

INSPECTION REPORT

St. Thomas C of E Primary School

Bury

LEA area: Bury

Unique Reference Number: 105322

Inspection Number: 181955

Head Teacher: Mr L Taylor

Reporting inspector: Mr R S Moseley
16886

Dates of inspection: 13 – 16 September 1999

Under OFSTED contract number: 706762

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant, Junior and Nursery

Type of control: Voluntary controlled

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Pimhole Road
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Appropriate authority: The governing body

Name of chair of governors: Mrs J Jones

Date of previous inspection: May 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
R S Moseley	Science	Characteristics of the school
	Design and technology	Attainment and Progress
		Teaching
		Leadership and Management
		The Efficiency of the School
		Effectiveness of Section 11 funding
T Bradley	Equal opportunities	Attitudes, behaviour and personal development
		Attendance
		Support, guidance and pupils' welfare
		Partnerships with parents and the community
		Staffing, accommodation and learning resources
P Isherwood	Special educational needs	Assessment
	Information technology	
	History	
	Geography	
	Religious education	
S Jones	English	Curriculum
	Music	
	Areas of learning for children under five	
M Heyes	Mathematics	Pupils' spiritual, moral, social and cultural development
	Art	
	Physical education	

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MAIN FINDINGS

What the school does well

- .The school provides a happy and successful climate for learning within an environment that values the rich heritage of different cultures and traditions.
- .Teaching is a strength of the school. It is good or better in just under nine out of ten lessons. In just under one third of lessons, it is very good or excellent. The staff work together very well as a team.
- .Pupils have very good attitudes to learning and their behaviour is good. There are very good relationships throughout the school.
- .The head teacher provides very good leadership; there is an obvious commitment by the governors and staff to continuous improvement.
- .The school's provision for pupils' spiritual, moral, social and cultural development is very good, as is the support and guidance given to pupils and the concern for their welfare.
- .The school's provision for the education of children under five, pupils with special educational needs and for pupils with English as an additional language, is very good.
- .The school has a very good partnership with the parents and the community. This partnership is used effectively to support pupils' learning and enhance community relations.

Where the school has weaknesses

- I. Standards in most aspects of English are below expectations by the time pupils leave the school.
- II. There are too few opportunities provided for pupils to develop the skills needed for independent learning.
- III. Standards in information technology are below expectations at the end of Key Stage 1.

The weaknesses are far outweighed by what the school does well but they will form the basis of the governors' action plan, which will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

The school has resolved all of the weaknesses pointed out in the last inspection in 1996 and has improved in a number of other ways. With regard to the key issues in the last report, the school has continued to promote a high degree of racial and cultural harmony. It has produced clear guidance for the teaching of every subject with effective assessment procedures, and it has worked hard to improve attainment and teaching in information technology. The role of the curriculum co-ordinators has been reviewed and improved. Steps have been taken to improve attendance and punctuality. Systems have been created to monitor standards, set targets for the pupils and report on these, more effectively, to the governing body.

In addition to these, the leadership has been very effective in bringing about other improvements. For example, there has been a very good improvement in the provision for early years education in terms of the planning and organisation. Also, a new system of teachers' planning has been introduced throughout the school. This has been very effective and contains sections where teachers can review the success of their lessons in order that this will influence future planning. This planning, together with the monitoring of the teaching, has also brought good improvements in the quality of the teaching. The provision for the support of pupils with special educational needs has also improved. The special educational needs co-ordinator has attended a number of valuable courses, has one day a week curriculum time to carry out her co-ordinating duties and has built a close, effective working relationship with all the local support services. The teaching of information technology has improved as a result of teachers attending specialist courses. A great effort has also been made in recent years to

involve parents in the life of the school and in the support they give to their children's learning. This has been very successful. In addition, the school has worked hard to influence community relationships and many parents of all cultures are involved with their children in the life of the mosque and the Church. The school is able to maintain these improvements and to make further improvements.

Standards in subjects

This 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	Key
			Very high
			Well above average
			Above average
			Average
			Below average
			Well below average
English	E	D	A*
Mathematics	D	C	A
Science	A	A*	B

- IV. Although well below average results are indicated in English, it must be borne in mind that 70 per cent of the children come into the school having English as a second language. This is not taken into account when making comparisons with similar schools.
- V. In 1999 although there are no national comparative figures the results were similar in English and mathematics to those of 1998 but the pupils attained lower results in science.
- VI. The inspection findings indicate that for this year's pupils, attainment is still well below the national average in English but in line with the national average in mathematics and science.
- VII. Attainment by age 11 in information technology is in line with the national expectation and in religious education in line with the requirements of the Locally Agreed Syllabus.

Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Very good	Good	Good
Mathematics	Very good	Good	Good
Science		Good	Good
Information technology		Satisfactory	Good
Religious education		Good	Good
Other subjects	Very good	Good	Good

- VIII. The quality of teaching was satisfactory or better in all lessons seen. In just under nine out of ten lessons it was good or better. In almost one third of the lessons, it was very good or excellent.
- IX. For children under five, almost all of the teaching was good or better with over half the teaching being very good or excellent.
- X. In Key Stage 1, four out of five lessons were good or better and in Key Stage 2, almost nine out of ten lessons were good or better. At both key stages, almost one quarter of lessons was very good.

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	Consistently good throughout the school.
Attendance	Attendance has improved. However, extended absence during term time for some pupils has a negative impact on learning.
Ethos*	Very good. Successful climate for learning which promotes very good attitudes and very good relationships. There is a commitment to raise standards further throughout the school.
Leadership and management	Very good overall. The head teacher provides very good leadership. He has led many improvements, has created a strong and dedicated staff and has developed strategies to sustain these improvements. The governing body is very supportive.
Curriculum	It is well planned, broad and balanced. However, not enough opportunities are provided for pupils to develop the skills needed for independent learning. Assessment procedures are good.
Pupils with special educational needs	Pupils with special educational needs are very well supported throughout the school.
Spiritual, moral, social & cultural development	The provision for pupils' spiritual, moral, social and cultural development is very good.
Staffing, resources and accommodation	Good overall. The professional development of staff has been effective and the staff are well qualified. The additional support staff, to support pupils with English as an additional language, is very good. Resources are broadly adequate; however, the quality and range of books in the library and the resources for information technology are more limited.
Value for money	Good.

**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>XI. How they are encouraged to play an active part in the life of the school.</p> <p>XII. The school gives a clear understanding of what is taught in class.</p> <p>XIII. The good standard of work and good behaviour achieved by the pupils.</p> <p>XIV. Many value the amount of homework.</p> <p>XV. The school's values and attitudes which have a positive effect on their children.</p> <p>XVI. The way they are kept informed about their children's progress.</p> <p>XVII. That the pupils are encouraged to get involved in more than just their lessons.</p> <p>XVIII. That it is easy to approach the staff with any problems.</p>	<p>XIX. A very few parents felt that not</p> <p>XX. A very few parents felt that they did not always have a clear picture of what is taught.</p> <p>XXI. A very few parents felt that the school did not achieve high standards of good behaviour.</p>

Inspectors' judgements support parents' positive views. Inspectors judged that homework was adequate, information about what is taught is clear and that the school achieves good standards of behaviour.

KEY ISSUES FOR ACTION

To maintain the quality of education and promote further development, the governing body, head teacher and staff should address the following issues.

1. Raise standards in English further by:

XXII. Developing more strategies to enable pupils to have a greater understanding and appreciation of the texts they read; (paragraphs 87, 88)

XXIII. Providing more opportunities for pupils to produce and develop their own writing and to use language more imaginatively. (paragraphs 87, 88)

2. Raise standards in information technology in Key Stage 1 by:

XXIV. Continuing to improve resource provision; (paragraphs 138, 140)

XXV. Further developing staff expertise in the subject. (paragraph 140)

3. Provide more opportunities for pupils to develop the skills needed for independent learning by:

XXVI. Increasing provision for this in the teacher's written planning; (paragraph 30)

XXVII. Giving pupils more opportunity to set up and devise their own investigations in science and mathematics; (paragraphs 30, 98, 108)

XXVIII. Increasing access to computers for pupils to work on their own; (paragraph 140)

XXIX. Developing library provision further. (paragraph 92)

In addition to the issues above, the following less important weaknesses should be considered for inclusion in the action plan.

XXX. The school does not yet inform parents about the topic work followed each term; (paragraph 52)

XXXI. Two items are missing from the governors annual report to parents; (paragraph 61)

INTRODUCTION

Characteristics of the school

1 St. Thomas' is a Church of England Voluntary Controlled Primary School. The first St. Thomas' was established in the last century and the school moved to its present site in 1972. The school is a single storey building with Key Stage 1 and Key Stage 2 being situated at opposite ends of the school hall. There is also a purpose built nursery unit, which shares the same site. There are three hard-core playgrounds and a large playing field.

2 There are currently 220 children on the school roll aged from four to eleven, 106 boys and 114 girls, with 24 part-time children under five at the time of the inspection.

3 The area is one of mixed housing with terraced, semi-detached and council houses in the main. The school is very much a family school, many older brothers and sisters and parents attended St. Thomas's themselves.

4 The school serves a mixed community in terms of culture, religion and socio-economic status. The children come from a variety of cultural backgrounds, the majority being of Pakistani heritage. These pupils make up 72 per cent of the school's population and speak English as an additional language. The rich cultural diversity is a real strength from which the school is able to draw and enrich the school life. There are 33 pupils on the current register of special educational needs and five of these have statements. There has been an increase in the number of pupils on the special educational needs register since the last inspection. This is due to better identification of need. Currently, there are 18 per cent of pupils on the free school meals register. The make-up of the school is much the same as at the last inspection.

