

INSPECTION REPORT

Cams Lane Primary School
Radcliffe

LEA area: Bury

Unique Reference Number: 105305

Headteacher: Mr G Ashforth

Reporting inspector: Kathryn Taylor
22424

Dates of inspection: 13th to 16th September 1999

Under OFSTED contract number: 706759

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

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INFORMATION ABOUT THE SCHOOL

Type of school	Infant and Junior
Type of control	County
Age range of pupils	4 to 11 years
Gender of pupils	Mixed
School address	Cams Lane Radcliffe Manchester M26 3 SW
Telephone number:	0161 724 8018
Fax number:	0161 253 7409
Appropriate authority:	Governing Body
Name of chair of governors:	Mr Stephen Preston
Date of the previous inspection:	February 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Kathryn Taylor, Registered Inspector	Mathematics History Geography Religious Education	Attainment and progress Teaching Staffing, accommodation and resources Leadership and management
Jo Cheadle	English Music Physical education Information technology Special educational needs	Curriculum and assessment
Raminder Arora	Science Design and technology Art Equal Opportunities Under-fives	Attitudes behaviour and personal development Pupils' spiritual, moral, social and cultural development
Malcolm Weaver (Lay Inspector)		Attendance Pupil support, guidance and welfare and Partnership with parents and the community

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MAIN FINDINGS

What the school does well

- The school achieves good standards in mathematics, science and information and communications technology and very good standards in English. Pupils make good progress in these subjects throughout their time at the school. Children's literacy and numeracy skills have a positive impact on their work in other subjects.
- The overall quality of teaching is good.
- The school has a very good ethos; pupils are valued and respected and relationships are very positive, these encourage pupils to behave well and have good attitudes to learning.
- The curriculum for pupils in Key Stages 1 and 2, including the support for pupils with special educational needs is good.
- The school is very well managed and money and resources available to the school are used effectively.
- Pupils are very well cared for, their progress is monitored well and there are good links with parents.

Where the school has weaknesses

- I. The size of the accommodation is poor, and this restricts how pupils work in school and their opportunities for practical and independent work. In some subjects, lack of space for independent and group activities limits the progress that pupils make.
- II. Work planned for children under the age of five is not always appropriate to the specific needs of young children.

Weaknesses are outweighed by what the school does well, but they will form the basis of the governors' action plan, which will be sent to parents or guardians at the school

How the school has improved since the last inspection

The school has made good progress since the time of the previous inspection. Standards in the work that pupils do in English, mathematics and science have improved. Good attention is now given to planning and providing work for higher attaining pupils. Pupils are now given more opportunities for practical problem solving and investigations. Further improvements have been made to the school's curriculum and the methods used to assess how well children are doing. The provision for pupils' spiritual and cultural development has been improved. An information communication technology suite has been set up. The school is well placed to make further improvements in the future.

Standards in subjects

The table shows the standards achieved by 11 year olds in 1998 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	<p style="text-align: center;">Key</p> <p><i>well above average</i> A</p> <p><i>above average</i> B</p> <p><i>average</i> C</p> <p><i>below average</i> D</p> <p><i>well below average</i> E</p>
English	C	C	
Mathematics	C	D	
Science	C	D	

**similar schools refers to schools with a similar percentage of pupils entitled to free school meals.*

In English, mathematics and science, standards in the tests are average when compared with what schools achieve nationally.

When pupils' results in the tests are compared with those in schools which have a similar number of pupils entitled to free school meals, they are below average in mathematics and science and average in English. However, the results in 1998 represent a fall in the standards which the school usually achieves. Forty three per cent of pupils in the Year 6 class in 1998 were identified as having special educational needs. Standards achieved in 1999 indicate that pupils' attainment in English, mathematics and science have improved significantly since the previous year and show steady progress from 1997 to 1999. There are as yet no national standards against which to make formal comparisons.

Inspection evidence shows that the attainment of pupils by the age of 11 is well above the national average in English, above average in mathematics, science and information communication technology, and average in religious education. Pupils make good progress in English, mathematics, science and information communication technology. In all other subjects pupils' progress is satisfactory

Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 11 years
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English	Good	Good	Good
Mathematics	Good	Good	Satisfactory
Science	N/A	Good	Satisfactory
Information communication technology	N/A	Good	Good
Religious education	N/A	None seen	None seen
Other subjects seen	Satisfactory	Good	Good

In 93 per cent of the lessons teaching is at least satisfactory. Teaching is good or better in 60 per cent of lessons. In seven per cent of lessons teaching is, however, unsatisfactory. Throughout the school teaching is particularly good in English, information communication technology, art and history. Some good teaching and very good teaching was seen in mathematics, science, and music. No teaching of religious education, geography or design technology was seen during the inspection period.

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

Other aspects of the school

Aspect	Comment
Behaviour	Good. In class, around the school and at playtimes, children behave well.
Attendance	Good. Children come to school regularly and arrive on time, enabling lessons to start promptly.
Ethos*	The school has a very good ethos. All pupils are equally valued and respected. Relationships between pupils and with adults are very good. There is a firm commitment to continually raise standards and enable all children to do their best.
Leadership and management	The headteacher provides very strong leadership and is well supported by the deputy headteacher. Curriculum management is very effective and governors support the school well.
Curriculum	The curriculum for Key Stages 1 and 2 is good. The curriculum for the under fives is satisfactory overall, although insufficient emphasis is given to children's physical and creative development.
Pupils with special educational needs	Pupils are accepted and valued by staff and pupils and their learning is well supported by the special needs teacher and class teachers. This enables pupils to develop good self-esteem and to have positive attitudes, all of which contributes to their good levels of progress.
Spiritual, moral, social and cultural development	Moral, social and cultural development is good. Spiritual development is satisfactory.
Staffing, resources and accommodation	Staffing and resources are good. The space in all classrooms is poor. The outdoor play area for children under five is unsatisfactory. The building is kept very clean and maintained very well.
Value for money	The school uses its resources well and provides good value for money

* *Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

The parents' views of the school

What most parents like about the school	What some parents are not happy about
<p>III. Parents feel that they are welcome in school and staff are very approachable.</p> <p>IV. The school achieves high standards of work and behaviour.</p> <p>V. Most parents feel they are kept informed about their child's progress and about what is taught.</p> <p>VI. Staff are very caring. They respect pupils' feelings and value their opinions.</p> <p>VII. Their children enjoy coming to school.</p>	<p>VIII. Some parents would like more formal letter for secondary school.</p>

Inspection findings support parents' positive views. Pupils throughout the school have regular homework including reading, spelling and learning times tables. The school is shortly to enter into consultation with parents about homework provision.

KEY ISSUES FOR ACTION

In order to raise pupils' standards of attainment further, the staff and governors of the school should:

Work with the local education authority to improve the building provision in order to:

- * alleviate overcrowding in classrooms and enable more effective delivery of the whole curriculum
- * provide access to a safe and secure outdoor play area for children under the age of five.

(Paragraphs 16, 24, 30, 47, 57, 59, 60, 61, 62, 63, 65, 66, 74, 83, 84, 87, 96, 98, 110)

Improve the provision for children under the age of five in the reception class by:

- * adopting a curriculum which includes all the Desirable Learning Outcomes recommended for children under the age of five and gives more suitable attention to children's physical and creative development.
- * providing more opportunities for experimentation and learning through practical activity and play.

(Paragraphs 5, 22, 29, 74, 75)

* **INTRODUCTION**

* **Characteristics of the school**

1. Cams Lane Primary School is situated in Radcliffe and within Bury Local Education Authority. There are 224 pupils aged between 4 and 11 on the school roll, which is an average size for a primary school. There are seven classes one for each year group. Children start school in the September of the year in which they will be five. The school does not have its own nursery and children are drawn from as many as 12 different pre-school providers. Most pupils attending the school are white: seven per cent of pupils come from ethnic minority backgrounds and four per cent of pupils speak English as an additional language.
2. Social and economic factors within the locality are about average although the number of parents in Radcliffe with higher education qualifications is below the national average. Nineteen per cent of pupils are entitled to free school meals, which is broadly average in national terms. This represents an increase since the previous inspection and a sharp increase recently reflecting a fall in local employment opportunities. There are currently 53 pupils on the register of special educational needs, three of whom have a statement of special educational need. The percentage of pupils on the school's register, 23 per cent, is above the national average. The percentage with statements of special educational needs is below the national average. Pupils' attainment on entry to the school is average.
3. The school aims to:
Provide a broad and balanced curriculum and quality education, which prepares pupils for secondary school;
Enable each child to maximise his or her potential:
Provide a secure environment for pupils in a caring community where each individual matters;
Through a process of valuing people as individuals, encourage pupils to be courteous, tolerant, mindful of, and interested in others, and,
Encourage pupils to become mature, responsible, and considerate young people, who can adapt socially, emotionally to society and to make their own contribution to a changing

society

4. The headteacher, staff and governors have identified in their development plans a number of priorities for the current year, which include:

Preparation for, and implementation of The National Numeracy Strategy;
 Review and further development of work on literacy;
 Improvements to work in information communication technology by setting up a new computer suite and providing staff training;
 Continuing to develop and make adjustments to the curriculum for the foundation subjects in the light of QCA advice, and,
 Improve work in physical education.

