, resulting in effective school evaluation. The headteacher has successfully moderated his management style, demonstrating clearer communication and increased openness in supplying information. The headteacher has created an effective management team consisting of the school's post holders. It is a cohesive group focused on improvement. The combined skills of the post-holders support the headteacher by providing strong leadership in strategic areas of the school, and goals, which are communicated well to the whole staff. Relationships throughout the school are supportive of school improvement. Professional debate within the school has been opened up and good practice is shared. A regular evaluation of teaching and learning by the headteacher and subject leaders has been established. There are inconsistencies in the application of assessment and in the quality of some teaching. This highlights the need for more rigorous monitoring in order to add consistency to the school provision. Not all subject co-ordinators' skills in judging the quality when conducting work scrutiny are sufficiently focused on accurate assessment of attainment. The management of the provision for pupils with special educational needs is good, enabling these pupils to achieve well.
33. The management of the school is satisfactory. The headteacher has provided a plan to address the issues facing the school. His awareness of what still has to be done represents clear thinking and effective school evaluation. Regular monitoring by the headteacher and subject leaders is a key feature of the management of improvement. Data analysis is now used more effectively and the findings are shared with staff and governors. Performance

management linked to action planning, places school improvement at the centre of professional development needs. The financial management is satisfactory and helps the school to achieve educational priorities. The school satisfactorily uses best value principles that are central to management and the use of resources.

34. The leadership of the Foundation Stage is good with the team working very well together. Leadership and management of the Foundation Stage are good. The co-ordinator leads effectively and is very aware of the skills and abilities of the teaching and supporting staff. She monitors the quality of teaching and learning and matches children's needs with resources to enable them to achieve as highly as possible.
35. The leaders of the school are committed to running an inclusive school in which all children receive appropriate support. Leadership and management of special educational needs are good. The co-ordinator has good expertise of all areas of special educational needs through training, working with others who offer specialist support for special educational needs pupils and outside agencies. The results of her liaison with the special educational needs support worker has ensured that teachers, when writing individual educational plans and planning the work for pupils in class, include clear and detailed targeting of activities to meet pupils' individual learning needs. She has worked hard to establish very good links with parents and outside agencies and ensures that adults supporting pupils with very specific needs, such as those needing physical support in class have relevant training to develop their expertise further.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	597,710	Balance from previous year	45,000
Total expenditure	618,132	Balance carried forward to the next	24,578
Expenditure per pupil	2,289		

36. The desire of the whole school community to improve standards and assessment in English and mathematics are particular aids to raising pupil achievement. The school is working satisfactorily to overcome the previous barriers to raising achievement. The school's leadership and management are now satisfactory and improving.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

37. The provision for children in the Foundation Stage is very good. Children enter the nursery part-time as they approach their third birthday and transfer to the reception class in the school year in which they become five. A good and careful induction programme enables both groups of children to settle quickly and happily. As pre-start of school visits are offered, children are familiar with the staff and parents know who to contact with any questions or if they have a problem. The curriculum is well resourced and clearly linked to good, high quality assessment procedures matched to each child's primary profile. These enable teachers to track children's achievement across the Foundation Stage
38. The school has made a satisfactory improvement to the outside area for reception children since the previous inspection; however, this is still not an area in which children can freely explore their surroundings. A small courtyard outside the classroom is used for a range of activities linked to the main classroom focus, but there is insufficient opportunity to freely climb or cycle. The teacher and staff work hard to make the nursery environment language rich and display children's work carefully, sensitively and with obvious respect, using colour and bright posters well, but the state of the walls beneath the displays is shabby and the woodwork is flaking. The whole nursery is in need of decorating to make it more welcoming than at present.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision for personal, social and emotional development is **very good**.

Main strengths and weaknesses

- Very clear routines are well established. Children know these well and they are given confidence and a feeling of security in which to work.
- Adults carefully group children to work together on activities both teacher directed and child selected in the reception class.
- There are clear and high expectations about behaviour.