5 The school has high expectations of behaviour and achievement and, whilst supporting pupils with English as an additional language and those with special educational needs, seeks to challenge pupils of all abilities.

6 Current priorities include the continuing development of the established literacy strategy throughout the school, the introduction of the Numeracy Strategy and the purchasing of appropriate hardware for the further development of Information Communication Technology.

Key indicators

7 Attainment at Key Stage 1¹

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

Year	Boys	Girls	Total
1998	15	15	30

• National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or Above	Boys	9	12	11
	Girls	7	11	11
	Total	16	23	22
Percentage at NC Level 2 or above	School	53% (68%)	77% (76%)	73% (82%)
	National	80% (80%)	81% (80%)	85% (83%)

• Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or Above	Boys	12	11	13
	Girls	11	11	14
	Total	23	22	27
Percentage at NC Level 2 or above	School	77% (76%)	73% (76%)	90% (82%)
	National	81% (80%)	85% (83%)	86% (85%)

8 Attainment at Key Stage 2²

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

Year	Boys	Girls	Total
1998	18	11	29

• National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	9	7	17
	Girls	8	7	10
	Total	17	14	27
Percentage at NC Level 4 or above	School	59% (71%)	48% (62%)	93% (87%)
	National	65% (63%)	58% (62%)	69% (68%)

• Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	11	13	17
	Girls	9	7	10
	Total	20	20	27
Percentage at NC Level 4 or above	School	69% (67%)	69% (62%)	93% (83%)
	National	65% (63%)	65% (64%)	72% (69%)

1

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

9 Attendance

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

reporting year:

		%
Authorised	School	6
	National comparative data	5.6
Unauthorised	School	1
	National comparative data	0.5

10 Exclusions

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

	Number
Fixed period	3
Permanent	0

11 Quality of teaching

Percentage of teaching observed which is:

	%
Very good or better	32
Satisfactory or better	100
Less than satisfactory	0

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

12 Children enter the school with attainment levels well below those expected for children of this age; attainment levels are very low in language and literacy. This is mainly because over three-quarters of the children come from homes where English is not the first language but also because there is quite a high proportion of children with special educational needs. Children under five made at least good progress in all areas of learning and very good progress in social and personal, physical and creative development. The more able children, who have gained an appropriate level of literacy, achieve all desirable learning outcomes by the age of five and sometimes exceed them. The majority of children with very low language skills on entry and those with special educational needs, move towards the desirable learning outcomes but do not achieve them, except in physical development.

13 Throughout both key stages, with regard to core subjects, progress is now good and sometimes very good. This is raising attainment in English at the end of Key Stage 1 to just below the national average and in mathematics and science to standards, which are average. At the end of Key Stage 2, attainment in mathematics and science is now in line with the national average but in English it is still well below average. These improvements are due, in part, to improved teaching techniques, the Literacy Hour, the Numeracy Strategy and new lesson planning arrangements. However, all these improvements are fairly new and have not yet had time to build on previous learning and raise attainment even further by age 11. Attainment in information technology is in line with the national expectation at the end of Key Stage 2 but still below expectations at the end of Key Stage 1. In religious education, attainment is in line with the requirements of the Locally Agreed Syllabus at the end of both key stages.

14 In English, by the end of Key Stage 1, pupils' attainment is below the national average in reading and writing but in line with the expectation in speaking and listening. Reading is often fluent and accurate and pupils have confidence to sight-read but only higher attaining pupils can use the context to decipher the meaning of new words. In writing, there is a significant minority of pupils who have insufficient language skills to express their own ideas. By the end of Key Stage 2, although pupils' speaking and listening skills are in line with the national expectation, their attainment in reading and writing is still well below the expectation. In reading, most pupils' understanding of the texts they read and their ability to explain meaning is well below expectation. In writing, many pupils lack confidence in using language imaginatively and in developing their own writing. Standards in literacy are generally below the national expectation at the end of Key Stage 1 and well below at the end of Key Stage 2.

15 In mathematics, by the end of both key stages, pupils' attainment is in line with the national expectation. By the end of Key Stage 1, pupils can count, write and recognise numbers up to 100 and have a sound understanding of place value. By the end of Key Stage 2, pupils show an understanding of place value up to 1,000. They can explore patterns and predict the next number in sequence. They know and understand how to represent data in using graphs in a variety of forms. Pupils' abilities to set up and devise their own individual investigations are weaker. Standards in numeracy are in line with the national expectation at the end of both key stages.

16 In science, standards are in line with the national average by the end of both key stages. Most pupils have a sound understanding of life processes and living things, materials and their properties and of physical processes at the end of both key stages. Most pupils' understanding of investigative and experimental science is satisfactory. They understand how to set up a fair test and make predictions, as in the lesson in Year 3 where pupils investigated a range of materials to decide whether they were transparent, opaque or translucent. Pupils' abilities to set up and devise their own independent

investigations are weak. As pupils get older, they widen their knowledge of scientific language and become more confident when using science equipment.

17 In the National Curriculum tests for 1998 at Key Stage 1, the percentage of pupils reaching Level 2 or above in reading was very low in comparison with the national average and in writing, below the national average. The percentage reaching Level 3 or above was well below average in reading and below average in writing. In mathematics, the percentage reaching Level 2 or above and Level 3 or above was well below the national average. At Key Stage 2, in English and mathematics, the percentage of pupils reaching Level 4 or above was below the national average and those reaching Level 5 or above was well below. In science, in 1998, the percentage reaching Level 4 or above and Level 5 or above was well above the national average. Although there are no national comparative figures for 1999, the National Curriculum tests show some improvement at Key Stage 1 in English and mathematics but similar results for English and mathematics at Key Stage 2. Pupils in that year did not attain the high science results as they had the year before. The 1998 results, together with the inspection findings, indicate that for this year's pupils, standards are rising in aspects of English at Key Stage 1 and generally, in mathematics at both key stages. In science, they are at least in line with the national expectation at Key Stage 2. The trends in results over the last three years at Key Stage 1 have been very variable when compared to national trends but this has been mainly due to the different proportions of pupils in each year with special educational needs and the differing abilities of pupils with English as an additional language. The trends in results at Key Stage 2 has again been variable for the same reasons, although the trends have followed more closely the national trends in science and mathematics. When the school's results from 1998 for Key Stage 1 are compared to schools with pupils from similar backgrounds, they are well below average for reading but below for writing and mathematics. At Key Stage 2, in English, they were below average for similar schools but broadly in line for mathematics and very high in comparison with the average for similar schools. The national comparisons for similar schools is, however, worked out by using a benchmark based on the percentage of pupils in schools known to be eligible for free school meals. It does not make any allowance for the high numbers of children coming into St. Thomas's Church of England school with English as a second language.

18 In information technology, attainment at the end of Key Stage 1 is below the national expectation but in line with it by the end of Key Stage 2. At the end of Key Stage 1, pupils can copy simple sentences on the computer, use and programme a roamer robot and compose simple tunes using screen symbols. However, they are not able to sort and classify information well. At the end of Key Stage 2, pupils build on the knowledge and skills already acquired and can use word processing skills, use the computer for drawing geometrical patterns and make choices and decisions when they work on adventure programmes. Pupils' ability to use computers independently or to extract information from computer programmes is weaker. In religious education, attainment at the end of both key stages is in line with the requirements of the Locally Agreed Syllabus. By the end of Key Stage 1, pupils have developed a satisfactory understanding of Christianity and Islam. They know about the special books of importance to these religions, such as the Bible and the Koran. In Key Stage 2, pupils know about what they would find in a synagogue, the parish church and the mosque. They have a deeper understanding of Christianity and also know about the Five Pillars of Islam. They are able to talk and write about their own religious experiences and they show great respect for the religions and beliefs of others.

19 Within the remaining subjects, where judgements could be made, attainment was satisfactory. Across all subjects, throughout the school, there are weaknesses in reading and writing and in the skills needed for independent learning. Attainment in listening, speaking, presentation, information technology and numerical skills are satisfactory.

20 Many pupils enter the school with attainment levels well below those expected for their ages. In language and literacy, attainment is very low as a large majority of pupils have English as a second language. They make good progress but most will not achieve the desirable learning outcomes by the time they are five. At Key Stages 1 and 2, pupils are now making good progress in all core subjects and very good progress in mathematics in Key Stage 1. This is mainly because of the recent improvements

in teaching, a focus on literacy and numeracy and the new and effective lesson planning arrangements. Progress is also good in the remaining subjects, apart from in design and technology, where it is satisfactory. There is no significant variation in progress of boys and girls or with pupils of differing abilities.

21 Pupils with special educational needs make good progress towards their personal targets. This is achieved by teachers setting work at challenging levels and by the help given by support staff. This is an improvement since the last inspection when progress was satisfactory.

• **Attitudes, behaviour and personal development**

22 The attitude of the pupils in this school is very good and a strength of the school. Pupils respond well to the teaching and personal support provided by all the adults in the school, who are valuable role models. They are well motivated and concentrate on their lessons. At Key Stage 2, enthusiastic pupils in a science lesson were reluctant to respond to the playtime bell. At Key Stage 1 younger pupils are eager to gain their teacher's approval for their achievements and support each other in the classroom.