* **Key indicators**

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1 for the latest reporting year: 1998

Year	Boys	Girls	Total
1998	15	19	34

National Curriculum	Test/Task Results	Reading	Writing	Mathematics
at NC Level 2 or above	Boys	11	11	13
	Girls	19	18	19
	Total	30	29	32
Percentage at NC Level 2 or above	School	94 (97)	91(97)	100 (100)
	National	80 (80)	81 (80)	84 (84)

Teacher	Assessments	English	Mathemati	Science
Number of pupils at NC Level 2 or above	Boys	11	13	13
	Girls	19	19	19
	Total	30	32	32
Percentage at NC Level 2 or above	School	94 (97)	100(100)	100 (100)
	National	81 (80)	85(84)	86 (85)

Attainment at Key Stage 2²

Number of registered pupils in final year of Key Stage 2 for the latest reporting year:

Year	Boys	Girls	Total
1998	19	16	35

National Curriculum	Test Results	English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	12	10	11
	Girls	12	8	13
	Total	24	18	24
Percentage at NC	School	69(77)	51 (86)	69 (81)

¹ Percentages in parentheses refer to the year before the latest reporting year

² Percentages in parentheses refer to the year before the latest reporting year

Level 4 or above	National	65(63)	59 (62)	69 (69)
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Teacher Assessments	English	Mathematics	Science	
Number of pupils at NC Level 4 or above	Boys	13	10	12
	Girls	12	11	13
	Total	25	21	25
Percentage at NC Level 4 or above	School	71 (81)	60(89)	71 (88)
	National	65 (63)	65 (64)	72 (69)

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:

		%
Authorised Absence	School	3.8
	National comparative data	5.7
Unauthorised absence	School	0.2
	National comparative data	0.5

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	0
Permanent	0

Quality of teaching

Percentage of teaching observed which is:

	%
Very good or better	20
Satisfactory or better	93
Less than satisfactory	7

PART A: ASPECTS OF THE SCHOOL

*** EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

*** Attainment and progress**

5. When children enter the school and join the reception class, their attainment levels are broadly average. During their first year at school in the reception class, the children make good progress in the areas of language and literacy, mathematics, knowledge and understanding of the world and personal and social development. By the time they are five, standards in these areas are above those which children of a similar age achieve. Children's attainment in physical and creative areas is average by the age of five and they make satisfactory progress overall in these areas. There is the potential for pupils to make better progress in their physical and creative development if more planned opportunities were to be provided in the curriculum. These aspects are given insufficient attention and this particularly affects the progress of lower attaining children and those who may not have attended a nursery or play-group before starting school.
6. From 1996 to 1998 results in the standardised tests at the end of Key Stage 1 are well above the national average in reading and writing, and above average in mathematics. In 1998, the percentage of pupils attaining the expected level 2, in reading is well above average, in writing it is above average and in mathematics and science is very high. However, while the percentage of pupils gaining the higher level 3, is close to the national average in writing and above average in science, in mathematics and reading the percentage is well below the national average. Test results in 1999 however, show a significantly larger percentage of pupils attaining level 3 in the tests. When the results at the end of Key Stage 1 in 1998 are compared with those of similar schools, performance in reading is average, and in writing and mathematics is above average.
7. Pupils' results in the National Curriculum tests for eleven-year-olds from 1996 to 1998 show that standards in English, mathematics and science exceed those found nationally. In the most recent reporting year, 1998, test results were lower and were close to the national average in all three subjects although the percentage of pupils gaining the higher level 5 was above the national average in both mathematics and English and was close to the national average in science. However, forty three per cent of pupils in Year 6 in 1998, compared with an average of around 20 per cent in other year groups, were identified as having special educational needs. When comparison is made of the test results of this group of pupils, with those for similar schools, standards were below average in mathematics and science and average in English.
8. Tests results in English, mathematics and science in 1999 improved significantly, reflecting a return to the standards previously achieved by pupils at the school. While there are some differences in boys and girls levels of attainment in the 1998 Standard Assessment Tasks these differences are not significant. Where pupils are taught in ability sets, there is no evidence that boys or girls are over represented in any groups, nor were any significant differences in boys' and girls' attainment and progress overall identified during the inspection period. The school has set realistic targets for improving the results in the Key Stage 2 tests in the future. These targets take into account available assessment data about each particular cohort of pupils. Pupils' attainments and progress are monitored well by teachers and by the headteacher. Data showing pupils' attainments and progress as they move up the school and the school's analysis of any standardised tests administered provides a good evidence base to use when setting targets.
1. Inspection findings confirm pupils' above average overall attainment levels throughout the school. By the end of Key Stages 1 and 2, standards are above average in mathematics, science and information communication technology, and well above average in English. Test results and inspection evidence confirm that higher attaining pupils are now better

challenged and they achieve appropriate standards. This represents an improvement since the previous inspection which identified that higher attaining pupils made less progress than other groups of pupils.

10. Pupils' skills in reading and writing are very good. Pupils are attentive listeners and confident speakers. This contributes effectively to their learning in other subjects. Pupils' numerical skills and their instant recall of number facts, including timetables are good. Pupils are able to apply these skills well in other subjects when presenting data, compiling charts and to measure accurately. Pupils' scientific skills are good. Pupils are able to make sensible predictions about the outcomes of scientific experimentation and develop a secure understanding of fair testing. Pupils' skills in information communication technology are good.
11. In Key Stages 1 and 2 the progress which pupils of all prior attainment levels make overall, is good. Pupils on the register of special educational needs, including pupils with Statements of Special Educational Need, make good progress in relation to the targets in their individual educational plans, and attain standards which reflect their capabilities and often match nationally expected levels.
12. Pupils make good progress in all aspects of English. Pupils' learn how to write lists, letters, stories, poems and factual accounts across a range of subjects and with increasing attention to using correct spelling, punctuation and grammar. Pupils develop good listening skills and gain in confidence and use a growing vocabulary to discuss their ideas and work. Pupils make good progress in reading with expression and understanding and in their ability to use reference materials to extract information on a range of topics.
13. In mathematics, pupils develop a good understanding of place value, number facts and operations and measures. As they progress through the school they learn to apply these skills to their learning in other subjects and to problem solving activities. They learn to compile and extract information from increasingly complex charts and tables. In science, at both key stages, pupils make good progress both in their knowledge and understanding and carrying out experiments and investigations under fair testing conditions. Their skills in predicting the possible outcomes of investigation develop well.
14. Pupils make good progress in the development of information and communication technology skills and knowledge through systematic whole class teaching of skills and the amount time allocated to practise individually. A very wide range of software is available for pupils to use to support their learning across the curriculum. In religious education standards are in line with those expected by the Local Agreed Syllabus. Progress in religious education is satisfactory and there is evidence of some good written work in the subject.
15. In the remaining foundation subjects, in both key stages, pupils' progress is satisfactory overall. Evidence from work samples in art, design and technology, history and geography show that progress is sound. In lessons seen during the inspection period, pupils' progress was often good.

9. **Attitudes, behaviour and personal development**

16. Pupils respond positively in almost all lessons and in over 70 per cent of lessons response was good or very good and occasionally excellent. This makes a positive contribution to pupils' attainment and progress. The children who are under the age of five and in the reception class develop good levels of concentration and the ability to persevere with tasks. These skills are further developed as pupils move up through the school. Pupils in Key Stages 1 and 2 have good attitudes to learning and, as parents at the meeting prior to the inspection commented, pupils clearly enjoy coming school. Pupils in both key stages concentrate well and are keen to produce good work. However, the building makes it

difficult for pupils to sustain good levels of concentration. The open plan nature and overcrowding of the accommodation means there is a significant amount of distraction from background noise, and, in Key Stage 2 in particular, there is insufficient table space for pupils to work comfortably. In most lessons pupils are hardworking and willing to persevere even when tasks prove difficult. Pupils value each other's contributions and are supportive of one another. Pupils show respect for others' feelings, values and beliefs.

17. Pupils' behaviour both in lessons at break-times and around the school is good and there have been no exclusions. The high standard of behaviour is a feature of the school which is highly valued by parents of children at the school. Relationships in the school are very good. The pupils relate well to each other and to teaching and support staff. They are friendly and courteous to visitors to the school. They play together happily at playtimes, co-operating well. There is no evidence of bullying.
18. Pupils' personal development is good. Pupils respond well when provided with opportunities for personal study. A good example can be seen in the high quality of project work produced by pupils in Year 6. During the inspection there were many examples to be seen where pupils were sent to work in groups, and occasionally individually, outside the classroom. They responded well, sensibly and effectively. When given tasks to perform, pupils carry these out sensibly and reliably.
19. Pupils on the school's register of special educational needs have very positive attitudes to their work, particularly when working in small groups with the special needs teacher. They try hard to concentrate for long periods of time, answer questions eagerly and work hard to complete tasks. These very positive attitudes are also highlighted by the fact that a particular group of pupils drawn from classes throughout the school, spend parts of several lunchtimes in extra lessons to improve their fine motor skills.

9.

Attendance

20. The level of attendance in the school is good and is slightly above the national average. This is a significant feature supporting the good progress and high standards achieved by pupils. Unauthorised absence is low. Parents are aware of the need to inform the school of reasons for absence and for gaining approval for taking holidays during the term. The majority of pupils arrive at school punctually and is well prepared for the school day. Most lessons start on time.

9. Quality of education provided

9. Teaching

21. The good standards in teaching across the school identified in the previous report have been maintained. The quality of teaching has a positive impact on pupils' standards of attainment and the progress they make. In 93 per cent of all lessons teaching is satisfactory or better and in 60 per cent of lessons it is good or very good and occasionally excellent. Teaching in a few lessons at Key Stage 2, representing seven per cent of lessons overall is, however, unsatisfactory. Unsatisfactory lessons occurred in those classes where teachers are relatively inexperienced and was characterised by lack of confidence in delivery and a slow pace to lessons.
22. The teaching of the children who are under the age of five is satisfactory overall and in a third of the lessons teaching is good. Mathematics, language and literacy, knowledge and understanding of the world and personal and social development are taught well. The areas of creative and physical development, however, receive insufficient attention.
23. In Key Stages 1 and 2, no teaching in design technology, geography or religious education was seen during the inspection period. Teachers' knowledge of most other subjects is good except in music and physical education where teachers' subject knowledge is satisfactory in Key Stage 1 but for some teachers at Key Stage 2 is less secure. In both key stages, lessons are well prepared and planning is clearly linked to long-term curriculum plans. This enables the confident delivery of lessons. In most lessons seen, teachers' had high expectations about what pupils should achieve and managed their pupils very well. Teachers check pupils' progress and understanding very effectively throughout lessons.
24. Teachers are well organised. The range of teaching methods used is limited however by the lack of space and this is most evident in Key Stage 2 where pupils can only be provided with limited opportunities for practical and independent work. Moreover, lack of space makes it difficult for teachers to find a place within the classroom where they can stand and be seen by all pupils when they wish to demonstrate some teaching point or method of working. Teacher's movements around the classroom when they wish to work with or interact with groups of pupils are severely restricted by the cramped space. Teachers work hard and to the best of their ability to try to overcome these problems.
25. The teaching of mathematics and English is good overall in Key Stage 1 and satisfactory overall in Key Stage 2, although there are examples of good, very good and excellent teaching in both key stages. Teachers have received good in-service training in the presentation of the Literacy Strategy and most teachers are confident in their delivery. The Numeracy Strategy is only in its second week of implementation and teachers are approaching this with confidence and enthusiasm. In both aspects work is well planned to meet the specific needs of pupils with different prior attainment.
26. Teaching by the special needs support teacher is of a consistently good quality. She knows the pupils very well and lessons are planned to meet the specific needs of individuals.