Commentary

39. Teaching and learning is good, and most children attain the expected standards by the time they are in Year 1. Teachers very carefully share with children how they expect them to behave. Lessons are carefully planned and structured to help them achieve these expectations, with children learning to live and work together. Discussions about how characters behave in stories, such as 'Goldilocks' and role-play activities in the 'garden centre and café' help children learn the difference between right and wrong. Children know well and trust their teachers and supporting adults and are confident to ask for help. Teachers help them develop the confidence and ability to take turns and share resources and equipment by carefully establishing very good routines. These help children clearly learn how to behave and work well together. Achievement is good.
40. Lessons have a good balance between adult-directed and child-selected activities. Adults carefully track nursery children across the activities to ensure they do not drift but rather develop their co-operative and collaborative learning skills. This is very well done, especially as children are only in for part of the school day. Because of the small numbers in each group and the high numbers of supporting adults, children in the nursery have good opportunities to talk with adults about their concerns and contribute to the smooth running of the classrooms. Older children in reception are very confident about getting out and returning resources to their proper places, learning to keep the room neat and tidy. As a result, all children are happy to come to school and join in all activities with enjoyment, interest and enthusiasm.

COMMUNICATION, LANGUAGE AND LITERACY

Provision for communication, language and literacy is **very good**.

Main strengths and weaknesses

- Planning is very good and based on an accurate assessment of children's skills and what is needed to help them learn and thus achieve well.
- Good use is made of the National Literacy Strategy for reception children to develop speaking and listening skills and a love of books.
- Both nursery and reception rooms are language rich environments with labels, pictures and books well displayed.
- Teaching and learning are good as all adults provide positive role models for children in each area.

Commentary

41. Children achieve well because very good opportunities are provided in all activities for children to develop their language skills. However, because of their low starting point, only a small number will reach the expected standards in speaking and listening before they reach Year 1. Children are encouraged to learn and develop a wide vocabulary through a range of high quality activities. These are well planned to enable children to learn to communicate with each other as well as with supporting adults and are carefully based on an assessment of need. Frequent opportunities are provided for role-play, which develops well children's vocabulary. Those whose speaking skills are weaker work with others who have a better command of English and act as positive models. Children who have a special educational need for the development of their speaking and listening skills are fully included in all activities, with adults tailoring many to meet their specific needs.
42. Adults use children's natural fascination with words well. Nursery children learn to listen to and share a range of big books, retell well-known tales, talk about the characters and repeat the chorus' together. The reception teacher uses stories and poems from the National Literacy Strategy effectively as well as non-fiction books for more structured English work. Children learn to link what they hear to develop their reading skills, using sound patterns to make accurate words.
43. The promotion of early writing skills is good. Teachers encourage children to label their work with their name and simple explanations and instructions as appropriate. Rooms are well equipped with pencils, crayons and other markers and papers to develop children's emerging writing skills so that children can record their thoughts and ideas without having to wait to tell an adult and have them record for them. Older children are encouraged to find and copy words they want to use by themselves. In the reception classroom, examples of children's written work are well displayed to stimulate and celebrate learning. Children are learning the breadth of English, from poetry to story to factual writing and write notes, news, letters and verse in return.

MATHEMATICAL DEVELOPMENT

Provision for the development of children's mathematical skills is **very good**.

Main strengths and weaknesses

- The good, direct teaching of number and other areas of mathematics and the monitoring of their skills develops the children's learning well.
- Adults harness children's enjoyment of mathematics with good and carefully planned free play opportunities during the day.

Commentary

44. Children achieve well, and in spite of weak starting points, most will meet the expected standards before the end of reception. About a third will be in transition to National Curriculum work. The most able of the nursery children count accurately up to 20 and recognise number shapes to at least ten. They place long and short lines in order. Reception children further develop their understanding of number to include higher numbers and recognise number patterns. They are learning to add numbers and use symbols accurately when writing number stories. This is as a result of high quality planning to develop learning well and continual monitoring of progress to enable children to achieve their full potential.
45. Teaching is very good. The reception teacher makes good use of national numeracy project activities to develop the learning of reception children. The nursery teacher makes good use of stories involving a number of characters to further younger children's learning of number. Thus nursery children know that there were three bears in the Goldilocks story and can match the three chairs, three bowls and three spoons to the size of the different bears. All staff have good knowledge of the abilities of each child and ask a good range of challenging questions to encourage children to learn, think and compute.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision for children's knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- Staff plan and provide a good range of activities to develop general knowledge of the world around them.