23 Behaviour in and around the school is good. Any challenging behaviour is dealt with firmly, yet fairly, by adults within the school and pupils do accept and understand the high standards expected of them. Pupils are courteous to visitors, are trustworthy and show a healthy respect for the property of others. Parents are happy with the standard of behaviour and attitude set by the school for their children. Relationships between pupils and between pupils and adults are very good and a strength of the school. Pupils work well together and support each other both in and out of the classroom. They offer each other friendship and consideration with a high degree of racial harmony.

24 The personal development of pupils is good with the only weakness being in the development of independent learning. In other respects their personal development is enhanced through the success of the school council and their contributions to the life of the community. For example, pupils created a silver coin trail around the school hall in aid of a local baby care unit and visit residential homes for the elderly to perform concerts. All pupils willingly accept responsibilities as monitors and as school councillors. Their respect for other people's feelings, values and beliefs are built into the ethos of the school. The inspection has endorsed the view of those parents who are satisfied with the attitudes and values set by the school for their children. The attitudes, behaviour and personal development of pupils have improved since the last inspection and have a positive affect on their learning. Pupils with special educational needs have good attitudes to their work and this has a positive effect on the progress they make.

• **Attendance**

25 Attendance and punctuality has improved since the last inspection due to the school's good monitoring. The level of attendance in school is just below the national average for primary schools and authorised absence and unauthorised absences are above the national average. There is a higher than normal level of absence from school during term time, which is associated with extended holidays and religious festivals taken by some pupils of Asian heritage. This sometimes has an adverse affect on the attainment and progress of these pupils. The classroom registers do comply with statutory requirements and registration is taken promptly at the start of each session.

• **QUALITY OF EDUCATION PROVIDED**

• **Teaching**

26 The quality of teaching is good, with just under nine out of ten lessons being good or better. Just under one third of lessons is very good or excellent. There is no unsatisfactory teaching. This record is a large improvement on the last inspection, where in just over half the lessons, teaching was good or better and just over one in ten lessons was unsatisfactory. For children under five, just over half the teaching is very good or excellent. In Key Stage 1 and Key Stage 2, almost one quarter is very good.

27 The quality of teaching for children under five is very good. In the nursery and reception classes, the teachers and support assistants have a very good understanding of how young children learn. They fully understand the details of the specific areas of learning for children under five. They provide a wide range of stimulating and purposeful activities. Staff use their day-to-day assessment of what children know, understand and can do to plan future activities and to identify what they want children to learn next. This gives the lesson and activities purpose and direction. The teachers adopt a calm, pleasant manner and form very effective relationships with the children. Classroom organisation is very good. The nursery and reception classrooms are very well set out with displays, which are used well to enhance the teaching. A large majority of the children have English as a new and an additional language. The teaching support provided for these children in the nursery and reception classes is very good.

28 The good and very good teaching in Key Stage 1 and Key Stage 2 is characterised by the high quality of the planning. This planning shows clear objectives, summarises what pupils will do and the resources they will need. It makes clear how lessons can be extended or how work is to be adapted for different ability groups. At regular intervals, there is a section in the planning for the evaluation of what has been taught. This enables teachers to plan future lessons more effectively. The planning also highlights assessment opportunities, which are also used to guide future planning and to keep valuable records of pupils' progress. Pupils' work is marked consistently and the marking often contains helpful comments, which enable pupils to identify what they need to do next to improve.

29 Teachers in both key stages have a secure knowledge and understanding of almost all the National Curriculum subjects. The last inspection report indicated a weakness in the teaching of information technology. However, a number of teachers have been on various courses and, although there are still some teachers with a weaker knowledge of information technology, knowledge of this area has strengthened. The introduction of the Literacy Hour has given teachers insight into literacy and the teaching of English, which was evident from the lessons observed. The introduction of the Numeracy Strategy is also having a very beneficial effect on the teaching of mathematics. Teachers' methods and organisation strategies are very good. Lessons often have a whole class introduction with a question and answer session, which consolidates pupils' knowledge. There is opportunity for group work and then a good summing up session, to ensure that pupils have understood any new learning. A good example was seen in a science lesson on light and reflection, where pupils made very good progress and built on their previous knowledge effectively.

30 The good teaching in Key Stage 1 and Key Stage 2 is further characterised by the very good management of pupils and the high standards of behaviour achieved. Pupils are expected to apply themselves to their tasks and to produce work that is accurate and well presented. Lessons proceed at a good pace and resources are used satisfactorily. Teacher's expectations of pupils' attainment are usually appropriate. However, one weakness is the lack of opportunities planned to develop the skills needed for independent learning. For instance, access to computers for individual work is limited and facilities available for book research in the library are unsatisfactory. Also, few opportunities are planned in mathematics and science lessons for pupils to set up and devise their own investigations. Teacher's use of homework to extend and develop learning further is satisfactory. Teachers have created classroom environments where pupils want to learn. Resources are well chosen and any information or work sheets produced by the teachers are of sound quality.

31 The teaching is enhanced by the support of the bi-lingual assistants and teachers from the Curriculum and Language Access Service who support pupils with English as an additional language.

They work closely with the class teachers. They plan well together and work well as a team in lessons. This was seen to very good effect in a Year 1 science lesson on the subject of the properties of materials. Both the language teacher and the class teacher were fully aware of their roles in the lesson. They made an effective team.

32 Teaching of pupils with special educational needs is good. It is particularly strong in English and mathematics, where work is set at different levels to meet individual needs.

• **The curriculum and assessment**

33 The curriculum meets the requirements of all subjects of the National Curriculum and the Locally Agreed Syllabus for religious education. The school's aims are reflected in the curriculum, which is broad, balanced and relevant to pupils' needs. All subjects contribute to the intellectual, physical and personal development of pupils. The partnerships with the local authority through the Curriculum and Language Access Service for the whole school and the targeted reading development in Year 4 support the school's strong commitment to equality of access and opportunity. Pupils are prepared well for their next stage of education. There has been a significant improvement in the planning and monitoring of the English curriculum and information technology which were areas of concern in the last report.

34 Provision for children under five is very good and is based on the desirable learning outcomes. The development of literacy skills is a priority from entry into the nursery and careful targets are set for each child in steps that reflect their individual language needs. The planning of the curriculum for children under five is very good as a result of the excellent teamwork of all staff.

35 Schemes of work are in place for all subjects and the school has successfully implemented the Literacy Hour and the Numeracy Strategy. Planning procedures are good and provide a framework for continuity and progress through the school. Monitoring is well planned, regular and effective in identifying areas for development and establishing priorities. There is good provision for sex, drugs and health education through science and personal and social education. The school meets all statutory requirements for both parents and pupils in relation to the curriculum.

36 Equal access is promoted through the wide range of curriculum support, both for the vast majority of pupils in this school with English as an additional language, and for those with special educational needs. Boys and girls have equal access to all aspects of the curriculum. Social development is very well planned but personal development is limited, in part, by the few opportunities built into the curriculum for individual learning through pupil's own work, research and investigation.

37 The curriculum is enriched by a wide range of extracurricular activities, including visits to places of worship, museums and an exploration of the local environment. There is a wide range of opportunities for pupils to develop their interests and talents in sport and the arts through extracurricular activities. Staff who are involved in these activities are often well supported by parents. The school is planning a residential visit with older pupils for the first time this year. Good use is made by the school of the rich and diverse cultural heritage of its pupils to enrich the curriculum.

38 The school has made good improvement in the assessment of pupils' work since the last inspection and this has had a positive impact on pupils' progress. The assessment procedures for children under five are very good and they are used well to plan pupils' future learning. A range of strategies is used effectively to target individual needs and track both progress and attainment over time. Daily observations and weekly reviews are used to guide planning. In Key Stages 1 and 2, the assessment procedures are good. They are particularly strong in English, where standardised and non-standardised tests are used regularly to assess pupils' attainment. In mathematics, skill sheets and national tests are used effectively to assess attainment. End of unit tests and national tests are used in

science and the school is developing assessments in information technology, religious education and the non-core subjects. The results of tests and assessments are carefully analysed and are used well to set both school and individual targets for pupils. The use of assessment information for target setting and group formation has had a positive effect on the progress the pupils make. There are good quality records of achievement, which allow pupils to select good pieces of their work and these help to develop self-esteem. The end of year reports assess what pupils have learned throughout the year; the comment sections include evaluative comments by the pupils on their performance.

39 The assessment of pupils with English as an additional language is very good. Detailed assessments are carried out and specific targets are set by the Curriculum and Language Access Service in conjunction with class teachers. The targets are very well used to develop learning programmes and they have a very positive effect on the progress made by pupils.

40 The school keeps an up-to-date special educational needs register. The pupils on the register receive their full entitlement to the curriculum and this enhances their intellectual, social and personal development. The curriculum meets the requirements of the special educational needs Code of Practice. Individual education plans for pupils with special educational needs are usually good but a small number have targets that are too general and difficult to evaluate. The school has improved standards since the last inspection. There is early identification and very good assessment of pupils with special educational needs both by the school and local authority psychological service. Good quality individual education plans are drawn up and these are regularly reviewed, ensuring that pupils make good progress towards their individual targets.

· Pupils' spiritual, moral, social and cultural development

41 The school has continued to provide very good spiritual, moral, social and cultural development, which was noted and highlighted in the last report. It is a real strength of the school.