Activities in lessons are interesting and encourage good progress. For example, in a lesson where pupils were consolidating the reading and spelling of –‘ch’- and –‘sh’- words, a published reading book was used as the shared reading text as initial stimulus and simple wipe clean boards were used for practising spelling. Pupils were then asked to complete a cloze procedure exercise, in a book format, to check their understanding and progress. No learning opportunities were overlooked, as the teacher talked about the title of the book and predictions that could be made about the story line. At all times pupils were shown respect and patience and given encouragement.

9.

27. Pupils’ work is marked regularly. Marking provides constructive support for pupils, helps them to understand their mistakes and encourages them to strive to continually improve and extend their work. Homework makes an effective contribution to the pupils’ learning in reading, spelling and mathematics although increased provision in later years to prepare pupils effectively for secondary education is an area which could be developed further.

The curriculum and assessment

28. The curriculum provision is good. Since the last inspection, the curriculum for Key Stages 1 and 2 has been continually improved, reviewed and updated in accordance with changing school needs and national policy.

29. Although the provision overall for pupils under the age of five is satisfactory, there are some weaknesses in the curriculum. Curriculum planning is based on the earliest requirements of the National Curriculum rather than the curriculum guidance and recommendations for children under the age of five provided by the Department of Education and Employment in Desirable Learning Outcomes. As a result, the under fives curriculum provided gives insufficient attention to children’s physical and creative development and provides insufficient opportunities for children to learn through practical activities and play.

30. The curriculum for Key Stages 1 and 2 includes all subjects of the National Curriculum, religious education, sex education and personal, social and health education, incorporating drugs awareness. The curriculum provides equal access to all pupils. Subjects of the curriculum are well balanced and given appropriate time allocations. Strong emphasis is given to the core subjects and to English and mathematics in particular. The school’s strategies for teaching literacy and numeracy are good and are being implemented well. The breadth of the curriculum is successful in encouraging and maintaining pupils’ interest and enthusiasm, which in turn promotes high attainment and a positive ethos for learning. Good attention has been given to planning for investigative and practical work since the last inspection. Although every effort is made to implement all planned activities, the size of the accommodation severely affects work of a practical nature in most subjects, and also diminishes opportunities to develop pupils’ co-operative and collaborative skills through group and class activities.

31. Throughout the school the planning for each year group builds progressively and continuously on what pupils have previously learned. Medium-term plans are well detailed and include reference to the needs of higher and lower attaining pupils. Appropriate attention has been given to the needs of higher attaining pupils in the school’s planned curriculum since it was identified as a key issue in the last inspection. There is good liaison between teachers and staff with responsibility for special educational needs, which ensures that specific needs of pupils’ of varying prior attainment are addressed in medium-term planning. Subject co-ordinators and the headteacher rigorously monitor curriculum planning.

32. There is very good provision overall for extra curricular activities. A range of clubs, including sewing club, sports, recorders and a choir, enhance and extend the curriculum and there are a good number of visits to places of interest and visitors to the school, which

also have a very positive impact on pupils' learning.

33. Procedures for assessing pupils' work and progress are very good. Baseline assessment when pupils start school is well established. The school's own systems as well as the local education authority's baseline assessment are used to plan work for the coming year. Pupils' attainment is reassessed when pupils complete their time in the reception class and move into Key Stage 1 and this is an effective means of assisting the school in its target setting process.
34. The school's assessment policy is a clear and useful document, guiding teachers in the implementation of assessment aims. Ongoing assessments are an integral part of daily teaching and opportunities are clearly identified in weekly plans. In addition to incidental assessments carried out during the course of lessons, which are recorded in teachers' class files, termly planning sheets include sections for comments about notable achievements for higher attaining pupils, and areas of concern for lower attaining individuals. These assessment details are used to amend future work for specific groups of pupils, and, at the end of each year, a folder of collated assessments in each subject is passed on to the next class teacher in a useful and accessible format.
35. The format for group and individual reading records is easily managed and provides useful information about coverage, reading successes and areas for further development. The aim to become more "streamlined" in assessment, recording and reporting has been fully achieved since the last inspection. Evidence of the relevance of the school's assessment procedures was obvious during the current inspection week; teachers already had a clear understanding of pupils' needs and experiences in the second week of a new school year.
36. A number of formal, standardised assessments are used in Key Stage 1 and 2, which measure pupils' attainment and progress. Optional standardised tests in English, mathematics and science are used in Years 3, 4 and 5, and tests in reading and mathematics take place from Years 2 to 6. Diagnostic tests are successfully used by the special needs support teacher to indicate the level and method of support required for any pupil, not just those on the register of special educational needs, who may be experiencing a particular difficulty. The special educational needs support teacher carries out regular and thorough assessments of pupils on the school's special needs register. Records of pupils' individual successes and areas of progress are compiled in an individual Record of Achievement. Reports to parents are informative; most parents feel that they are kept fully informed about their child's progress.
37. The provision for pupils on the school's register of special educational needs is good. All regulations and guidance from the Code of Practice are fully implemented. Some procedures, such as regular review meetings with parents, exceed Code of Practice recommendations. Strengths of the provision are the prompt identification of children's needs, including mathematical and behavioural concerns, and the very good support provided by the specialist teacher for groups and individuals. When raising concerns about the special educational needs of the youngest children in relation to their levels of maturity and behaviour, greater consideration sometimes needs to be given to children's age and experience. In general, individual education plans incorporate specific, relevant and measurable targets.

Pupils' spiritual, moral, social and cultural development

38. The last inspection report highlighted the need to improve the provision for pupils' spiritual and cultural development. The school has worked effectively to improve its provision in these areas and the provision for pupils' spiritual, moral, social and cultural development overall is now good.
39. The provision for pupils' spiritual understanding is satisfactory. It is effectively linked to

religious education lessons and school assemblies. Themes in religious education relate well to pupils' interests and background and a positive element is that the religious education curriculum provides planned opportunities for reflection on pupils' own experiences and those of other faiths. There is a planned programme for celebrating the important festivals from the world's major religions and cultures. The quality of the daily act of collective worship is satisfactory. Assembly themes generally have a spiritual dimension thought or prayer, but opportunities for reflection could be further exploited. Further opportunities to develop the spiritual dimension of other subjects in art, drama, music and science for example, could also be extended.

40. The provision for pupils' moral development is good. The school places a high priority on the teaching and understanding of moral values and effectively teaches the difference between right and wrong. The ethos of the school is firmly based on respect and care for each other and teachers take great care to show that all pupils are valued. At the meeting of parents prior to the inspection, parents spoke highly of the standards of discipline which the school achieves and a number commented upon the school's willingness to admit their child when he or she had been experiencing difficulties or had been excluded from other schools. The pupils respond positively to school rules because they themselves are valued and respected. Moral values are reinforced through assemblies and the daily life of the school. Staff provide very good role models and encourage children to relate well to each other and behave courteously.
41. Good provision is made for the pupils' social development. The school actively promotes the development of good social skills and a sense of community. There is an expectation that pupils will be polite and courteous, listen to each other and respect property. From the time they start school, pupils are encouraged to collaborate, co-operate and to take responsibility. Visits, personal, social and health education programme and circle times, used as the need arises, contribute towards pupils' social development. Relationship between adults and pupils are very good. The school as a caring community values its members and encourages different groups of pupils to work and play together. Pupils on the school's register of special education needs are made to feel part of the whole school at all times. This develops their self-esteem and social awareness of all pupils.
42. The range of opportunities for pupils' cultural development has been extended and provision is now good. Pupils have opportunities to develop an understanding of their own cultural traditions and practices and the key features of other groups in the society. Cultural development is extended through visits and visitors to the school. The curriculum, especially in art, music, religious education, history and geography, provides opportunities to develop an understanding of other religious and cultural traditions. The school has extended their books and resources to ensure that people from different faiths and cultural backgrounds are reflected. There are some social and cultural links with the wider community and the school promotes a good understanding of citizenship.

Support, guidance and pupils' welfare

43. The school makes very good provision for the personal welfare, support and guidance of its pupils. This is an aspect of school life which begins, with a very caring induction into the reception class. The teachers know their pupils well and they monitor pupils' academic progress and personal development very effectively which enables all pupils to make good progress. Pupils with special educational needs benefit from early identification of their needs, careful monitoring and good support from teachers and other staff who provide good specialist support for pupils who are withdrawn from mainstream lessons for specific assistance.
44. The procedures for monitoring and promoting good behaviour are very good. The school implements a positive and assertive behaviour policy which pupils are aware of and follow closely. Pupils know the school and class rules and strive successfully to keep them. Most staff have consistently high expectations of pupils' behaviour and use the reward system effectively. The pupils are confident in the ability of the staff to deal with any unsatisfactory behaviour or bullying should it occur. On the few occasions when some pupils' behaviour was less satisfactory, teachers dealt with them quickly and effectively in a sensitive manner. The good procedures for encouraging good behaviour reported at the last inspection have been maintained.
45. The procedures for recording and monitoring the level of attendance are good. The registers are generally completed accurately and are monitored regularly, though a few minor inconsistencies where the guidelines are not fully adhered to are evident, such as the recording of pupils' individual holidays. Staff keep records of lateness, punctuality and absence and report these in writing to parents where appropriate. Good links are maintained with the educational welfare officer.
46. Procedures for child protection are very effective. An experienced member of staff is the designated person with responsibilities for Child Protection. She works closely with the headteacher to ensure that all staff are aware of the school's procedures to be followed. Concerns are handled sensitively, confidential records are stored securely and access to them is closely monitored. Outside agencies are consulted when the need arises.
47. The school and governors are diligent in ensuring the health and safety of the pupils. Regular risk assessment is undertaken and concerns are dealt with quickly and effectively by the headteacher and conscientious caretaker. The few health and safety concerns raised during inspection have been dealt with and further attention is to be given to improving the provision for the outdoor play of pupils under five.

9. Partnership with parents and the community

48. The school continues to maintain the strong relationships which it has developed with parents. The quality of information provided for parents is good. The school keeps parents informed about educational changes affecting their children and consults them about decisions regarding their children's welfare. Curriculum meetings have been held to inform parents, such as the implementation of the National Literacy Strategy. The school seeks to keep parents aware of the progress of their children through a consultation meeting, although some parents believe the meeting is held too early in the academic year. Effective communication however, is maintained with parents. They are able to discuss their children with teachers both before and after school and appointments can be made where longer periods of discussion are required. Weekly newsletters are sent home with children and parents are notified in advance of the curriculum topics which pupils will study. The end of year reports for each pupil are good and include levels of detail in most subjects relating to the skills children have developed. The quality of reporting becomes more detailed as pupils move through the school. The school prospectus and governors'

annual report are well presented and provide interesting and informative reading for parents. There are however, a few omissions from both reports, for example, lack of a report on the rates of attendance and absence.