Commentary

46. All children achieve well as a result of teaching and learning being good. Most will meet the expected standards by the time they get to Year 1. The quality of planning is good and gives children a wide range of activities to develop the skills of looking at and commenting on the world around them. The good use of computer programs enables older children to extend their knowledge of language and mathematics while learning how to use the equipment with skill. Using writing and mathematical games programs, they develop careful control of the mouse as well as identifying icons and tools that they will use in other programs.
47. Listening to music and joining in songs as well as stories from different countries helps children understand that not everyone comes from this country but that music and stories are similar the world round. Teachers develop scientific enquiry skills well to encourage children to learn to use their sense to investigate. For instance, when investigating mini beasts older children look carefully at snails and identify the shapes, legs, feelers and colours as well as the habitat of mini beasts. Nursery children identify different flowers and plants in their garden centre. By the time they leave the reception class, children know a lot about the natural world, about plants, animals and other creatures and how to look after them. Likewise they know a lot about themselves, their homes, family and foods for living healthy lives along with knowledge of what they can do well and how to live and work with others.

PHYSICAL DEVELOPMENT

Provision for children's physical development is **good**.

Main strengths and weaknesses

- The quality of teaching and learning is good and provides children with many opportunities to develop their physical skills well.

- Small world figures, puzzles and a range of construction materials help children learn to develop their fine control skills well.
- Many opportunities to use scissors, brushes, paints, pencils and markers help make hand control and eye/hand co-ordination good.

Commentary

48. Children achieve well and meet the Early Learning Goals by the time they go into Year 1. There is a good focus on learning and developing fine control skills through handling pencils, scissors, brushes and other tools on a daily basis. Teachers plan well the development of children's balance and movement skills in formal physical education sessions in the hall. They use the outside areas well for children to investigate different movement skills, learning to confine actions to the space available. Younger children climb, throw, skip and ride in the outside area. Older children learn to use the space in the hall to modify their behaviour to ensure that all know how to work together safely.
49. In the classroom, younger children use simple resources, such as sequins and lace to make collage shoes, using glue spreaders to put paste exactly where they want it to be. As well as the formal activities, children have a well planned range of more investigative child-selected activities, such as using the home corner to wrap plants and flowers in the garden centre or to 'cook' breakfasts in the café. They learn to use a range of construction equipment to make houses and homes. As a result, all children use a wide range of resources dextrously, ready for National Curriculum work.

CREATIVE DEVELOPMENT

Provision for creative development is **good**.

Main strengths and weaknesses

- The direct teaching of skills is combined well with good opportunities for children to learn through play.
- Children have good opportunities to use a wide range of creative materials.

Commentary

50. Children achieve well because of good teaching. Most are on line to reach the Early Learning Goals by the end of reception. The development of physical and creative skills is carefully linked in the planning and all adults have good knowledge of what experiences children will need for the future. The children's skills are assessed as they enter the school and opportunities are provided to meet specific physical and behavioural learning needs. This is particularly important for those children with special educational needs and those needing support to their social and emotional development. Role-play activities enable all, nursery and reception children alike, to act out different situations and learn how to interact positively with those not necessarily their particular friends. The teachers and supporting adults join children in this work to pattern positive behaviour and develop speaking and listening skills well.
51. With adult support, children discuss colour and texture and work out how to show these in their own work. Using boxes, paper, tape and glue they make models. They use paint and brushes to give different effects, for instance, painting the shiny, hard coat of the ladybirds. The opportunity to free paint and use a range of modelling materials is very good as is the opportunity to play together in large and small spaces. They make up their own stories and have free access to a good range of resources to enhance their work. Modelling materials are used well to help children learn about different textures.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision for English is **good**.

Main strengths and weaknesses

- Standards of English have improved since the previous inspection.
- Teaching and learning is good overall with some very good and excellent teaching seen.
- Assessment is good.
- Pupils' progress is very good in Years 5 and 6.
- Progress is not consistent in all classes. Where pupils are set challenging group and individual targets, pupils' progress is better.
- Good improvement has been made with writing across the curriculum.