42 Provision for the spiritual development of pupils is very good. Regular opportunities are provided across the curriculum and in the daily assembly, for pupils to reflect on their own experience and beliefs. Pupils are encouraged to contemplate the factors, which shape their lives, and the influences that affect them. The daily Act of Worship, usually led by the head teacher, provides quiet moments for reflection and spiritual growth. The lighting of candles helps create a special atmosphere and reflects the Christian ethos of the school. The local vicar is also a regular visitor in school and she leads regular assemblies and Acts of Worship. Through listening to stories from holy books and translating them into modern settings, pupils learn to reflect on the difficulties of individuals who have been persecuted for their religious beliefs. The plight of children in Africa was discussed and the 'Diary of Anne Frank' during the inspection. From these discussions and stories, pupils can relate this to their own lives. They are encouraged to think about places that are special to them. In science lessons, they learn to appreciate the beauty of the world around them and wonder at the patterns in nature. For example, a Year 2 class observed snails in their natural habitat. Opportunities to develop spiritual awareness are fostered through literature, poetry and artwork. The choice of music is chosen carefully during Acts of Worship, to enable pupils to reflect during quite moments in the assembly.

43 Very good provision is made for the pupils' moral development. There is a strong commitment to a caring compassionate ethos, where the adults provide very good role models and where the pupils develop a sense of responsibility for their own actions, and care for the school community. The expectations of what the school requires are clearly stated around the school and in the classroom. Pupils are awarded stickers and certificates for good behaviour, in assemblies or in the classroom. All pupils are aware of what is acceptable behaviour and what is not. The pupils are taught the importance of fair play and of the need to take a balanced view of a situation. Thoughtfulness and appreciation of the needs of others in school and the outside world is emphasised. Attention is given to developing pupils' awareness of issues and concerns in the wider world. A class assembly from Year 6 discussed issues about racism and how to overcome it.

44 The provision for social development is very good. The head teacher and staff work very hard and enthusiastically for the pupils in creating a positive ethos and vision for the school. This is successful in creating and instilling a sense of pride in the school's achievements. The extremely positive ethos is soundly based on the principles of encouraging, rewarding and celebrating the success of pupils. Particular effort in work or behaviour is praised and encouraged. Pupils are encouraged to take responsibility in classes, and older pupils are given extra jobs, such as setting up chairs and equipment for assemblies. Opportunities are provided for the pupils to represent the school in competitive sport, such as football, rounders and cross-country running. Collaboration and co-operation in group activities is a feature of many lessons. Well-organised activities such as these, enable the pupils to share ideas and equipment and learn to take turns, promoting social development effectively. Pupils with special educational needs are fully involved in the life of the school. The teachers value them and their work and this has a very positive effect on self-esteem.

45 The school makes very good provision for pupils' cultural development. Excellent arrangements are provided to ensure that all pupils in the school have a very good understanding of each other's cultures. This leads to a strong sense of racial harmony and respect. Attractive displays and artefacts around the school raise pupils' awareness of a rich diversity of cultures. Topics on the Egyptians studied by a Year 5 class and a village in India by Year 3 class, help pupils learn about different cultures from the past and present from different parts of the world. A wide range of literature in the Literacy Hour, the experience of listening to a range of music in assemblies and music lessons, provides a good basis for cultural development. In art lessons, the pupils are introduced to the work of great artists such as Van Gogh, Monet and Kandinsky, as well as reflecting on the different techniques used to represent their work. This provision across the school and the curriculum increases pupils' awareness of cultural diversity.

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• **Support, guidance and pupils' welfare**

46 The provision for pupils' support, guidance and welfare has improved since the last inspection.

47 The school makes very good provision for the support and guidance of its pupils, including those who are under five, and is a strength of the school. Many children coming into the nursery have English as an additional language and the support they receive from the school and the Curriculum and Language Access Service at this early age, has a positive impact on their attainment. There is mutual respect between all adults and pupils in the school. The example set by the head teacher and staff has a positive affect on the attitudes of all pupils to school. Care regarding the well being and safety of pupils continues throughout the school day. Pupils are well cared for by the lunchtime supervisors, who are very kind and approachable. The support and advice provided by the school for its pupils is very good.

48 Procedures are in place to monitor carefully the academic progress and personal development. Academic progress in National Curriculum subjects is monitored through assessment records and school reports. Personal development is monitored and recorded in the teachers' assessment records and strategies are in place to maintain and improve on the personal development of pupils through the routines of daily life within the school. The school council, elected by the whole school, is a very good example of the school's methods for strengthening personal development. Elected members are able to develop their debating and negotiation skills whilst they support and are supported by their peers.

49 The school monitors attendance and punctuality very well. Attendance is promoted termly by certificates awarded to pupils with full attendance. Any concerns regarding attendance or punctuality are conveyed to parents and supported through the very good support the school receives from its educational welfare officer.

50 Behaviour has improved since the last inspection. Although there are pupils within the school and particularly in Key Stage 2 who would behave inappropriately at times, the strategies used and applied by the head teacher and staff result in a positive response from these children. The school's assertive discipline policy is very good and promotes the good standards of behaviour observed during the inspection. Oppressive behaviour and bullying are not permissible within the school and bullying is not a problem. The school's daily life provides satisfactory opportunities for every child to feel equal and receive access to learning and fair treatment. Pupils will benefit when more opportunities for independent learning are available to them. All the adults in the school provide caring and sensitive support for those children under five, particularly in the nursery, where story-time is a bi-lingual occasion and very young children are introduced to the support and friendship available within their multi-cultural community.

51 Arrangements for child protection are satisfactorily in place and are based on the local authority procedures. The head teacher is the designated member of staff with responsibility for this area and has received the necessary training. Medical and first aid procedures are good and well documented. Fire drills are practised each term. No serious hazards were observed during the inspection. Parental response to the inspection questionnaire supports the view that the majority of children like school and that most parents believe the school enables its pupils to achieve a good standard of work. The pupils interviewed liked school and all pupils agreed that they were well cared for and secure in school. The high level of support, guidance and attention to pupils' welfare noted during the last inspection has improved.

52 Pupils with special educational needs are well supported by the school's procedures for implementing the Code of Practice and by the help they receive in the classroom. The support assistants working with pupils with statements of special educational need provide very high quality support. This support is enhanced by the very good liaison with the local authority's special educational needs and psychological service. The support given to pupils with special educational needs has a very positive effect on the progress made.

• **Partnership with parents and the community**

53 The school's very good partnership with parents and the community is one of its strengths. The school's partnership with parents brings the home and school closer and has a positive impact on pupils' learning. Good relationships exist between the multi-cultural families where friendship and understanding are key factors in the school's harmonious atmosphere. As mothers of Asian heritage families are coming into school in increasing numbers, the school's bi-lingual support staff is available to those who wish to speak with the head teacher. The contribution made by parents to their children's learning is good. A small group of parents come into school to help in the classroom on a regular basis. The school has provided English classes for parents and in doing so has encouraged parents to take a positive role in their children's education. Parents do come into school to help in the classrooms and to accompany pupils on educational visits. Friends of the school raise extra funding to benefit the school and work with parents to produce costumes for school productions.

54 The school's work is particularly enriched by its links with the religious leaders of the community. The Church of England minister and the religious leaders of the Muslim faith talk with pupils and guide them around the church and mosque to explore the diversities of their religions. This partnership is a strength of the school and provides exceptional opportunities for pupils to learn and understand the teachings within their different religions. Since the last inspection, a stronger partnership has been achieved with one of the secondary schools in the area, to establish better continuity of the curriculum for pupils. The school has established a very good partnership with the local youth agencies and schools, to provide talks by older pupils to the younger pupils in Years 5 and 6 on the dangers of drugs and smoking and to discuss the routines of daily life in secondary education.

55 The school works well with its local chamber of commerce and with small businesses in the area as well as providing elderly citizens with an opportunity to meet the young people within the school. The school's partnerships with its learning support services, including the youth agencies, the behavioural support service, the educational psychologist and the education welfare officer are particularly good. All these links help to create a valuable team along with the Curriculum and Language Access Service. This service provides a strong link for the school, its pupils, parents and the local community and is a strength of the school.

56 The information provided for parents is good. Reports to parents give information on their children's progress in National Curriculum subjects and suggest achievable individual learning targets for pupils. The school holds three parents' meetings each year and sends regular newsletters home which are attractive, concise and bi-lingual, informing parents of school events. The parental questionnaire indicated that a small number of parents were dissatisfied with the work their children were expected to do at home. Although homework was mainly required of the older pupils, the inspection found that homework being given to pupils is adequate. Parental involvement in pupils' learning is good and the new home/school agreement, which includes commitment, is good.

57 Pupils are involved with fund-raising for a special care baby unit and have opportunities to meet the Mayor of their town and hear from friends of the school about life in Israel. Also there are educational visits to a local farm, Manchester Museum of Transport by pupils in Key Stage 1 and the Otter and Owl Sanctuary for Key Stage 2 pupils. These provide very good contributions to the attainment and personal development of pupils. A small number of parents felt they were not kept well informed of their children's progress or what is taught in school. The inspection showed that invitations were made to parents to hear about their children's work in literacy and numeracy. The school does not, as yet, inform parents in writing about the topic work to be followed each year but has plans to do so. The increased strength of the school's relationship with parents and the community since the last inspection makes an important contribution to the attainment and personal development of all its pupils. Parents of pupils with special educational needs are informed as soon as the school has a concern about a child. They take part in reviews and are kept fully informed about their children's progress.