49. The parents have good involvement in their children's learning. They are very supportive of the school, several give much of their time to work in the school when possible and many parents help their children at home. Several parents are regular helpers in the school and provide sound support in classrooms and around the school as requested. The parent association provides very good support for the school, raising considerable funds from which a range of resources is purchased; this contributes effectively to the progress that the children make. For example, the parents have made substantial financial provision for the refurbishment of a storage area into a high quality computer suite and to other necessary learning resources. The social and fund raising efforts provide a very good link between parents and the school.
50. Links with the community are satisfactory. Parents are invited to the Christmas concert performed by pupils from all classes. Many pupils participate in the school choir and are entering the Granada National Music Festival Competition. Links with outside agencies such as the Police and Rail Track provide opportunity for pupils to receive safety instruction regarding drugs awareness and rail and water safety. Visits to places of interest support the curriculum, including those to Radcliffe town centre to identify the differing architecture of buildings, pond dipping at Crompton Lodges and a visit to Wigan Pier to support work in history. The pupils contribute to children's charities. Due to the closure of companies that the school previously enjoyed business links with, there are currently no business links.
51. There are good links with secondary receiving schools and other schools for sport, with inter-school competitions being held for football, rounders, netball and the annual swimming gala. By the time they are eleven, the pupils are well prepared for their next stage of education and benefit from the good links developed in the social and academic programme which supports their transfer to secondary education well.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

52. The good leadership and management identified in the previous inspection report have been strengthened further. The quality of leadership and management is very good. The school has a very good ethos. All pupils are equally valued and respected and this helps them to develop good attitudes to learning. Relationships between pupils, and with adults are very positive. There is a firm commitment to continually raise standards and to enabling all children to do their best. The implementation of the school's aims, values and policies is very good and the school successfully meets its stated aims.
53. The headteacher provides very strong leadership and a very clear educational direction for the school. Since the time of the previous inspection, he has worked well with staff and governors in order to improve pupils' standards of attainment, by continual efforts to improve the quality of teaching and the curriculum. The teaching is regularly monitored and is well supported by good and very relevant in-service training provision for staff and a process of individual target setting and review. The headteacher is ably supported by the deputy headteacher. The quality of the headteacher's and deputy headteacher's own teaching provide good role models for other staff.
54. The school development plan is a thorough document which identifies and prioritises relevant targets. Progress towards the targets set is reviewed regularly. The school is also involved in a very effective process of regular self- review and development. All teachers

have responsibility for co-ordinating a subject or aspect of the school's work and staff work hard and perform these roles very effectively. The co-ordinators, in conjunction with the headteacher, set appropriate targets for developing work in their subject or area, and targets are regularly reviewed and new ones set.

55. The co-ordinator for special educational needs is diligent and rigorous in her work. She is fairly new to the role and has worked hard to develop her own understanding and skills in a short space of time. At all times she is very ably supported by the special educational needs' teacher. The two work very closely in partnership to maintain the good quality provision for all pupils on the school's register. In addition, there is very close liaison with the local education authority's Learning Support Team. For example, at the beginning of each term, the school's educational psychologist, learning support teachers and special needs staff meet to discuss all pupils who are at stages 3-5 of the special needs register. The last meeting was also attended by the governor with responsibility for special needs. Pupils' progress is talked about in detail and strategies for teaching and learning are reviewed
56. The headteacher keeps the governors well informed about school events and developments at meetings and through regular reports. Governors are involved and very supportive of the school and meet their statutory requirements. There is a daily collective act of worship. There have been a number of new recruitments to the governing body in the recent past. In the interim period, full governing body meetings have been the forum for decision making with less emphasis on making decisions at sub committee level. There are good training opportunities for new and existing governors.

Staffing, accommodation and learning resources

57. Since the previous inspection, the number and range of resources in all subjects has been extended and very good attention has been given to staff development. Although the previous report highlighted significant weaknesses in the accommodation in relation to the size of classrooms and the inadequacy of the play space for the under fives and the headteacher and governors' attempts to press for improvements, no improvements have yet been made to extend the accommodation. National initiatives, most notably, the introduction of the Literacy and Numeracy Strategies, have prompted an essential change in teaching methods with much more emphasis on whole class teaching. The inadequacy of classroom bays to house a whole class of pupils poses serious restrictions on teaching and learning and this is most evident in Key Stage 2 classes.
58. Although there has been a significant turnover of staff since the time of the previous inspection, the school has maintained a good number of suitably qualified teaching and support staff to meet both the demands of the curriculum and the age range of pupils. Good arrangements are made for the regular appraisal of teachers and for the professional development of all staff. High priority is given to staff training. Training for teaching and support staff is good and this has a positive effect on the quality of teaching and learning. Good attention is given to training subject co-ordinators and to curriculum developments and to training which supports current educational initiatives. Good arrangements are made for the induction and support of new staff.
59. The size of the accommodation is poor. The building, which is of open plan design, was originally designed to accommodate 210 children. The classrooms, or teaching bays were designed to accommodate two thirds of the class at any one time with the remaining third of the class working with another adult or teacher in the shared resource area between classrooms. However, since the inception of The National Curriculum and more recently The National Literacy and Numeracy Strategies, pupils can no longer be taught in this manner, with the emphasis now placed on whole class teaching. Consequently, pupils therefore spend the majority of their time working in a space designed for two thirds of the number of pupils. The class bays are small and cramped and these poor conditions restrict

opportunities for teachers to address the whole class, and for pupils to carry out practical and investigative work. This has an unduly restrictive impact on the taught curriculum and in some aspects the standards which pupils achieve.

60. Conditions are especially cramped in Key Stage 2 classrooms where, the number of pupils in each class is higher than in Key Stage 1 and the size of both pupils and furniture is larger. Pupils in these classes have insufficient workspace and space for their equipment and personal belongings. Pupils are inhibited from moving around the room to collect equipment for themselves or to enter and leave the room when necessary without disturbing someone else. Overcrowding also has a negative impact on pupils' concentration levels and this is especially the case at Key Stage 2. While there are some shared open spaces between classrooms where pupils can work as a group or independently, these are not suitable for use during whole class taught lessons such as the numeracy and literacy sessions.
61. Since the time of the previous inspection a computer suite has been set up. This is well resourced. However, this room, like the classroom bays is incapable of housing a whole class of children comfortably.
62. Outdoor facilities are good although the location of the site and the design of the building mean it is prone to vandalism outside of school hours which inhibits developing the site in ways which would support the curriculum. The children who are under five and in the reception class have the use of a separate outdoor play area. However, as this area is not secured and, there is no direct access from the classroom, this restricts its use. The caretaker and cleaning staff work very hard to keep the building very clean. The building is very well maintained.
63. The number, range and quality of learning resources are good and resources have been considerably improved and the range extended since the time of the previous inspection. Good use is made of the locality and of visits and visitors to support the curriculum. Resources are very well organized; they are readily accessible to staff and are well used. The limited size of the classrooms restricts the number of resources which can be kept to hand in classrooms for pupils to access independently. The school library is well resourced.

The efficiency of the school

64. Overall, the financial planning of the school is satisfactory. The school development plan and the budget are founded on school and national priorities, although not all of the actions to be pursued are fully costed. The headteacher and finance sub-committee which meets regularly, is fully aware of the limited budget available to the school and plan in order to maintain a stable workforce of teachers and educational support staff, and to maintain single classes for each age group. Good quality financial summaries are provided by the local education authority and an effective monitoring summary of expenditure is provided by a business manager to support the school's planning. Expenditure is planned on an annual basis, as the budget allocation becomes known. The tight constraints of the reducing carry forward and high staffing costs prevents the school from setting out an effective planning model for developing its provision for the medium-term or longer terms. Contingency planning has yet to be conducted formally to establish a possible range of opportunities open to the school. The strengths in financial planning indicated from the previous inspection have been maintained, although the medium to long-term financial planning has yet to be implemented.
65. The staff is well deployed, with support staff, administrative staff, caretaking and cleaning staff working well as members of the team. The school has a higher than average cost for educational support staff, due, in part, to the school's attempts to overcome some of the restrictions imposed by the cramped accommodation. Very good use is made of the

resources available and these are used as effectively as is possible within the tight limitations of the accommodation. Resources are stored well but access to them is often restricted by the confines of the available space in classrooms, corridors and resource areas.

Improved outdoor accommodation is needed to allow children under five to have planned access on a regular basis to large equipment and wheeled vehicles. A large area of space is required for children to have access to an appropriate range and size of resources such as sand and water and art resources on a daily basis in order to improve opportunities to extend children's physical and creative development.

66. The school is very efficient in the use of funds available to support all pupils including those with special educational needs. The provision for pupils with special educational needs is efficiently and effectively managed. Resources are well used to encourage good progress, including focused and rigorous use of time in lessons. Additional grants for the professional development of staff are spent efficiently, in particular on in-service training for the teachers. Day-to-day administration is good, although part of this function has to be carried out by the headteacher as budget constraints mean the school secretary is not employed on a full time basis.
67. The school's aggregated budget income is average for schools of this type. The attainment of pupils on entry is generally in-line with what children of a similar age achieve and, by the time they are eleven, attainment is above average in science, information communication technology and mathematics and well above average in English. Most pupils, including those with special educational needs make good progress and other aspects of the school such as relationships between pupils and with staff, the provision for pupils personal development and for promoting good behaviour and discipline are very good. Costs per pupil are average. Taking these into account, the school provides good value for money and as such, has sustained the findings of the previous inspection.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

68. The four year-olds are admitted to the reception class at the start of the academic year. At the time of inspection, all except one child in the reception class is under the age of five. Most children begin school having attended either nurseries or playgroups. As the inspection took place during the second week of term the children were still attending part time. The class teacher and nursery nurse were focusing on settling the children in to school and carrying out baseline assessment.
69. In those lessons seen, teaching was satisfactory overall and in a third of lessons teaching was good. Mathematics, language and literacy, knowledge and understanding of the world and personal development are taught well. The staff have very good relationships with the children and have consistently high expectations of children's work and behaviour. This means that children are constantly challenged and helped to move forward. The nursery nurse and the class teacher support one another well and work effectively as a team. Activities are well prepared and organised and resources are chosen well. Children are skilfully managed and purposefully occupied, their responses are supported and extended sensitively. There is effective adult involvement in children's activities and useful assessments made of the individual children's progress. Due to the planning based on the National Curriculum Programme of Study for Key Stage 1, some areas of learning, such as opportunities for physical and creative development receive insufficient attention.