Commentary

52. Overall, standards in English have improved since the previous inspection. In the national tests for seven-year-olds in 2003, standards attained were in line with expectations in reading and writing. Standards for 11-year-olds fell below the national average. Standards seen during the inspection in Year 2 were below expectations. This can be explained in part by the number of pupils with special educational needs in the group. Evidence shows that this is now not the case. Standards in Year 3 are satisfactory but progress accelerates as pupils progress through junior classes. Pupils in Year 5 and 6 achieve very well so that in Year 6, in spite of these pupils showing low attainment levels when they were in Year 2 in 2000, their standards are now above average. This is very good achievement.
53. Teaching ranges from satisfactory to excellent and is good overall. The teaching in Years 5 and 6 is very good, with an excellent lesson seen in Year 5. In the excellent lesson, the teacher had very high expectations to which the pupils readily responded. The lesson moved at a very good pace without the feeling of being rushed. The teacher enthused the pupils so they were enthralled with performance poetry and capable of producing a very good group poem. Subsequently, the pupils worked very effectively on their own individual poems using interesting well-chosen vocabulary. Pupils read the poetry in groups or individually with expression and understanding. The plenary involved a particularly well-dramatised reading with good expression of the 'Highwayman'. Pupils have a mature approach, they read the poems confidently and play instruments to create atmosphere. The lesson included choral speech as well as individual readings. There was a high level of achievement for all pupils.
54. Assessment by the teachers is good. Targets for improvement are set in most classes and are used primarily to develop writing. Most teachers show rigour when evaluating the outcomes of their teaching. Planning provides many opportunities for pupils to use basic skills in literacy. Where teachers have high expectations, plan to ensure progression for all abilities, and mark work linked to the targets set, pupils achieve well. There is an inconsistency of expectations and as a result an inconsistency of achievement.
55. Writing has been a development issue for the school. Pupils are given the confidence to write stories in Year 1. It is thought that higher expectations of the pupils in Year 2 will improve their progress. The quality and quantity of writing improves as the pupils move through the junior classes. Some classrooms are literacy rich environments in which pupils produce quality writing in differing styles and for different audiences. This is particularly the case in Years 5 and 6 where standards are good and pupils achieve very well. The school has recently introduced a handwriting scheme. Where teachers model the correct school handwriting format and encourage pupils to adhere to the handwriting scheme, pupils lay out work following the school's expectations and work is well presented. In the class where the teacher's writing was

not of a well formed style, pupils did not have a good model on which to build their own writing and consequently did not do as well as they were capable of. Work in Year 6 reaches a high level of presentation and pupils are working with pride in what they are achieving.

56. Speaking and listening are being developed well in most classes but there are inconsistencies of practice. In the lessons with the best practice, teachers made use of open questions to extend pupils' thinking. Even though some teachers develop pupils' speaking and listening well, it does not always feature significantly in the planning. Reading is encouraged throughout the school and as with all the other areas of learning in English, pupils make satisfactory achievement in the earlier years but very good in Years 5 and 6. Here, pupils not only read for understanding and enjoyment but are taught, when reading aloud for others, to read with expression. The school is aware that the use of non-fiction text is underdeveloped and this is included in the school development plan. Teaching assistants work well with groups of pupils to support their learning. Each classroom has a good selection of reading books which pupils are encouraged to read at home. Pupils discuss the books and encourage other pupils to read books they have enjoyed. This is well developed in Year 6. The school library is an inviting room and is shared with the computer suite. Pupils are also able to borrow books from the library.
57. Leadership of the subject is unsatisfactory. The monitoring of planning and analysis of pupils' work by the subject co-ordinator is limited and there are too few opportunities for regular class observations. As a result progress across the years is inconsistent and ranges from satisfactory to very good.

Language and literacy across the curriculum

58. Language and literacy across the curriculum are good. Writing across the curriculum has been a priority for development in the school and they have achieved much success. In every class, there is evidence of writing in many areas of the curriculum. Good writing can be seen across the curriculum with clear evidence in history, ICT and science. As this has been a priority of the school, pupils in the majority of classes have achieved well in these areas. Speaking and listening is variable across classes and subjects, but is good overall.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- The quality of teaching is good, especially in the upper junior classes. This enables all pupils to achieve well and attain above average standards by the end of Year 6.
- Pupils have positive attitudes towards their work and this supports the good quality of learning.
- The curriculum is good and pupils are given good opportunities to use and apply what they have learned.
- Some areas of weakness previously identified still remain.