• **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

• **Leadership and management**

58 The quality of leadership and management in the school is very good. The school benefits from very good leadership by the head teacher. He provides a clear vision and a distinct educational direction for the school. He has been very effective in developing a strong sense of purpose amongst the staff. He is ably supported by the deputy head teacher. There is a strong team spirit, where all members of the teaching and support staff are valued and work together. This has resulted in the creation of a very effective school, promoting and sustaining improvements. The head teacher has also developed a very good partnership with the Curriculum and Language Access Service for pupils with English as an additional language. These additional teachers and support assistants working in school form an effective and integrated team. The school also benefits from good leadership from the subject and key stage co-ordinators, who are successfully developing their leadership and supportive roles.

59 The governing body is supportive in many ways. The chair of the governing body is fully committed to the school. She is very involved in school matters, is a regular visitor and often involved in professional dialogue with the head teacher. She is aware of all school developments. A number of other governors visit the school and support classroom activities from time to time. The governors linked to the development of literacy and numeracy as well as special educational needs are particularly effective.

60 The monitoring role of the head teacher, the deputy head teacher and subject co-ordinators is

very good. The curriculum co-ordinators examine the teachers' planning documents and look at pupils' books throughout the school. The English co-ordinator has successfully led the implementation of the Literacy strategy and the mathematics co-ordinator is working hard to implement the new Numeracy Strategy having trialled many aspects last year. The head teacher monitors and evaluates all the teachers' planning on a weekly basis. The deputy head teacher assists in this process for the termly planning. The teaching is monitored from time to time and these visits are often followed up with a written evaluation. All aspects of monitoring have helped to raise the quality of the planning and the teaching throughout the school.

61 The school's aims, values and policies are implemented very well. Most statutory requirements are met, apart from aspects of the governors' annual report to parents. For instance, it does not contain details of the action taken in response to the last inspection report or describe the facilities provided to assist access to the school by disabled pupils. The yearly school development plan is a very effective management tool. All members of the staff and the governors are involved closely in its preparation. It gives a clear framework for action. It is costed carefully. Funding is linked to priorities and there are clear strategies for implementation. Those with the responsibility for carrying out developments are identified. The head teacher and governing body also have a longer-term vision with a number of relevant targets.

62 There is a very good ethos in the school. The head teacher, staff and governors are committed to producing a happy, successful and harmonious learning environment, where all pupils are valued and respected as individuals. They have high expectations of pupils' behaviour and are committed to raising standards and school improvement. The head teacher, governors and staff have been very successful in developing an understanding of the richness of the many cultures in the school. All these aims are applied sensitively and very successfully. There is also a commitment to equal opportunities for all.

63 There is very good co-ordination of special educational needs. The special educational needs co-ordinator liaises well with class teachers and outside agencies. Detailed records are kept, ensuring very good provision for pupils with special educational needs. The governing body has a good view of the provision through a named governor. The management of special educational needs has improved since the last inspection.

64 The school's leadership has been effective in moving forward in relation to the key issues identified in the previous inspection. For instance, the school has continued to promote a high degree of racial and cultural harmony and it has produced clear guidance for the teaching of every subject. There are now effective assessment procedures, and the school has worked hard to improve attainment and teaching in information technology. The role of the curriculum co-ordinators has been reviewed and improved. Steps have been taken to improve attendance and punctuality. Systems have been created to monitor standards, set targets for the pupils and report on these, more effectively, to the governing body.

65 In addition to these, the leadership has been very effective in bringing about other improvements. For example, there has been a very good improvement in the provision for early years education in terms of the planning and organisation. Also, a new system of teachers' planning has been introduced throughout the school. This has been very effective and contains sections where teachers can review the success of their lessons in order that this will influence future planning. This planning, together with the monitoring of the teaching, has also brought good improvements in the quality of the teaching. The teaching of information technology has improved as a result of teachers attending specialist courses.

66 The provision for the support of pupils with special educational needs has also improved. The special educational needs co-ordinators has attended a number of valuable courses, has one day a week to carry out her co-ordinating duties and has built a close, effective, working relationship with all the local support services.

67 A great effort has also been made in recent years to involve parents in the life of the school

and in the support they give to their children's learning. This has been very successful. In addition, the school has worked hard to influence community relationships and many parents of all cultures are involved with their children in the life of the mosque and the Church. The management systems now in place, including the effective leadership of the head teacher, the deputy head teacher, the dedicated team of teachers, support staff and governors, are successfully ensuring that all school improvements are sustainable. The school has a very good capacity for further improvement.

• **Staffing, accommodation and learning resources**

68 The school has a good number of appropriately qualified teaching and non-teaching staff to meet the demands of the curriculum. All share in each other's expertise. Staff do have clear job descriptions and all curriculum areas have a subject co-ordinator who monitors colleagues' work on a regular basis to ensure continuous progress for pupils. The support staff are well deployed and make a valuable contribution to the educational standards achieved by the pupils. The nursery nurse, special educational needs support assistants and the bi-lingual support staff in the school make a positive contribution to the quality of education provided by the school. There are no formal arrangements for the induction of newly qualified staff but the head teacher is most supportive of all new staff. The formal appraisal of teachers is in place and under review but it is a strength of the school that co-ordinators and staff are continuously appraising each other whilst the head teacher closely monitors and supports the staff. The governing body supports arrangements for the professional development of teachers which makes a very good contribution to their effectiveness in the classroom.

69 Since the last inspection improvements have been made to the accommodation. The accommodation provides a spacious and pleasant environment for pupils to be taught effectively. The whole school is clean and in good decorative order. Two playgrounds provide pleasant play areas and the school field provides a valuable extension for play and sports during dry weather. The presentation of pupils' work in the classrooms and around the school are of the highest standard and provide encouragement for pupils to take a pride in their work. The efforts made by staff in displaying pupils' work signifies appreciation of their pupils' efforts. Non-teaching staff, including the caretaker, the cleaner, dinner supervisors and the school secretary make a valuable contribution to pupils personal development through their example of friendliness and hard work.

70 The learning resources within the school are mainly satisfactory, but the library provision and the provision of certain resources for information technology and design and technology are, at present, unsatisfactory. Resources are used well to teach the curriculum effectively and their storage allows effective access for teachers and pupils.

71 Since the last inspection the school has improved and strengthened its co-ordinators' roles, increased the professional development of staff and improved its learning resources. The re-decoration programme now offers pupils a pleasant environment in which to learn.

72 The staffing for special educational needs is enhanced by the use of support assistants and visiting specialists from the local authority. Resources for pupils with special educational needs are adequate and meet the needs of the pupils.

• **The efficiency of the school**

73 The efficiency of the school is good. The day-to-day management of the school's finances and its administration are very good. Spending is rigorously monitored by the school secretary, the head teacher and the chair of the governors' finance committee. There is a close link to the local authority, which oversees spending. The most recent financial audit raised no significant issues and the minor recommendations have all been adopted.

74 Financial planning is very good. The money available for pupils with special educational needs is spent effectively. The money and support available through the Curriculum and Language Access Service, together with all extra money associated with the many pupils who have English as an additional language, is spent very carefully. The staff associated with this service are deployed efficiently. All costs in connection with the school development plan are clearly stated and every effort is made to spend the money wisely. The staff and governors regularly evaluate the cost effectiveness of the spending on the previous school development plan, as well as regularly inspecting this year's plan to evaluate progress towards the target set. Longer term financial planning is also very good and a suitable budget carry-over is maintained. There is very good deployment of teaching and support staff. Subject co-ordinators have been appointed, linked, where possible to their particular expertise, training and interest. The caretaker and cleaners are effective and efficient and keep the building clean and tidy to a very high standard. The school secretary is a particular asset to the school and enables all parts of the school to run efficiently. Staff make satisfactory use of the resources and accommodation available to them, although the use of the library resources are weak and underdeveloped.

75 Taking into account the amount of money the school has at its disposal, the good quality of education provided, the progress pupils are making throughout the school, the effectiveness of the leadership to sustain and develop all the improvements made, the school provides good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

76 The provision for children under five is very good. They enter nursery at the age of three and experience a rich curriculum that covers all areas of learning and is based on the normally recommended desirable outcomes for children's learning. Home visits help children to make a successful transition from home to nursery and good liaison between nursery and reception staff ensures a continuity of experience up to and beyond the age of five. There has been a considerable injection of funds to improve resources for learning in language and literacy, information technology and outdoor play. The carefully planned partnership with the Curriculum and Language Access Service, which sets specific targets for individual pupils and provides regular support to implement these objectives, is a significant improvement since the last inspection.

77 There is a range of attainment on entry to the nursery but it is well below average overall. Three-quarters of the children come from homes where English is not the first language and they are all identified as in need of additional support in all aspects of literacy. Attainment in language is very low overall and has a negative impact on attainment in mathematics and knowledge and understanding of the world, as well as social and personal development. Children under five make good progress in all areas of learning and very good progress in physical development. The more able children who have gained an appropriate level of literacy, achieve all desirable outcomes by the age of five and sometimes exceed them. The majority of children with very low language skills on entry, and those with special educational needs, move towards the desirable learning outcomes but do not achieve them except in physical development.

78 The quality of team planning in all areas of learning is impressive in the nursery and the standard continues into reception. Aspects of the Literacy Strategy and the Numeracy Project are built into the planning in the nursery and to a greater extent in the reception classes. There is a comprehensive policy for early years which has been recently reviewed. A wide range of strategies are used to observe, assess and record attainment and progress, including a baseline assessment in reception. Assessment and observation are used very effectively, to plan appropriate activities on a daily basis and to track progress and attainment over time for each child.