Personal and Social Development.

70. Children quickly feel confident and secure in the reception class and make good progress in their personal and social development. By the age of five, the attainment of most pupils is above average in this area of learning. Children are able to work both as part of a group and independently and to use their initiative when solving problems. The children develop confidence, knowledge and independence through a variety of learning situations. They are attentive and eager to learn. Children behave well at all times and show consideration and respect for others and for property. They form positive relationships and participate enthusiastically in teacher-led and self-initiated activities.

9. Language and literacy

71. Children make good progress in language and literacy so that by the time they are five most children exceed the expected standards. They listen attentively and respond very well to stories, songs and instructions. Pupils talk willingly about their experiences speaking clearly and fluently, with a developing vocabulary. Most children gain satisfactory control in developing early writing skills. They learn to recognise the letters of the alphabet by shape, name and sound and use them in their own writing. They learn to form most of their letters correctly. Higher attaining children, with a little support, successfully produce short meaningful sentences. The children enjoy using big books many becoming fluent in the class reading of the story. Most children develop a good knowledge of sounds and many begin reading during their time in the reception class. Children handle books carefully and treat them with respect. They listen to stories regularly and enjoy them.

9.

Mathematics

72. Children's progress in mathematics is good overall, and most have exceeded expected standards by the time they are five. They confidently match, sort and count using everyday objects. Most can count and order accurately up to ten and some are able to count beyond ten. Children learn to recognise basic geometric shapes and gain some knowledge of capacity and weight from practical experiences with sand and water. Children describe objects by position, shape, size, colour and quantity. They enjoy working with large and

small construction equipment and jigsaws, which contributes to their mathematical development. Children recognise and make comparisons such as, 'bigger', 'smaller' and 'middle sized', 'taller than' and 'shorter than'. They develop a good knowledge and understanding of how to solve very simple problems involving addition and subtraction.

9. **Knowledge and understanding of the world**

73. Most children make good progress in their knowledge and understanding of the world and attain good standards by the time they are five. They develop knowledge about living and non-living through planting and growing. Most children can confidently name the main parts of the human body. Activities provided for role-play in the 'home corner' develop their understanding of self and the family. There are opportunities for children to explore everyday objects and items of interest. There are too few opportunities to select from a variety of materials to make models and develop skills, such as cutting, joining, folding and building. Through topics such as, 'senses', 'seasons' and 'ourselves', children's geographical and historical knowledge and skills are developed. Pupils are provided with opportunities to develop good skills in using the computer such as when they are required to control the mouse for moving items on screen and for selecting and putting clothes on the teddy bear.

9.

9. **Physical development**

74. Children make satisfactory progress overall in their physical development and achieve average standards by the time they are five. They develop their hand and eye control and manipulative and co-ordination skills through a variety of activities. They improve their skills in using scissors, pencils, and paint gaining control and accuracy. However, children are sometimes over-directed in these activities and provided with too much help when performing practical tasks such as cutting, sticking and colouring. This restricts the development of their fine motor skills. There are too few opportunities planned and provided for outdoor play, aimed at enhancing children's gross motor skills in the use of a range of large and small toys and riding equipment. The children are provided with suitable opportunities to develop confidence and co-ordination in the use of small floor apparatus in the activities undertaken in the school hall. Through these activities they demonstrate increasing body control and awareness of the good use of space.

9. **Creative development**

75. Children make satisfactory progress in all areas of creative development and achieve average standards by the age of five. Due to the lack of planned opportunities for learning through experimentation and practical experience as well as the constraints of accommodation, opportunities for the development of creative and imaginative skills are restricted. Children have too few opportunities to learn through role-play, and freely experimenting with paint and other materials. There are some opportunities for cooking, for example making jelly or sandwiches. Children explore texture, shape and form, through working with playdough, using materials to create collage and make models out of clay. Children have opportunities to sing and to clap rhythms. There are opportunities provided for children to explore sound through using untuned instruments.

ENGLISH, MATHEMATICS AND SCIENCE

English

76. Since the time of the last inspection, overall standards in English have improved and better attention is now given to addressing the needs of the higher attaining pupils.

77. In the 1998 tests at the end of Key Stage 1, the percentage of pupils achieving at the expected level of attainment, Level 2, or above, was well above the national average. The

percentage of pupils attaining at Level 3, the higher level, was well below the national average. Pupils' results in the reading tests were comparable with pupils of a similar background in other schools. In writing, the percentage of pupils attaining Level 2 or above was above the national average, and, at Level 3, the percentage was below the national average. In comparison with similar schools, results in writing were above average. Results in reading in particular indicate a slight, but not significant, dip in standards from 1997. The school now recognises that some pupils who could have gained Level 3 were not entered for tests at this level in 1998. The school's results from the 1999 national tests indicate an improving pattern of attainment by the end of Key Stage 1. In reading tests, 94 per cent of pupils achieved Level 2 or above, and in writing 97 per cent. Inspection findings are that by the end of Key Stage 1, the vast majority of pupils produce very good standards of work in English. Pupils of all abilities, including those with special educational needs, make good progress through the key stage.

78. In the 1998 Key Stage 2 national tests, the percentage of pupils achieving the expected level 4, or above was close to the national average percentage. The percentage achieving the higher level 5 was above the national average. In comparison with schools in similar contexts, pupils' achieved average results. The 1998 results show a decline when compared with 1997. Nonetheless, based on their prior attainment levels, pupils in the 1998 cohort made good progress in English, and their pleasing results reflect the additional support provided for pupils by the school. The results in 1998 reflect the attainment of one particular cohort of pupils, which included an above average percentage of pupils with special educational needs. Results in 1997 and 1999 closely match the attainment patterns in Key Stage 1, with above average percentages of pupils achieving at the expected and higher levels.
79. In the 1999 national tests, 86 per cent of pupils achieved Level 4 or above, 28 per cent achieving at level 5. Inspection findings are that pupils achieve very good standards of work in English. Pupils of all abilities, including those with special educational needs, make good progress through the key stage.
80. Standards in speaking and listening by the end of both key stages are above average. The majority of pupils make confident spoken contributions to lessons. They speak clearly and use well-organised sentences. Moreover, they respond positively to teachers' guidance in improving their spoken language, adding detail to answers, restructuring sentences to improve word order and using new vocabulary. When speaking, pupils hold the interest of the listener, such as in a lesson in Year 1 when pupils retold the story of "Just Like Jasper". Appropriate detail was included and the story was retold in the correct order. Pupils in all year groups ask and answer questions confidently.
81. The opportunities provided to play speaking roles in school performances also promote confidence and good progress. In general, pupils have very good listening skills. These well-developed skills ensure that most pupils, including lower attaining pupils and those on the school's register of special educational needs, begin tasks without further explanation and complete their work accurately. The vast majority of pupils listen to the teacher and each other with very close interest, valuing the contributions that others make and commenting on what is said. Such opportunities given for open conversation and comment, especially those provided for pupils in Years 5 and 6, also encourages their good social development. However, the very limited space in most classrooms, and lack of suitable areas for group discussion work restricts pupils' chances to practise and refine their spoken contributions. Moreover, the background noise from other classes means pupils have to sometimes concentrate very hard to listen.
82. Whilst there are variations in some year groups where larger numbers of pupils are targeted for additional support with reading, by the end of both key stages the majority of pupils achieve well above average reading standards. Pupils progressively develop knowledge and skills that enable them to access books for information or pure enjoyment. The majority of

pupils read fluently and confidently, and readily offer to read aloud. Pupils on the school's register of special educational needs are equally confident to read aloud in support sessions, demonstrating the positive climate for learning created by teachers. Pupils develop a good understanding of the use of expression to make reading aloud more interesting. Pupils in Year 2, for example, can predict what may happen next in a story, proposing a number of plausible suggestions. In Year 6, pupils suggest their own ideas and opinions about the inferred meaning of a poem. In Literacy Sessions, pupils read from shared texts with very good levels of concentration. They show their understanding of text extracts through detailed and thoughtful responses and accurate answers to questions. Pupils' very good reading skills enable them to access information in other subjects, such as in information and communication technology, where screen commands present little problem for even the youngest pupils.

83. The school has a well-organised and attractive library, with an adequate number of carefully selected books. In response to the last inspection report, books with multi-cultural themes and dual languages have been purchased. Although it is intended that pupils should be familiar with good library practice, this is an area for further development. Some higher attaining Year 6 pupils were still unsure of how to locate books using the Dewey system. There is a good range of books in the school's reading scheme, including advanced readers for higher attaining pupils. Through their work, pupils learn to love reading and talk about how books and poetry make them feel, revealing their spiritual development through literature. Even better promotion of such attitudes is restricted by the lack of available space in classrooms. There is no space in which to create reading areas where children can browse, select books, engage in quiet reading, or share a book with a friend. As a result, pupils are unable to select a book to enjoy in a relaxed manner at an opportune moment.
84. Overall attainment in writing by the end of both key stages is well above average. Pupils produce work of a very high standard, showing definite progression through the school. In the reception class, pupils write simple rhymes, copying key words from the board. Many pupils attempt to spell words independently and are often accurate with consonant-vowel-consonant spellings. Higher attaining and average pupils write descriptions and stories independently, beginning to use simple cursive links with some letters. By Year 2, pupils write stories with very good structures. Story openings are varied and interesting, such as "One sunny morning.....". Pupils make very good attempts at spelling polysyllabic words, showing good phonic skills. Many pupils attempt to use punctuation for speech in stories and do so accurately. Restrictions in available space mean that it is impossible to have dedicated writing areas where young pupils can practice and experiment with writing,
85. By Year 3, the majority of pupils write with a clearly formed cursive script. They write book reviews and make books with content pages, glossaries and indexes. In Year 4, diary extracts are written from imagination, using the stimulus of a terrifying occurrence. Pupils understand the use of alliteration and use it in their own poems. They learn to appreciate poetry and write about their own understanding of poems. In this way, spiritual development is enhanced through exploration of the beauty in verse. In Year 5, story openings immediately hold the reader's interest. Stories are of a good length and pupils use very interesting vocabulary. Pupils make newspapers and write factual accounts of visits to share with a friend.
86. By Year 6, pupils are able to write their independent opinions for example why the Aztec God, Montezuma, was important. They can write in the style of Shakespeare's time by creating a 'Magic Mixture' inspired by the play 'Macbeth'. Pupils write letters, character portraits, and imaginative and creative pieces in response to novels, such as 'The Hobbit'. Pupils understand and demonstrate their knowledge of the use of paragraphs for speech, change in location, theme or time. They explain examples of personification in poetry. Many pupils produce work that shows aspects of attainment at Level 6 of the National Curriculum, which is well above the expected level for pupils of this age. There are good

examples in all year groups of how pupils' writing skills have a positive impact on their work in other subjects such as science, history and religious education. Good use is made of word processing programs, which are at the appropriate level of complexity for each year group. Pupils recognise that through written work they can express feelings, ideas and opinions, and this promotes their social and spiritual development.