Commentary

59. Standards at the end of Year 2 are below average and at the end of Year 6 are above average. These judgements take into account analysis of work, lesson observations and teacher assessments. This represents an overall improvement on the judgements made at the time of the previous inspection when standards were average. In Year 2, there is a high proportion of pupils with special educational needs (30 per cent +) and few higher attaining pupils. Consequently the attainment in this class is below average. However, pupils in the infant classes are achieving satisfactorily as a result of satisfactory teaching. Improvement in attainment by Year 6 is as a result of good quality teaching in the upper junior years.

60. Achievement throughout the junior classes for all pupils, including those with special educational needs, is good, especially in the upper junior classes. Pupils currently in Year 6 have achieved well. When they were in Year 2 in 2000, their results in the National Curriculum tests were below average and now they are above average at the end of Year 6.
61. Teaching has a direct impact on the quality of learning and the progress that pupils make. It is satisfactory overall for pupils in the infant classes and good in the juniors. Teaching is very good in Years 5 and 6. There is a dip in Years 2 and 3, where teaching and pupils' achievement are satisfactory. In the better lessons, tasks are planned effectively to match the needs of pupils at different levels of attainment. Linked with the good levels of support given by the teachers and teaching assistants, pupils gain the confidence to use their skills, knowledge and understanding to work through challenging questions, which effectively stretch pupils to their full potential. Teachers know their pupils well and use this as a basis for very effective questioning of pupils. They give a lot of thought and consideration to the full inclusion of all pupils, including those with special educational needs, through well targeted questions. Relationships between adults and pupils and pupils themselves are very good. As a result pupils have developed very good work habits that support quality learning. They work reliably, individually, within groups and without the direct supervision of the teacher or teaching assistants.
62. Although the quality of teaching and learning are satisfactory in some lessons, there are still shortcomings. Planning is effective and each part of the lesson builds well on previous learning but the pace of these lessons is too slow. This is because teachers are not in full control of all the behaviour and spend time addressing instances of inappropriate behaviour.
63. The good quality curriculum supports the learning and attainment well. Through it, teachers provide good opportunities for pupils to develop skills to use and apply their knowledge and understanding confidently and competently. Although there has been a satisfactory level of improvement since the previous inspection, with overall improved teaching, higher standards by Year 6 and an improved curriculum, there are still some outstanding issues to be addressed. Attainment at the end of Year 2 is below average and is too low. There has been insufficient improvement in assessment procedures and their use in targeting work. The subject leader is new into post and provides a satisfactory level of leadership. She has good ideas about how to develop her role and there is good potential. However, there is still not enough critical edge to the subject leadership.

Mathematics across the curriculum

64. Mathematics skills are used well across the curriculum. The success of the initiatives to extend pupils' ability to apply the skills learned in mathematics is particularly evident in their work in science when they use scale and measures effectively.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- The quality of the curriculum is good and pupils have good opportunities to explore, investigate and experiment.
- The quality of teaching and learning is not consistent enough. It varies from unsatisfactory to good.
- Although currently providing a satisfactory level of leadership and management, the subject leader has some good ideas about how to develop her role and improve provision.