79 Provision for personal and social development is very good and, although attainment is below expectation by the age of five, progress is good. Many children have to cope with considerable change when they enter the nursery both practically and culturally. With careful and sensitive support they overcome shyness and adapt well to their new surroundings. At the time of the inspection some children had only just started in the nursery. They were learning how to sit in a circle and to find their name through the use of familiar symbols when hanging up coats or clearing up after drinking milk. They could play independently for short periods of time, undertake simple tasks led by an adult and participate in role play with guidance. The majority of children were beginning to remember simple rules to enable activities to be carried out safely, such as taking turns, not pushing and both listening to and watching the staff and their peers carefully for guidance. Behaviour is good overall because staff are consistent in implementing the school's policy of assertive discipline. Children in reception can choose activities but have short concentration spans when not being led by an adult and sometimes find it difficult to share when working independently. They thoroughly enjoy role play, as observed in reception acting out the story of 'Goldilocks and the Three bears' in small groups and for the whole class. Children in the nursery acted out the story of the 'Little Yellow Chicken' with help from adults and their peers. Children in reception attend whole school assemblies and sit quietly with their peers. Their spiritual and cultural development is positive as they participate in the school's celebration of a range of festivals from different religions. Children in the nursery and reception classes participate in concerts and visit places of interest both locally and further afield.

80 The provision for the development of language and literacy is very good and, although

attainment is well below expectation by the age of five, children make good progress. Children make very good progress in speaking and listening. The vast majority of children have a very limited vocabulary on entry to the nursery, with some children having no English at all. They make progress in building phrases and sentences as they acquire more words but still experience difficulty in expressing themselves orally. The high quality of bi-lingual support enables them to access many activities and develop their knowledge of English simultaneously. By the age of five some children are beginning to write in simple sentences based on the vocabulary they have acquired. The majority of children need considerable help to form letters and to write their names. The adapted Literacy Hour is helping all children to enjoy books and to listen to stories both in the nursery and reception. In reception they are beginning to understand that print is different to pictures and, at the time of the inspection, they were just being introduced to the characters in the reading scheme. Higher attainers in reception are beginning to read and can talk at length about their experiences. A significant minority have very few language skills by the age of five, especially those children who have little knowledge of English when they start school. The very good quality of support they receive is ensuring good progress in achieving targets set, but these have to be in very small steps. The quality of teaching in language and literature is always good and frequently very good.

81 The provision for mathematical development is very good and, although attainment is below expectations by the age of five, progress is good. Children count in the nursery as they learn the names of yellow fruits and the most able can understand numbers to five by the time they transfer to reception. They explore shapes, such as circles, squares, triangles and rectangles in the nursery and continue to build on these skills in reception. Sorting, using a variety of criteria, is used to explore number and identify similarities and differences in groups of objects. They learn to use words such as big and bigger as they talk about objects and people. Poor language skills limit attainment in mathematics but progress is good in numeracy where there is less dependency on literacy skills. Recording skills by the age of five are beginning to develop. Teaching is good in mathematics and is enhanced by the work of bi-lingual assistants.

82 The provision for developing children's knowledge and understanding of the world is very good and, although attainment is below expectation by the age of five, children make good progress. Children enjoy a very rich curriculum in gaining experience of knowledge and understanding of the world. They learn basic computer skills in the nursery using a concept keyboard and a mouse. Pictures they create are printed out for them to take home. These skills are built on in reception. Early science skills are experienced as they feel, observe and taste a range of fruits. They learn terms such as sweet and sour and begin to identify different tastes through these simple experiments. They find it very difficult to understand the word 'taste' before actually tasting the fruits and very few children can predict taste. Children in reception talked about where they had been on holiday, as part of their exploration of the wider world. A few are able to talk about their experiences but many are limited by a lack of English vocabulary. They enjoy walks and visits as part of the curriculum in this area of learning, such as the children in the nursery going to see some chickens on the local allotments, as part of their work on the story of the 'Little Yellow Chicken'. They grow seeds, learn to draw what they see, and find out about themselves and how they have changed over time. They can construct towers and vehicles and display an awareness of things in everyday life that is close to the level expected for five year olds. Teaching is good and resources are varied and stimulating to enhance learning.

83 The provision for children's physical development is very good, progress is very good and a majority reach the expected levels by age five. Children build on the good skills they bring with them on entry. They are well co-ordinated and have a good sense of spatial awareness. Children in the nursery co-operate well in propelling wheeled vehicles and when using the climbing frame. They watch each other with interest in reception when demonstrating how they can move in and out of hoops in the hall. Children in the nursery control paint brushes independently and could thread pasta tubes onto string to make a necklace, with minimal help from adults. Children in reception have good control when playing in sand and handle most resources adeptly, especially in cutting and gluing. These fine motor skills take considerable time to transfer to the use of pencils in writing. Teaching is good and safety procedures are followed carefully.

84 The provision for creative development is very good and, although attainment is below expectation, by the age of five, children make good progress. Children have many opportunities to develop creatively and aesthetically through music, art, dance, role-play and performance. Children in the nursery changed voices as they repeated words in a story. Their independent painting shows an awareness of colour and shape. Examples of work by previous children showed a range of art experiences and their ability to work within a framework using a range of materials and techniques. Musical ability is well below expectations on entry to the nursery and they need lots of practice in reception to sing rhymes together and follow a tune. They listen to recorded music and to adults singing and playing instruments but find it difficult to listen to each other. No dance was observed for the under fives during the inspection but it is part of teachers' planning. Although attainment is below that expected by the age of five in music, it is closer to the average in art. Teaching is good in this area of learning.

85 Teaching is very good in the early years, especially in language and literacy. The best features are teachers' knowledge of how young children learn and the high quality of planning in teams, especially in the nursery. The organisation of the nursery is excellent and the wide range of strategies used by teachers to help children learn is equally impressive in both the nursery and reception. Children are well managed and encouraged to develop as considerate and socially aware people. The inspection period was very early in the term so the range of opportunities for independent learning was limited. Staff are aware of the need to encourage learning through exploration and creative play whenever appropriate. There is a very good partnership developing between parents and the school, especially for these young children and staff are producing resources to encourage parents to participate in their children's learning. Literacy receives a very high profile and every effort is being made to give children full access to the whole curriculum especially through the partnership with the Curriculum and Language Access Service. Early years' provision is well organised and its effectiveness is continually reviewed informally. There is no overall co-ordinator for this important phase of education to maximise the impact of this high quality provision.

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. **ENGLISH, MATHEMATICS AND SCIENCE**

. **English**

86 Pupils' standard of attainment at the end of Key Stage 1 is below nationally expected levels. However, this is a considerable improvement when compared to the 1998 national test results in which reading standards were very low and writing well below national averages. This improvement, which builds on the 1999 national test results, is due to improved quality of teaching, especially in reading which was an area of concern in the last report and the positive impact of the Literacy Hour. Pupils' standard of attainment is well below national averages in reading and writing at the end of Key Stage 2.

This is consistent with the results of the 1998 national tests. Attainment in speaking and listening is closer to national expectations in both key stages. Three quarters of pupils come from homes where English is not the first language. The carefully planned and monitored partnership between the school and the Curriculum and Language Access Service is a major factor in raising standards in English. The Literacy Hour has not had time to have a major effect on standards at Key Stage 2 in both reading and writing but there was evidence in the inspection, that standards are improving in the fluency and accuracy elements of reading by the age of 11. Opportunities for pupils to develop their own style of writing for a range of audiences is limited, especially for higher attaining pupils at Key Stage 2.

87 By the end of Key Stage 1, pupils are gaining a greater knowledge of English and can speak clearly in response to questions in whole class sessions in Literacy Hour. Responses are relevant and interesting, as when explaining how to put words in alphabetical order using the third or fourth letters. The majority of pupils have limited vocabularies but use the words they know well, especially when talking about books and their interests in reading. They listen carefully to others most of the time but

are occasionally too preoccupied with working out their own response to grasp the meaning of all they hear. Reading is fluent and accurate for all pupils at their own level of competence but their limitations in experience, as well as in vocabulary, prevents them from enjoying all the nuances of the texts they are reading. Pupils have the confidence to sight-read but only higher attaining pupils can use context to decipher the meanings of new words. Average attaining pupils can predict the next stage of a story and identify poetry from prose. Though attainment in writing is below expectations for age, the majority of pupils produce extended writing and are able to develop a story. Spelling and punctuation is appropriate for average and above average pupils. There is a significant minority of pupils who have insufficient language skills to express their ideas clearly in writing. Handwriting is immature with little evidence of a cursive style being used. The school has identified this problem and is introducing a new approach to the teaching of handwriting at Key Stage 1.