87. Pupils' good progress throughout their time at the school is clearly evident in the work produced by each year group. Curriculum planning for English is soundly built on progressive steps of learning new skills, and applying these skills in increasingly more complex contexts. The curriculum incorporates a very wide range of concepts and activities, which encourages pupils' interest and enthusiasm. Assessment procedures are good, and clearly identify higher attaining pupils who need further challenging, or pupils who would benefit from extra work to consolidate their understanding. The school was particularly pleased by the progress of pupils who took National Tests in 1998, when extra language support was provided, based on accurately identified needs. For example, in a cohort where 43 per cent of pupils were on the school's register of special educational needs, 69 per cent achieved the nationally expected level or above.
88. The overall quality of teaching at both key stages is good. In 70 per cent of lessons teaching is good or better, being very good in 20 per cent and excellent in ten per cent. Most teachers in both key stages have good subject knowledge and are confident in their teaching capabilities. Lesson planning is good, having clear indication of learning intentions and well-structured activities. Teachers' expectations are appropriately high and they manage pupils very well. Relative weaknesses in teaching include slow pace in some lessons and too little use of homework to extend pupils' learning in a few classes.
89. Planning for and implementation of the National Literacy Strategy are good. Teachers are confident and flexible in their use of the suggested framework for lessons. The subject co-ordinator for English is confident and competent in her role. She promotes a clear educational direction for the subject and a very positive ethos for learning.

Mathematics

90. Since the time of the previous inspection, standards in mathematics have improved from average to above average by the end of both key stages. More attention is now given to work on investigative and problem solving activities and to ensuring a better match of work to the needs of higher attaining pupils. The inspection took place during the second week of the term when pupils and teachers had just started working with the National Numeracy Strategy for the first time.
91. In the most recent reporting year, 1998, the percentage of pupils achieving or exceeding the expected level in the standard assessment tests at the end of Key Stage 2, is average when compared with schools nationally and below average when compared with schools with pupils from similar backgrounds. However, in the Year 6 class in 1998, the percentage of pupils on the special educational needs register was above the school average. The percentage attaining the expected level, level 4, or exceeding it in 1996, 1997 and 1999 is significantly higher. Taking all three years together, between 1996 to 1998, results in the tests at the end of Key Stage 1 are well above the national average and above average when compared with results of similar schools. In 1998, the percentage achieving or exceeding the expected level, level 2 at 100 per cent was very high in comparison with national average of 84 per cent. The percentage attaining the higher level, level 3 at 12 per cent however, is below the national average of 19 per cent.
92. Inspection findings are that attainment at the end of both key stages is above average. Pupils' skills in numeracy are good and these make a positive contribution to pupils' work and attainment and progress in other subjects.

93. By age eleven, most pupils can handle data and measurements well and construct and interpret a variety of charts and tables. Pupils identify the properties of shape, are able to rotate shapes and can calculate area and perimeter. Their understanding of place value is above average and they can work with relatively large numbers and with decimals to two places, confidently and accurately. Pupils work effectively with relatively large numbers in paper and pencil activities. Their skills in problem solving while above average can be developed further.
94. As they move up through the school, pupils of all attainment levels make good progress overall. They develop an increasing ability to interpret charts, tables and graphs of increasing complexity and an ability to calculate and measure more accurately. They develop a good understanding of place value and number operations and can apply this knowledge to problem solving activities of increasing complexity. Pupils on the school's register of special educational needs, make good progress as a result both of the support received in withdrawal sessions and that given to them in class lessons.
95. The majority of pupils have positive attitudes to mathematics and this is reflected well in the presentation of past mathematics work. During the week of the inspection, pupils in Key Stage 1 demonstrated good and very good attitudes to learning. They were very attentive, listened very well and clearly enjoyed their work including the mental mathematics' session. Already they are coping well with organising and handling their own materials and they are showing good levels of co-operation and concentration.
96. In Key Stage 2, pupils' response in lessons is satisfactory overall, though a number of pupils lack sustained levels of concentration. In lower Key Stage 2, few pupils volunteer to answer questions in a whole class context, although when questioned directly, or when asked to record their answers in their books, it is clear they know the answers and have good recall of number facts. In the Year 6 class, the most mathematically able pupils, during mental mathematics sessions, were seen to be initially relatively disinterested when they deceived themselves into believing the task presented to them was fairly simple, only later to realise it was quite challenging. Most of the class responded well to the challenge. In the Year 5 class some pupils became frustrated when, although they were able to multiply three digit numbers quickly and accurately vertically, experienced difficulty in performing the task horizontally using the partitioning method. Pupils' response during the inspection period may not have been representative of their general response and attitudes to the subject, but may have occurred because the approach used in The Numeracy Strategy at the time is different from what they are accustomed to.
97. Teaching in Key Stage 1 is good overall, and is satisfactory overall in Key Stage 2 although there are examples of very good and excellent teaching at both key stages. In both key stages, teachers' subject knowledge is secure and some teachers in both key stages have good subject knowledge. A strength of almost all teaching is that teachers know their pupils well. During lessons and over time teachers make good use of assessment and the information, which it provides. They are therefore able to ensure a good match of work to pupils of different prior attainment levels and provide the right level of support and challenge to different groups.
98. Lessons are well planned and contain clear learning objectives. Teachers are well prepared and organised and are making a confident start in approaching and implementing the teaching methods recommended in the Numeracy Strategy. The size of classrooms poses serious restrictions on teaching methodology, especially in Key Stage 2 classes. Conditions are very cramped and it is extremely difficult to find a spot in the classroom where the teacher can stand and be seen by all pupils. This makes mathematical demonstrations by class teachers difficult. Pupils' movements are also restricted. This limits not only pupils' ability to come forward to demonstrate their methods to the rest of the class, but also inhibits opportunities to select and collect the necessary equipment for themselves.

99. The very best teaching is characterised by high expectations of pupils and a good pace to lessons as was the case in a lesson in Year 6 when pupils investigated numbers to find which were palindromes. In a very good lesson in Key Stage 1, the teacher made very effective links between mathematics and pupils' everyday life experiences and is particularly skilled when gradually introducing and then consolidating new learning. In one lesson where teaching is unsatisfactory, this was because the learning intentions and the purpose of the introductory activity were unclear to pupils. At both key stages homework is used satisfactorily to support learning.
100. The school has made a good, confident and well-informed start on implementing The Numeracy Strategy in the initial stages. The curriculum is broad and well balanced and this is reflected in the sample of pupils' work inspected from the previous academic year. Historically the school has given good attention to developing pupils' mental mathematics and since the previous inspection staff have worked hard to ensure that more attention is given to providing work in relation to the National Curriculum Attainment Target 1, 'Using and Applying Mathematics'. Other subjects, for example, history, geography and science are used well both to apply, and to develop further pupils' numeracy skills. Good use is made of information communication technology in mathematics teaching.
101. The co-ordinator, who is well qualified, has taken on the responsibility relatively recently. She is also supported by another member of staff. They have worked hard to organise the existing resources, to purchase new resources and to prepare those needed for the introduction of The Numeracy Strategy. There is a very clear educational direction for developing work in the subject further. Planning is monitored by the headteacher and by the co-ordinator. Time could now usefully be given to enabling the co-ordinator to monitor and support teachers in the classrooms. Resources for pupils are satisfactory and there is a good range of computer software to support work in mathematics. The number and range of teachers' resources and materials and mathematical games could beneficially be extended to further enhance learning in the subject.

9. Science

102. Since the time of the previous inspection, standards have risen and results in the end of key stage national tests show a marked improvement. Other significant improvements are the well-planned and effectively carried out work in investigation and experimentation which now takes place across both key stages and attention is now given to ensuring that work is well matched to higher attaining pupils. This addresses two key issues of the last report.
103. at the end of Key Stage 1 over the last three years indicate that standards are consistently high in comparison with the national average. In 1998 on the basis of teacher assessments, the percentage of pupils attaining the expected level 2 was very high, and the percentage attaining higher level 3 was above the national average. The results for 1999 show that the school has maintained the previous high standards.
104. In the tests at the end of Key Stage 2, pupils results exceed those found nationally, except in 1998, when the percentages of pupils who attained the expected level 4, and above, and the higher level 5 fell, and was close to the national average. In comparison to schools with pupils of similar backgrounds, in 1998, pupils' attainment was below average overall. In the 1999 tests, the percentage of pupils attaining and exceeding the expected level has risen significantly.
105. By the end of Key Stage 1, pupils in their study of living things understand the different parts of a plant. They carry out careful experiments to discover what a seed needs in order to grow. For example, they grow beans in different conditions and keep a record of their growth. They study the parts of a human body and recognise that in order to keep alive and stay healthy, a human being needs a good diet, exercise and sleep. When looking at physical processes, pupils can list how electricity is used in the home. They experiment