Commentary

65. Standards of attainment are average by both Years 2 and 6 and the achievement of pupils at all levels of attainment is satisfactory throughout the school. This is an improvement on results achieved in the Year 6 National Curriculum tests in 2003, when there was a high level of pupils with special educational needs in the class.
66. The quality of teaching is satisfactory overall, although it does range from unsatisfactory to good. This variation in the quality of teaching and learning affects the achievement of pupils, which also varies as pupils move through the school. Teaching is best in the upper junior classes and there are weaknesses in the lower juniors. Teaching is satisfactory for pupils in the infant classes.
67. Good teaching and learning provides effective opportunities for pupils to work collaboratively and develop secure experimentation and investigating skills. These skills are used to extend pupils' knowledge and understanding in all other areas of science. Teachers offer good levels of support, based on good subject knowledge and their own personal experiences, such as building a satisfactory understanding of how animals relate in certain habitats. Support is wisely provided. It is appropriate but not intrusive and pupils are able to maintain independence where they are able. Activities are challenging and use pupils' knowledge and understanding well. Pupils persevere, even when finding difficulty, such as when pupils were building models of parts of the solar system to show the relative movements of planets and how night and day are created. In this task, good levels of collaborative group work, very good behaviour and cooperation supported the good learning that was taking place.
68. In less successful lessons, standards are limited by the over guidance in teaching and the lack of opportunity for pupils to reach their full potential and achieve as well as they can. When pupils are allowed to discuss, higher attaining pupils come up with some good ideas about how to test a hypothesis, such as plants need leaves to grow. Discussion with pupils indicates underdeveloped ideas about fair testing. At some points in lessons, the pace slows and activities fail to engage pupils sufficiently. This is also due to the planning, which in less effective lessons lacks provision for pupils at different levels of attainment, especially the higher attaining pupils, to achieve as best they can. More general features of less effective lessons include unsatisfactory organisation, expectations that are not high enough and weak management of behaviour.
69. The curriculum is good with good coverage of all aspects of science, especially experimental and investigative science in which pupils are provided with good opportunities from an early age to explore for themselves. This was seen in a Year 2 lesson, when pupils each had a torch, which they disassembled, and learned about electrical circuits and their use. The subject leader, who provides a satisfactory level of leadership and management, has plans to implement some good curricular initiatives. The school is involved in a bridging project with the High School and in PRIDE (Parents Involvement in Drugs Education), both of which effectively enrich pupils' learning experiences in science. There has been a satisfactory level of improvement since the previous inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **good**.

Main strengths and weaknesses

- Although standards are still average by Years 6 and 2 there are signs that they are improving.
- Achievement is good for all pupils.
- The quality of teaching and learning is good across the school with very good teaching and learning seen.
- The curriculum is well focused on the development of pupils' skills and knowledge with good links to other subject areas.
- The leadership and management are good and committed to improving both standards and resources.

Commentary

70. Provision has improved since the previous inspection. Achievement is now good as a direct result of increased confidence of staff in using ICT to support other subjects and the development of teachers' skills by the co-ordinator. Although the co-ordinator was not present during the inspection, all staff spoke of the high quality development and support given to their work by the co-ordinator and the positive impact this has upon pupils' learning.
71. Although it was not possible to see many lessons for older pupils, those that were seen, combined with information in teachers' planning and discussions with staff and demonstrations by Year 6 pupils, show that standards are in line with those expected for pupils in Years 2 and 6. The school timetable provides each class with more than one 'in-suite' session a week along with the opportunity to practise and develop skills further within classrooms. Most teachers use these opportunities well for distinct ICT skills development as well as to support different subjects, such as mathematics, English and science. As a result, pupils have regular, good quality learning opportunities and they attain satisfactory levels overall, making good progress.
72. Pupils work hard and achieve well in their learning. Pupils know how to use the wide range of computer resources and other equipment well. They use the Internet to research subjects, such as the life of the Aztecs in their history topics and for revision. Younger pupils take part in a quiz related to electrical safety while older pupils use different web sites to find out a wide range of information. For singing, assembly pupils used the overhead projector competently. Digital cameras are used to record their work in class, activities in the playground and on visits. Pupils use with ability and confidence scanners, televisions, videos and CD players. From the youngest to the oldest, pupils show secure basic computer operating skills. They open, work and exit a good range of programs. They identify different icons on the screens and use addresses to research on the Internet. They use control programs to move a 'turtle' round the floor and then on the screen. Year 4 pupils, for instance, demonstrated their skills by manipulating the mouse, cursor and keyboard to enter data to write numbers as per a digital clock. By Year 6, pupils understand and work with more advanced programs to enter data into spreadsheets.
73. Teachers have good knowledge of the revised curriculum and the quality of teaching and resulting learning is good overall. Lessons are planned carefully, and focused upon the development of pupils' learning and increasing their knowledge of a range of programs. They are learning the skills of concentration and perseverance, the skills of accessing different programs and understanding of how computers can be used to support all work both in and out of school. In the suite, teachers insist on high standards of behaviour and pupils rise to these expectations. As a result, pupils work hard and produce good amounts of work within the carefully structured sessions. Teachers are good at asking questions that guide learning well. Pupils listen carefully to instructions, concentrate and work independently as well as collaboratively.
74. Leadership and management of ICT are good. In the years since the previous inspection the co-ordinator has worked hard to ensure that resources are up to date and staff trained to use these resources. All staff have had funded training. The scheme of work and policy has been fully established as the resources have improved. The curriculum meets all statutory requirements. The co-ordinator has monitored teachers planning and supported their work in class. To help with assessing the standards and drive achievement further, the development of a portfolio of pupils' work matched to the requirements of the scheme of work and to the assessment system is envisaged to enable pupils to be involved in assessing the quality of their own work.