88 By the end of Key Stage 2 pupils speak confidently to an audience, as observed in assembly time. They ask questions of their peers and cope with a range of responses. Their conversational skills develop alongside their growing knowledge of English and they explain their activities clearly as when talking about their achievements in the school council. Some pupils have a very limited vocabulary and give short answers, except when discussing something which is really meaningful to them as individuals, such as football. They listen well and try to answer with relevance, using the language they have. Standards in reading are well below national expectations, overall, though standards of accuracy and fluency are frequently in-line with that expected of 11 year olds. Their understanding of the texts they read and their ability to explain meaning is well below expectations. Higher attaining pupils have an opinion about the books they read and recognise differences in the kind of language used in books written earlier in the century, such as 'Winnie the Pooh', with modern books for children. Other pupils could not see that words can have different meanings in different contexts and merely gave the meaning they knew without reference to the text. Pupils use indexes in books and dictionaries but have few library skills to support research. Attainment in writing is well below national averages, especially in extended writing, where punctuation is limited and work is rarely written in paragraphs. The majority of pupils complete written tasks in Literacy Hour appropriately but find it difficult to extend their answers beyond that discussed with the whole class. They have few opportunities to originate and develop their own writing and lack confidence in using language imaginatively. Some Haiku poems were written but the range of poetry explored was limited. Through the Literacy Hour, forms such as play writing are explored, though usually within the context of the prescribed task. Pupils at Key Stage 2 have additional English sessions for extended writing and are currently exploring planning, form and content in writing stories as observed in Year 4. Pupils' handwriting is legible and high frequency words are spelt correctly.

89 Pupils make very good progress through Key Stage 1, starting from a very low base. Progress is very noticeable in speaking and listening in Year 1 as pupils begin to use language with purpose and control. They listen carefully and can be seen mouthing words and phrases, often rehearsing the words they are going to say. At Key Stage 2, pupils continue to make good progress in spoken language and all pupils speak clearly. Higher attaining pupils are extending their vocabulary but the majority of pupils use a limited vocabulary when speaking. Progress in reading is rapid in Key Stage 1 as pupils gain confidence in decoding text. The progress in learning to read words is good through Key Stage 2 but an understanding of how words can be used to express ideas and convey meaning beyond the obvious is slow to develop. Writing skills progress well through both key stages starting from a very low base on entry to the school and the level of accuracy in spelling and punctuation increases systematically. As a majority have less confidence in speaking English, their progress in writing is slow. Progress in handwriting is not systematic and the content of writing is accurate but largely predictable for most pupils. Good planning ensures that all pupils make at least good progress.

90 Pupils have a positive attitude to English and thoroughly enjoy the Literacy Hour. They work happily in groups and share resources such as dictionaries well. Any inappropriate behaviour is dealt with promptly using the school's assertive discipline policy and lessons run smoothly. Pupils carry out the tasks set in each session but open-ended tasks are usually set as extension work. This limits their ability to develop the skills needed for independent learning. Pupils are very confident to ask questions

if they are not sure what to do and will persist until they are satisfied with the answer. They are generally confident when talking to adults but younger pupils are reticent with strangers outside of the whole class situation.

91 Teaching is never less than satisfactory, it is mainly good with examples of very good teaching at both key stages. Teachers have benefited from well-planned professional development and have a good knowledge of the teaching of literacy. They are gaining confidence in this work and beginning to look for more interesting and stimulating tasks to meet the needs of pupils in this school. Planning is very good throughout the school and is carried out consistently by all teachers. Teamwork in planning is a major strength, especially with teachers and support staff from the Curriculum Language Access Service for pupils with English as an additional language. Class teachers benefit from this carefully targeted support for pupils. All classroom support staff are part of planning teams, which results in a consistent approach to the teaching of English. Teachers have high expectations of pupils and set clear, achievable learning objectives. Lessons are lively and well organised. The positive use of a good range of resources promotes learning. Assessment is used very well to guide planning and track the progress of pupils. Homework is used to promote reading and there is a developing partnership between home and school to improve attainment. Spelling and writing tasks are set regularly.

92 The subject is very well managed and both the curriculum and teaching are monitored regularly. The teaching of English has improved since the last inspection and the subject continues to develop in all its aspects. All issues have been tackled since the last report except the condition of the non-fiction library, which is unsatisfactory. Resources to support Literacy Hour are very good at both key stages and good overall.

• **Mathematics**

93 Attainment in both key stages is in line with national expectations, although this is not reflected in National Curriculum assessment tests in the subject. In the 1998 end of Key Stage 1 National Curriculum tests, the number of pupils who achieved Level 2 or above was well below the national average and the number achieving Level 3 was also well below the national average. In comparison with schools in a similar context, this was below average. The end of Key Stage 2 National Curriculum assessment tests revealed the number who achieved Level 4 or above was below the national average and the number achieving Level 5 was well below the national average. These results are close to the average for schools in a similar context with pupils from similar backgrounds. Overall, pupils' performance in mathematics has been well below the national average. Test results have been consistently well below the national average over the last three years. However, there have been substantial changes recently in the school's approach to mathematics to incorporate the national Numeracy Strategy, including a greater emphasis on the development of pupils' number work, their mathematical language and mental arithmetic skills. These are having a positive effect. The 1999 National Curriculum test results indicate that Key Stage 1 pupils are still well below the national average, but Key Stage 2 pupils are only just below. Evidence from the inspection confirms that attainment in both key stages is improving with the school's initiatives. This is a considerable improvement and will start to have an effect as pupils move thorough the school and gain more confidence in the subject. Very good support from the Curriculum Language Access Service for pupils with English as an additional language is also having a significant impact on developing pupils' number and mathematical vocabulary in classes. There is no significant difference in the attainment of boys and girls.

94 By the end of Key Stage 1, pupils count, write and recognise numbers up to 100 and have appropriate understanding of place value. They have good mental recall of number facts. Pupils throughout the school make appropriate gains in understanding and using mathematical language, but their opportunities to apply their mathematical skills to problem solving situations in lessons, and in other areas of the curriculum, are limited. Consequently, their ability to use mathematics to solve

problems in other subjects as independent learners is under-developed.

95 By the end of Key Stage 2 pupils show an understanding of place value up to 1,000. They apply the four rules of number to thousands, hundreds, tens, and units. Most pupils use mental recall of number facts well in class. They explore patterns and predict the next number in a sequence. The higher attaining pupils have a good understanding of percentages, use fractions and decimals accurately and are competent in long multiplication and division. The lower attaining pupils apply the four rules of number effectively, use a range of units of measures competently and draw simple graphs to illustrate data they have collected. Pupils recognise two and three-dimensional shapes, and recognise and know different types of triangle and the angles found in them. They know and understand how to represent data in using graphs in a variety of forms. There is lack of opportunity for pupils, particularly in Years 5 and 6 to work independently in setting up their own investigations and apply their mathematical skills across the curriculum. Attainment in this aspect of mathematics is weaker.

96 Within Key Stage 1 progress is very good in all the attainment targets. Pupils are developing their knowledge of mathematical language and symbols. Year 1 pupils reliably count up to 20, and understand simple patterns. They develop the correct language of comparing numbers and can say, 'more than' or, 'less than'. This was further developed in a Year 2 class where pupils were comparing and ordering numbers up to 100. The emphasis on developing mental skills in mathematics is having a positive impact on standards of numeracy in Key Stage 1. Pupils with special educational needs make very good progress in relation to their ability, due to the effective support by class teachers, teachers from the Curriculum and Language Access Service and other support staff. Pupils' progress over time in Key Stage 2 is good. Throughout the key stage, pupils make gains in understanding, knowledge and skills and use the correct and appropriate language. Pupils in Year 3 add and subtract money and change amounts from pence to pounds and pence, and record the amounts in correct notation. Emphasis is placed on the correct mathematical vocabulary and language. In Year 4 pupils partition and split numbers up to thousands to aid their mental strategies in mathematics. Year 5 pupils use a timeline to calculate the length of a journey in hours and minutes from a railway timetable. Pupils with special educational needs make good progress due to the planning and support of teachers and support staff.

97 Pupils' attitudes to the subject are good. They are well motivated and interested in their mathematical work. They show good application when at work. In mental arithmetic sessions, they listen attentively and respond to question with real interest and enthusiasm. They behave well and respond positively to challenges. When required, they collaborate well with other pupils and share ideas and resources sensibly, as was seen in Year 5 when pupils discussed and helped each other in finding the length of a journey from a timetable.

98 The quality of teaching has improved throughout the school since the previous inspection, when some of the teaching was described as poor or unsatisfactory. It is now never less than good across both key stages. Lessons are well prepared and structured, with clear aims which reflect those of the Numeracy Strategy. All lessons have a whole class session of mental arithmetic and suitable group activities, which are usually matched to the needs and abilities of all pupils. As a result, standards have improved. This is characterised by very clear detailed learning objectives, good management of pupils and high expectations of achievements and behaviour, including a very positive and supportive approach to the pupils and their learning. Good planning for the subject is clearly having an impact on the delivery of the subject by the teachers across the school. Each lesson has an introductory activity, followed by a development activity, which clearly differentiates work and tasks for all ability levels in a class. Teachers are clear about what they want pupils to learn and place appropriate emphasis on developing pupils' mental skills and understanding. Few opportunities are planned, however, for pupils to set up and devise their own investigations in mathematics.

99 Teachers have high expectations of pupils' attainment and behaviour and lessons proceed at a lively pace. A good example of this was observed in a mental activity in a Year 3 class, in which pupils had to discover the right number by saying, 'more than' or, 'less than'. Activities are well matched to pupils' abilities and good intervention and support from all the teachers and support staff means pupils make good or very progress in both key stages. Homework is used effectively in some classes to

support work in mathematics, for example, through the completion of consecutive numbers in a grid, although there is limited use of homework to reinforce classroom work in other aspects of mathematics. Teachers make effective use of questioning to assess and develop pupils' understanding and provide support as necessary. Pupils receive good feedback on their work through verbal comments. There is regular assessment of pupils' attainment and progress, which is used to set clear learning objectives for future learning.