- with batteries, wires and bulbs to provide a continuous circuit. They use the correct language to demonstrate scientific understanding, for example when testing out the strength of three different sized batteries. Before starting an experiment, pupils make predictions and sensible suggestions about the possible outcomes. Most pupils in Year 2 can talk confidently about their work, naming a variety of specific materials correctly and compare and classify them appropriately according to their properties. Pupils show good understanding of what is a fair test, for example when exploring the changes caused to materials through processes such as heating and cooling.
106. By the end of Key Stage 2, pupils can classify materials under the heading of solids, liquid and gases, and can describe the effect of change; for example, the effects of heating or cooling on a range of materials. Most pupils confidently conduct investigations relating to mixing and separating materials. They record their observations showing need for accuracy and precision in their investigative work as seen, for example in their graphs showing temperatures recorded in different areas of the school.
107. In both key stages, pupils of all abilities including those on the register of special educational needs are making good progress in the acquisition of scientific skills, knowledge and understanding. Pupils in Year 1, for example, develop a good understanding of the use of their senses and how to identify and group materials according to properties such as rough, hard, smooth and soft. In Year 2 their observations become more detailed as they participate in simple investigations, such as identifying which materials are waterproof. In Year 3, pupils' understanding of materials is extended when pupils discover which materials are magnetic and they learn to conduct investigations and discover things out for themselves.
108. As they move up through Key Stage 2, pupils develop a growing understanding of the scientific changes which can take place in materials. In Year 4 for example, pupils use hot, warm and cold water to learn about how change in water temperature is affected by the climatic surroundings. Throughout this key stage they develop and refine their skills in carrying out investigations as, for example, when testing materials for transparency, finding out how sound travels and how the size of a shadow alters. Pupils represent their findings appropriately using drawings, graphs, charts and tables and draw valid scientific conclusions.
109. Pupils' responses and attitudes to learning are good. Most pupils are well motivated and engage in activities with good interest. They apply themselves enthusiastically to investigations showing curiosity by asking questions and making suggestions. Pupils listen well to discussions and build on ideas from their teacher and other pupils. They work co-operatively, sharing equipment and helping each other.
110. The quality of teaching is good in Key Stage 1 and satisfactory in Key Stage 2. In the best lessons teachers use probing and open-ended questions to elicit a full response; prompt further enquiry and provide challenge. A key element of the good science teaching observed is the high priority given to investigative and experimental work, although in the context of the school's very limited accommodation teachers have to go to considerable lengths to organise effectively. Most teachers' knowledge of the subject is good. In the majority of lessons teachers carefully plan an appropriate sequence of activities, with clear and specific learning intentions. Organisation and use of time and resources are generally effective. Some timings of lessons seen during the inspection were too long which resulted in a slowing of pace and pupils' interest.
111. Curriculum guidance in documentation is sufficiently detailed to ensure that the planned curriculum meets statutory requirements and that pupils learn and revise essential work at increasingly higher levels of challenge as they move through the school. The curriculum and teaching are regularly monitored which helps to improve the quality of teaching and learning. The co-ordinator leads the subject well and has a clear educational direction for

developing work in the future and raising standards further. The quality of marking and the day-to-day assessment and recording in the subject are good. The school is well resourced and resources are used effectively. The accommodation and the size of the classrooms, especially those in Key Stage 2, presents difficulties for teachers when organising practical activities. This to some extent is overcome by use of additional teachers' support including volunteers, and by using the school hall where availability allows, for practical and investigative work

OTHER SUBJECTS

9.

Information communication technology

112. By the end of both key stages, pupils' attainment is above average. The school has maintained the high standards achieved at the time of the last inspection. Moreover, due to the installation of a networked computer suite which is used for teaching discreet information communication technology skills current rates of progress are very good. Pupils are now well placed to achieve even higher standards in the future.
113. During the week of the inspection, pupils in all year groups were taught to enter names and passwords to log onto the computer network. Pupils in Year 1 use the mouse accurately to position the cursor on an exact point. They locate letters on the keyboard quickly and confidently. In Year 2, pupils know that capital letters can be made with the "Caps Lock" key, or by using the "shift" key. They use word processing programs to write stories, diaries and letters. Pupils know how to use function keys for deleting mistakes. They understand that information control technology incorporates control technology in everyday life, such as the use of microwave ovens, televisions and videos and automatic doors. They use a Roamer device to input directions. Pupils make good progress through Key Stage 1.
114. In Years 3 and 4, pupils build on their experience of control technology, using First Logo to direct movement on screen. Pupils know how to click and drag an item to reposition it. They independently open and close programs, create new documents, and save their work in folders. During the course of Key Stage 2, pupils progressively build on their knowledge and skills in the use of control technology. In Year 5, for example, they make traffic lights with synchronised lighting systems and build working Lego models using Logo control. In Year 6, pupils explain the terms "logging on/off" and "user". They are confident to make mistakes and work out for themselves how to correct their actions. Pupils begin to understand the use of sensors and input and output signals. They build a moving model of a car that drives to a barrier, activating a light sensor which raises the barrier for the car to proceed. Pupils of all abilities make equally good progress through Key Stage 2.
115. Pupils enjoy their work in information and communication technology. During the week of the inspection, when the computer suite was used for the first time, pupils were obviously very excited and keen to "have a go". Nonetheless, they behaved well, took turns appropriately and helped each other. Notably, pupils on the school's register of special needs were confident to help their partners in this context, having taken their turn first. Such opportunities promote self-esteem and positive relationships. Pupils' good listening skills are evident in such intense learning situations. Equally, well-developed reading skills enable the majority to work confidently at the computer, deciphering screen commands quickly and easily.
116. During the course of the inspection, the subject co-ordinator, who has good specialist skills, taught all information control technology lessons seen. The quality of teaching was consistently good or better. A combination of very good subject knowledge, confident delivery, high expectations and firm management of pupils encourages good progress. Teachers throughout the school also use equipment with good levels of confidence and competence. Computer resources are good, and well used to support pupils of all abilities,

including specialist programs for special educational needs pupils. All programs are well matched to the ages and abilities of pupils throughout the school. There is a very positive ethos for learning in the subject and a clear direction given for future developments.

9. **Religious education**

117. The development of the curriculum, teaching and learning in religious education has been given good attention since the previous inspection in order to improve pupils' spiritual and cultural development; two identified areas for improvement raised in the last inspection report. A teacher with specialist knowledge teaches religious education in all classes. During the week of the inspection the teacher was absent from school and it was therefore not possible to observe any teaching, although one session where visitors came to talk with pupils in the Year 5 class was observed. Evidence for judgements is drawn from a scrutiny of work from pupils in both key stages during the previous academic year. Attainment by age seven and eleven is in line with the requirements of the Locally Agreed Syllabus. Pupils by age eleven have a secure understanding of the three major religions studied; Christianity, Islam and Judaism. They understand the significance of the signs, symbols and rituals used, their beliefs, places of worship, holy books and religious leaders.
118. Pupils of all prior attainment levels, make sound progress in religious education during their time at the school. For example, pupils in Key Stage 1 learn about some of the teachings of Jesus and about Christian and Hindu celebrations. Pupils' knowledge and understanding of the religions studied is deepened in Key Stage 2. Pupils become more familiar with shared beliefs in Christianity, Judaism and Islam through further study of the Old Testament. Pupils become more aware of the differences between the three religions through study of the Torah, The New Testament and the Koran. They reflect on the importance of taking care of the Earth and of the importance of water around the world.
119. Pupils in all classes take great pride with their recorded work which in all classes is neat, well presented and carefully illustrated. Good quality project work undertaken by pupils in Year 6 shows their capacity for independent, personal study. During the inspection period, in the only religious education session seen, pupils in the Year 5 class responded well to two representatives from the Jewish faith who came to school to talk to them about how they celebrate Rosh Hashanah. Pupils were interested, listened well and showed respect for the visitors, their customs, beliefs and traditions.
120. Pupils' good skills in reading and writing make a valuable contribution to their work in religious education. The subject also provides valuable opportunities for pupils to develop their language skills further. There are good examples of pupils using books, the library and other sources of information to research work and there is some excellent project work completed by pupils in Year 6 which reflects pupils' ability to research, record and organise their writing. Work in religious education now makes a positive contribution to pupil's spiritual, moral, social and cultural development. Through it, pupils' develop an insight into the beliefs and values of others and are provided with opportunities to reflect on their own values and beliefs as well as on those moral issues raised through the study of religions, religious leaders and the study of holy books. Pupils have the opportunity to deepen their understanding of different cultural traditions, for example through the study of different religious festivals and for example, when learning about how Harvest is celebrated in different parts of the world.
121. The curriculum, which is based on the Locally Agreed Syllabus, is good. It includes in depth coverage of Christianity, Judaism and Islam. Work covered in each year group builds very well on that covered in the previous year so that there is an effective progression in learning. Pupils' progress in the subject is regularly assessed by the co-ordinator.
122. The co-ordinator has worked hard to develop work in the subject. A significant amount of

money has been spent on the resources since the time of the previous inspection. There is now a good number and range of good quality resources including artefacts, to support work.

Art

123. Standards in art are average and all pupils, including those with special educational needs, make satisfactory progress in art. In Key Stage 1 pupils learn to draw and paint from direct observation. They use primary colours carefully and effectively. They sketch and paint, often with attention to fine details. There are examples of younger pupils confidently experimenting with forming figures out of clay. In one lesson, pupils in Year 1 work impressively on two and three-dimensional work. Their clay tiles with carving patterns are of good quality.
124. In Key Stage 2, pupils are given opportunities to explore the work of famous artists, such as, Lowry, Van Gogh, Klee and Monet and apply this knowledge to their own work. Most pupils demonstrate good skills in observation, accuracy to detail, shape form and size. Some recorded work of observational drawings in sketchbooks by pupils in Years 5 and 6 shows evidence of pupils experimenting with line and tone. In a lesson in Year 6, pupils made good progress when they successfully completed the other half of a digital photograph using tonal patches and discovered for themselves the technique required to obtain the desired results.
125. There are good examples of pupils devising and making artefacts and images and applying different approaches to art. Some of the work on 'full face sketches' and 'papier mâché' masks by pupils in Year 6, is effective and provides evidence of pupils' ability to select appropriate materials, methods and visual elements independently.
126. Pupils' attitudes to learning in those lessons seen are good or very good. They show enjoyment, application and involvement. Pupils are highly motivated, they listen intently, follow instructions, and are considerate towards others. They are enthusiastic about artwork and sustain concentration. Pupils show pride in their efforts and react well to praise.
127. The quality of teaching is good overall. In two out of the three lessons seen teaching is good and in the remainder is very good. Teachers develop well pupils' observational skills and their ability to explore with imagination and feeling. They demonstrate good subject knowledge, plan effectively, prepare lessons well and provide appropriate challenge. Lessons develop at a good pace, pupils are well managed and resources used effectively. Teachers ask appropriate questions and give clear instructions.
128. An art component planned into topic work successfully supports the use of pupils' artistic skills in subjects, such as history, geography and religious education. There are bright displays of work around the school. There is a range of good quality resources, which is organised centrally for ease of access.

9. Design and technology

129. During the time of the inspection no lessons in design and technology were timetabled. Judgement on pupils' standards of work and progress across the school have been made by scrutinising samples of work and discussion with pupils and members of staff. On the basis of this evidence, pupils of all prior attainment levels, in both key stages make satisfactory progress in design and technology. There is appropriate emphasis on the design aspect of the subject and on pupils' ability to assess and improve the quality of their completed products.
130. At Key Stage 1, pupils are provided with opportunities to use simple tools to cut paper and

shape salt dough and clay. They work with a range of constructional equipment to develop making skills. As part of their project on castles, pupils in Year 2 make wooden models of towers which are of good quality and well finished. Pupils' work with different materials to acquire skills such as cutting, shaping and joining. They give appropriate attention to detail and neatness of the finished product. Pupils in Key Stage 1 have opportunities to cook and prepare food and have good experience of clay and working with salt-dough.