Information and communication technology across the curriculum

75. ICT has begun to be linked well to other subjects of the curriculum. Skills, knowledge and understanding are promoted effectively. Lessons in the suite give pupils good opportunities to see how computers can support their learning in a range of different subjects, researching different periods in history, practising for national examinations and presenting data from mathematics and science in graph and chart form.

HUMANITIES

History and geography were sampled. Insufficient evidence was gathered to make secure judgements about the overall provision. Pupils' work was analysed, photographic evidence was seen and discussions were held with pupils. One history and one geography lesson were observed.

76. From the evidence seen, including analysis of pupils' work, it is likely that standards in **geography and history** are in line with expectations, with some good standards. In the very good history lesson seen, pupils were gaining an understanding of what it was like to be an evacuee during the Second World War. The use of drama and "hot seating" supported both the learning in history and the development of speaking and listening skills. In a Year 1 geography lesson, good use was made of the school environment and pupils were able to express their views on the safety of the car-park area and see the improvements planned. The Year 5 geography curriculum includes a residential field visit to Derbyshire. The folio of evidence from the field visit shows good cross-curricular work together with good geographical skills. Good use is made of maps throughout the school. In the lessons seen, all pupils achieved well. Teachers follow the National Curriculum guidance, adapting the planning to the needs of the pupils. Evidence shows that assessment in geography and history requires development. Around the school, the displays show the breadth of the curriculum in history and geography, with interesting methods employed. Good cross-curricular links exist between geography, history and other subjects, in particular, literacy, art and design, science and ICT. There are good examples of extended writing in history. Teachers make good use of the local environment with learning further enhanced by a range of visits and visitors to the school. Resources in history and geography are satisfactory and meet the basic needs of the curriculum. The subject leaders for history and geography manage the subjects well.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Music, design and technology and physical education were sampled. Art and design was inspected fully and is reported below in detail.

77. It is not possible to make an overall judgement on provision and standards in **design and technology** because only one lesson was seen during the inspection. In this lesson, attainment was below that nationally expected. Pupils were not clear about what they were to do and had little idea about how to use pneumatics to design and make a moving monster. The pace was slow and organisation unsatisfactory so little progress was made in the lesson and therefore achievement was unsatisfactory. The curriculum provides good links with other subjects, such as in science where Year 5 pupils effectively used construction kits and junk materials when making a model of the solar system and in Year 3 history, where pupils have constructed Roman helmets and shields.
78. Only one lesson in **music** was seen in the main school during the inspection in which pupils achieved satisfactory levels. Pupils were also heard to sing in assembly. There was insufficient evidence to make a judgement about the composition and listening elements of the music curriculum, though performance and singing elements within the music curriculum are good. In the lesson seen, pupils responded well to the teacher's clear explanations when learning a new song, singing it as a round. They further developed their skills by choosing and playing a range of simple, untuned percussion instruments that made specific sounds. They reflected on what they could hear of their own and each others performance and suggested possible

improvements for future lessons. The teacher was well prepared for the session, having gathered a good range of appropriate instruments and set a pace that reinforced existing learning and building up confidence and concentration skills. In singing assembly pupils demonstrated that good teaching of singing had been given by singing together, in tune and time, with good control of volume and dynamics. Leadership and management is good overall. Although she is not able to monitor the work in class, the co-ordinator does check teachers planning and ensures that the full curriculum as planned is taught. She provides and maintains a good range of percussion instruments. Well organised musical tuition for brass, recorder and choir allows small groups and individual pupils to learn and then confidently take part in school productions and community events.

79. Only two **physical education** lessons were seen during the inspection, both of these in junior classes. In the lessons seen, standards were above those nationally expected for pupils of this age. Attainment in swimming is above average with virtually all pupils achieving the minimum requirement in swimming and many going beyond. The good standards seen were as a direct result of very good teaching in both lessons from the 'Tops Sport Trainers' bought in from the local education authority for pupils in Years 3 to 6. Their very good subject knowledge and own personal physical skills enable high quality demonstration and role modelling. Pace and challenge are both at very high levels. A very good level of praise and encouragement ensures all pupils are confident to have a go and this ensures a high level of inclusion, with all pupils taking a full and active part in lessons. Very good levels of behaviour and attitudes of pupils support the very good quality learning of pupils at all levels of attainment. As a result, pupils move with good levels of control and co-ordination and develop competent skills that support effectively the acquisition of good athletic skills. All pupils are confident. The curriculum is good and fully meets National Curriculum statutory requirements. It is enriched by a good provision for extra curricular activities, including a good range of sports, competitive games, and athletics.

Art and design

Provision in art and design is **good**.

Main strengths and weaknesses

- The quality of teaching and learning is good and enables pupils to achieve well and attain standards above those nationally expected for this age.
- The curriculum is good. There are effective links to other subjects.
- A good range of resources supports the delivery of a varied curriculum and interesting activities.
- Art makes an effective contribution to pupils' spiritual and cultural development.
- The subject is well led and managed and this supports the good level of improvement since the previous inspection.

Commentary

80. Standards are above those nationally expected throughout the school and achievement is good for pupils at all ages and at all levels of attainment. This represents a good level of improvement since the previous inspection when standards were in line with national expectations. This is due to the quality of teaching and learning being good throughout the school, again an improvement on the satisfactory teaching reported in the previous inspection report.
81. Pupils are managed well and the resulting sensible behaviour out of the classroom and positive attitudes to the challenging activity supports good learning well. This enables pupils to concentrate and develop good sketching skills through direct observation, such as Year 1 pupils' recorded observations of trees in the school grounds. Sketches are realistic and preserve scale, shape and form, with drawings resembling the original well. Teachers give effective support and guidance where appropriate and their evaluations are effective but still enable pupils to progress independently. This is based on their good subject knowledge, an area of weakness at the previous inspection. Classrooms and the good range of resources are

well organised. Teachers are positive and encouraging and are not afraid to 'let the pupils go'. They encourage pupils to think and question their own work. Activities are interesting and totally engage pupils' interest and involvement. Where teaching assistants are supporting, they work very well with pupils and impact positively on the good standards. There are good links with other subjects, such as mathematics and history so that pupils have a background knowledge and understanding. As a result, pupils work with excitement.

82. The curriculum is good and is well planned so that there are effective links to other subjects. A good range of resources supports the delivery of a varied curriculum and interesting activities. Leadership and management are good and have led to a good level of improvement since the previous inspection, the development of a good quality curriculum and encouragement of high standards. Art makes an effective contribution to pupils' spiritual and cultural development, such as when the headteacher, with the help of the pupils, critically appraised the painting of Tobias & Raphael to illustrate the quality of friendship.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

There is not enough evidence to report on this area fully.

83. Personal, social and health education is linked to other subjects including science and religious education. However, there are not yet guidelines to implement the work in classes. Pupils in Years 1 and 2 have sessions called 'Circle Time'³ where pupils have the opportunity to discuss issues such as behaviour and relationships but the structures to talk about personal issues in depth are not yet formally in place across the school and still depend on the confidence of the staff and the quality of their relationships with pupils. Although pupils' personal development is good, with pupils proud of all their achievements both in and out of school and celebrated, especially pupil's initiative and support for others such as fund raising and charity work, in assemblies, the citizenship aspects of the curriculum are insufficiently developed. Older pupils enjoy and learn much from visiting the civil defence unit's of the local authority, the 'crucial crew', learning how the authority prepares to support the community in time of emergency.

³ During Circle Time pupils discuss a wide range of personal and general issues. It is agreed by all pupils that no interruptions should occur and only one person at a time will speak. Respect for other pupils' views will occur at all times and therefore pupils feel confident that they can talk with ease and free from any form of interference or interruption from other children.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
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	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	4
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	3
The school's links with other schools and colleges	3
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	4
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).