131. At Key Stage 2, pupils have sound knowledge about axles and joints. They confidently generate ideas and produce more than one design. Pupils show accuracy and detail in their designs. There are good examples of designing and making models such as, pirate ships, puppets on a string and musical instruments. In the models examined, pupils successfully used their own plans to ensure a quality product that looked like their own design. They are sufficiently developing their making skills, such as measuring and marking out and independently choosing from a range and variety of building and joining materials, as well as evaluating their work to consider appropriateness of the size, power and strength of the product.
132. Pupils have positive attitudes to their work and teachers take sufficient time to teach correct techniques and appropriate vocabulary. The headteacher is currently co-ordinating work in the subject. Resources in the subject are good in range and number and are organised effectively.

Geography and history

133. Since the time of the previous inspection, the curriculum and resources for both subjects has been improved and the range extended. Better attention is now given to planning work, which extends the teaching of higher attaining pupils
134. Four history lessons were observed during the week of the inspection but no geography teaching was observed. Additional evidence for judgements is drawn from scrutiny of pupils' work from the last academic year.
135. Pupils of all attainment levels, including those on the register of special educational needs, in both key stages, make sound progress in lessons and over time in both history and geography. For example, pupils in Year 2 as part of their topic on castles, learn about the best way to attack and defend. This is developed further in a Year 3 lesson when pupils use secondary sources to consider whether, when the Vikings landed, their actions could be described as hostile acts or those of settlers, and when pupils in Year 6 consider the effects of invasion on the lives of the Aztecs. In Year 4, pupils develop a good understanding of the similarities and differences of the lives of rich and poor people in Tudor Times, and this understanding is built on in Year 5 when pupils compare the lives of rich and poor people in the Victorian era.
136. In geography, as pupils move up through the school they show an increasing awareness of places beyond their immediate locality. Pupils in Year 1 for example, look at street furniture found within their immediate locality. In Year 2, pupils' knowledge and understanding is extended when they learn about geographical features of the seaside. In Key Stage 2, pupils begin to show an understanding of different types of settlement and an appreciation of how human activity can affect and shape the environment. Pupils in Year 4 study the geographical features of Oldmoor village and are able to use Ordnance Survey symbols to record features on a map. In Year 5, pupils they learn about the effects of pollution on the rivers and oceans and the effects on different groups of people when a new road is built within the immediate area. Pupils in Year 6 are introduced to more complex Ordnance Survey symbols and consider town-planning issues.
137. Pupils respond well to their work in history. For example, pupils in Year 5 class were clearly pleased when the teacher explained that a history session was about to begin,

sustained good concentration during teacher input and worked well on independent tasks. In the Year 1 class pupils behaved extremely well when given the opportunity to handle and play with some very old toys. They took great care to handle these carefully and sensibly. They particularly enjoyed taking turns to sit on the Victorian tricycle. In the work samples seen in both history and geography it is evident that pupils in all classes take great pride with their recorded work which contains neat and very well presented writing and drawings.

138. Pupils' good literacy and numeracy skills make a valuable contribution to their work in both history and geography. Both subjects also provide valuable opportunities to extend pupils' reading and writing and numeracy skills further. Pupils are able to access information from books. There are many examples of good written accounts in history and geography and of graphs and tables being used to record information.
139. The quality of history teaching observed is good overall. In half of the lessons seen teaching was good, and in one lesson was very good. Lessons are well prepared. Teachers' planning contains clear learning objectives, which give good attention to developing the skills of historical enquiry as well as the acquisition knowledge and understanding. Resources, for example the Greek pots used in a Year 6 class and a Victorian logbook, are well chosen to evoke interest and arouse pupils' curiosity. These are very effective in motivating pupils.
140. The curricula for both history and geography are good. Topics are covered in depth and what pupils learn in each year group builds very effectively on their previous learning. The curriculum makes a positive contribution both to pupils' understanding and appreciation of British culture as well as extending their understanding of other cultures. For example, pupils study different societies in history and, in geography, in the study of water pupils consider how problems that arise not only in Britain but also in Kenya, Bangladesh, Nepal and Bolivia, are overcome. Assessment procedures and the use which teachers make of assessment information are good. Co-ordinators for both subjects have very recently taken on the responsibility. They are keen to further develop work in their subject.
141. Resources for learning, including artefacts and computer software, are good. The staff make effective use of available resources including visits to places of interest.

Music

142. Only three lessons were observed during the inspection where music was taught. In addition, pupils were heard singing in assembly, observed in a peripatetic music session and evidence was gained from videos of school performances. Based on these findings, pupils of all attainment levels make satisfactory progress in music during their time at the school. Opportunities for all pupils to participate in school concerts ensure that performing skills are appropriately developed. Pupils in Year 1 listen extremely carefully to taped music, quickly learning chorus words. They sing tunefully and confidently as result of repetition and practice. They follow sound patterns created by the teacher with a good level of accuracy, and create their own for classmates to follow. Pupils in Year 4 recognise the musical symbol for a rest and respond to this symbol when singing. They understand that different tunes or musical rhythms can be sung in unison to create one blended song.
143. In the lessons observed, pupils showed obvious enjoyment of music. Younger pupils were very attentive and understood the need to listen carefully in order to follow patterns and learn words. Older pupils in Key Stage 2 show enthusiasm for singing, but do not always behave and respond sensibly when asked to sing louder. Instead of refining their performance, pupils shout words and lose concentration.
144. The quality of teaching is satisfactory overall. In two of the three lessons observed teaching was good. In one lesson teaching was unsatisfactory. In the good lessons,

activities were clearly planned, teachers gave good and clear demonstrations and expectations of behaviour and performance were high. In one lesson homework was set for pupils to create their own pattern of “body music” for the next lesson. The main feature of unsatisfactory teaching was the lack of intervention when pupils’ behaviour deteriorated. Progress in this lesson was hindered due to undue noise levels and over repetition of some activities.

145. The co-ordinator has good subject knowledge and clearly defined aims for the future development of music in the school. She is keen to use music as a link with the community, and pupils have been involved with a number of local concerts and competitions. A published scheme of work for music has recently been introduced. The co-ordinator plans to support Key Stage 2 colleagues in the implementation of this scheme in order to ensure better levels of progress. Many pupils choose to learn to play a tuned instrument during their time at the school and are members of locally performing orchestras. The school’s own choir and orchestra greatly enhance whole school performances.

9.

Physical education

146. Pupils of all abilities, including those with special educational needs make satisfactory progress, although within a limited range of activities. In team races, Key Stage 1 pupils practise throwing and catching skills, developing greater speed and accuracy. They sprint, run and jump in races, showing good skills in starting, stopping and turning. In dance activities, pupils in Key Stage 2 revise and refine their work, watching each others’ routines and commenting on good points and ways to improve. Dance routines are created over a series of lessons, where pupils are encouraged to develop their original ideas, and practise and improve movements. In Year 6, pupils improve their performance techniques, by using exaggerated actions in dance routines.
147. Pupils generally show appropriate attitudes to their learning in physical education. In the best lessons, boys and girls are equally well behaved, pay careful attention to the teacher and follow instructions accurately. They show real enjoyment of lessons, encouraging and congratulating each other spontaneously. In some lessons, pupils are overly talkative. When this is unchecked, lessons lose pace and pupils’ concentration deteriorates.
148. Teaching is satisfactory overall. In two out of five lessons teaching is good. Unsatisfactory teaching was observed in one lesson. The main characteristic of unsatisfactory teaching is the lack of firm intervention to manage undue behaviour. As a result, time is wasted and pupils lose concentration and progress pupils make is unsatisfactory because they fail to focus on key learning points that could further improve prior skills and knowledge.

149. Physical education is a priority focus for further attention in the school development plan. Key developments in the current academic year are to include; extending the range of resources available for the subject, in-service training for teachers in gymnastics and field sports, and dance activities for all year groups, incorporating dance from other cultures. The current scheme of work for physical education is to be rewritten in the light of these developments. The co-ordinator has the appropriate subject knowledge to guide these improvements. General improvement in teaching of the subject, and appropriate behaviour management in practical activities could encourage better rates of progress.

PART C: INSPECTION DATA

Summary of inspection evidence

150. In addition to the preliminary visit, a team of four inspectors including a lay inspector spent the equivalent of 14 inspection days in the school. The team observed 47 lessons, in whole or part. In addition, a sample of all the work completed by pupils in each year group during the previous academic year was scrutinised. A sample of three pupils from each class was heard to read. The total time for these activities was 50 hours and 10 minutes.

151. Time was also given to talking with pupils and to scrutinising their work around the school. Assemblies were attended, and inspectors visited registration periods to see the beginnings of sessions. In addition, pupils' behaviour was observed in the playground, in the hall, and around the school. Discussions were held with several members of the school's governing body and the educational welfare officer. The headteacher was interviewed by all team members, and discussions were held with all members of staff about subject and management responsibilities, and about in-service training opportunities. Discussions also took place informally with support staff, and there were informal discussions with pupils at playtimes and around the school.

152. The team also scrutinised the minutes of governing body meetings, curriculum and other policy documents, teachers' plans, financial statements, and pupils' records, reports and attendance records. Prior to the inspection, a meeting was held for parents to express their views about the school.

DATA AND INDICATORS

Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	224	1	67	42

Teachers and classes

Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)	9.1
Number of pupils per qualified teacher	24.7

Education support staff (YR - Y6)

Total number of education support staff	4
Total aggregate hours worked each week	77.1

9.

Average class size:

26

Financial data

Financial year:	1998/9
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	£
Total income	324,776
Total expenditure	333,775
Expenditure per pupils	1,483
Balance brought forward from previous year	20,398
Balance carried forward to next year	11,399

PARENTAL SURVEY

Number of questionnaires sent out:

162

Number of questionnaires returned:

60

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	47	44	4	5	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	60	31	2	7	0
The school handles complaints from parents well	35	47	12	6	0
The school gives me a clear understanding of what is taught	33	54	6	7	0
The school keeps me well informed about my child(ren)'s progress	33	54	9	2	2
The school enables my child(ren) to achieve a good standard of work	47	42	6	5	0
The school encourages children to get involved in more than just their daily lesson:	40	40	14	6	0
I am satisfied with the work that my child(ren) is/are expected to do at home	28	56	5	11	0
The school's values and attitudes have a positive effect on my child(ren)	39	42	17	2	0
The school achieves high standards of good behaviour	39	50	8	0	3
My child(ren) like(s) school	55	32	10	3	0