100 The co-ordinator manages and leads the curriculum area very well and the school has effective strategies to develop numeracy in the school. An appropriate range of resources is available to support teaching and learning in the subject which fully meets the requirements of the National Curriculum. There are displays of number and mathematics in classrooms which enhances and stimulates interest in the subject. The policy and scheme of work are comprehensive and are being reviewed to meet the Numeracy Strategy requirements. The co-ordinator monitors teachers' planning and pupils' work, and provides effective support and advice as necessary. The school has placed an increasing emphasis in mental arithmetic strategies to develop understanding and support the raising of standards. The school has made a very positive start to the implementation of the Numeracy Strategy this academic year.

• Science

101 At the end of both key stages, the attainment of a majority of pupils in science is in line with the national expectation. In the National Curriculum assessments and tests for Key Stage 1 in 1998, the results were above average and, at Key Stage 2, well above the national average. Although there are no national comparative figures for 1999, the results appear to be satisfactory, although not as high as in 1998. The school has, however, made great efforts to improve the provision for science teaching over the last two or three years. This has been greatly helped by a good scheme of work, good planning and the support from one bi-lingual teacher from the Curriculum and Language Access Service, who is a science specialist. When the 1998 results at Key Stage 2 are compared to similar schools, the results were very high when compared to the average for these schools.

102 By the end of Key Stage 1, pupils have a satisfactory knowledge of all the components of science. For instance, they have a basic understanding of electricity and know that it comes from a variety of sources, such as batteries, including those powered by the sun and the power station. They know about different materials, such as plastics, metal, glass and wood and can describe why certain objects are made from them. They investigate changes, such as those that occur when ice melts to water. They observe mini-beasts and identify the different creatures by their colour and number of legs.

103 By the end of Key Stage 2, pupils' knowledge and understanding of life processes is satisfactory for their ages. For instance, they can distinguish between the different forces involved in lifting, dropping and catching. They devise electrical circuits, which can operate bulbs and buzzers. They also have a clear understanding of how different animals and plants are linked together in food chains and food webs. By age 11, pupils are able to take part in well thought out investigations. They make predictions based on scientific knowledge and are very clear as to the importance of carrying out a fair test. For instance, they can investigate the effects of friction by planning the experiment, outlining the equipment needed, predicting what might happen and deciding what aspect to keep the same in order to make it a fair test.

104 The key skills of speaking and listening are generally well developed in science. More opportunities to develop the skills of information technology are being introduced. During the time of the last inspection, report, attainment was good at the end of Key Stage 2, which is higher than at present. However, generally, standards in science have been higher in recent years and variations are usually due to fluctuating numbers of pupils with English as an additional language, as well as the numbers of pupils with special educational needs.

105 Pupils of all abilities, including pupils with language difficulties and those with other special educational needs are making good progress throughout both key stages. Pupils in the nursery and reception classes use basic observation skills to look at sunflower plants they have grown from seeds and know the difference between living and non living things. Older pupils are beginning to understand the importance of healthy eating. Younger pupils in Key Stage 2 investigate the basic properties of light and sound. As they get older, they know the difference between high and low sounds and know the colours of the rainbow. Progress in the use of an appropriate scientific language is particularly good. Progress in the pupils' abilities to set up and devise their own investigations, using the skills needed for independent learning is slower.

106 In all lessons, pupils' attitudes to science are very positive. They enjoy science and work well in co-operation with others to achieve results. They listen carefully and work conscientiously and willingly. They respond very well in question and answer sessions, as in the lesson on electricity in Year 2 and in the lesson on light in Year 3.

107 The quality of teaching is never less than good and, sometimes, very good. In all lessons, teachers' knowledge of science is good but, also, most have a clear understanding of how to teach science. For instance, good questioning techniques help pupils set up their class investigations. They have a clear understanding of what they are trying to find out. In experimental work, teachers stress the importance of predicting results and setting up fair tests. Teachers use a variety of styles and strategies and well thought out ideas to motivate pupils. This was seen in a Year 5 lesson, where pupils were asked to investigate a range of aspects, such as mirrors, trays and bricks, to test their reflective surfaces. Teachers also link their teaching to science in everyday life and this contributes to the motivation of pupils.

108 Teachers plan their lessons well in science and most lessons have a clear aim with a logical progression of the activities and ideas. This ensures that pupils build on their previous knowledge well. Mainly, work is planned in order to meet the requirements of pupils with different abilities. However, this type of planning is not consistent and, on some occasions, all pupils in class do the same work. The planning does not often give opportunities for pupils to develop their independent learning skills, such as setting up and devising their own investigations. Assessment procedures in science are good. They are built into the planning and there are specific assessments at the end of the topic or the term. Homework is used appropriately. Resources are satisfactory and used well.

109 The quality of the leadership to support the teaching is very good. The scheme of work has been carefully devised and is very detailed and of good quality. The teachers have the extra support of the teachers from the Curriculum and Language Access Service for the pupils with English as an additional language. This is used well. One of these bi-lingual teachers has a science background and this is particularly helpful in raising standards and ensuring good progress. The science curriculum is enhanced by a number of out of school visits to places of scientific interest, such as the Museum of Science and Industry in Manchester and the Eureka Centre in Halifax. Older pupils visit Bury Church High School, where they watch displays linked to various science topics.

• **OTHER SUBJECTS OR COURSES**

• **Art**

110 Only three art lessons were observed during the inspection. However, there was sufficient evidence available from examination of teachers' planning, teachers' records, pupils' previous work, classroom and whole school displays, and discussions with teachers to allow judgements to be made. By the end of both key stages, pupils' attainment in art is in line with levels expected for their ages.

111 Pupils in Years 1 and 2 make good progress in art. They develop good control of different

mediums, and can observe and represent what they see themselves and through the eyes of great artists in paint. This was seen in Year 2 paintings of seascapes, in which the pupils looked at the work of Van Gogh, and began to imitate the style of the artist in their own work. Pupils also include other media in their work. For example, Year 1 pupils wove paper strips to produce 'Over and Under' pictures onto a paper base, to create a 'three-dimensional effect'. Year 2 pupils use collage to create images of snails. Pupils in Key Stage 1 learn new skills at a sustained rate, and develop an appreciation of different art styles and techniques.

112 Pupils make good progression in art in Years 3 to 6. The school has tackled the lack of progression in pupils' painting and the under use of the sections about the work of great artist work identified in the last report. Pupils now make good progress, and use the work of great artists to evaluate their work. This was seen in Year 4 paintings of Van Gogh's 'Sunflower' picture. Good links are made with other subject areas. Pupils in Year 3 link art with mathematics and have painted patterned time clocks. Pupils in Year 5 have designed symmetrical Greek Vases using felt-tip pens and crayon for their work in history. They have developed this further by experimenting with aboriginal art and using the techniques of stippling and pointilism to create earthy patterns of a crocodile. Pupils in Year 6 designed ideas for decorating an item with fabric paint, which links in with their work in design and technology. Pupils evaluate and seek ways to improve their work and take pride if it is displayed. For example, one pupil in Year 6 could experiment on several different garments before making a final choice of garment to paint.

113 Pupils have positive attitudes to their work in art. They demonstrate a clear enjoyment of the subject, and take great interest in the finished product and appreciate each other's efforts. They take personal pride in seeing their work displayed and are keen to talk about it. They work well together and are actively encouraged to take responsibility and show initiative in all aspects of their work.

114 The quality of teaching in art is good. Lessons are well planned and build on previous experience, thereby giving pupils the opportunity to consolidate earlier learning and refine their skills. Art lessons are sometimes linked to other areas of the curriculum. Teachers set high expectations and conduct lessons at a good pace. Pupils are encouraged to discuss and evaluate their work from time to time. The art curriculum is broad and balanced and makes a significant contribution to pupils' spiritual and cultural development, through reflection and response to a range of art work, including their own. The subject is well led and managed by an enthusiastic co-ordinator, and supported by a policy and scheme of work. The subject is well resourced and a recent exhibition in school celebrated pupils' work in the subject. All pupils' work is well displayed in school, with a title and border to give it prominence for staff, pupils and visitors to admire. Some very good paintings produced last year were sold to parents to raise money for charity.

• **Design and technology**

115 Only one lesson of design and technology was observed during the inspection period. Pupils' work and teachers' plans were scrutinised and pupils were spoken to. Pupils in both key stages make satisfactory progress in design and technology.

116 Younger pupils in Key Stage 1 are able to make three-dimensional models with egg cartons and boxes. These models take the form of objects linked to the class topic or to familiar objects in pupils' own lives, such as daffodils. Older pupils in Key Stage 1 progress to designing and making food items, such as a tomato sandwich or a fruit salad. Pupils in Year 2 were able to link the making of a fruit salad to their work on healthy foods in a science lesson.

117 In Key Stage 2, pupils continue to make satisfactory progress. By Year 6, pupils are able to design and make a cushion from a variety of materials. Evidence from the pupils' books indicated that they were able to state why certain materials would be more suitable for a particular purpose. Many pupils are able to evaluate their work and state how it could have been improved.

118 In the one lesson seen, pupils' attitudes to design and technology were satisfactory. The majority listened carefully in the introduction to the lesson and worked hard to produce an effective design, on occasions discussing their ideas productively with their partner. It is also clear from the constructions seen that most pupils try hard to obtain satisfactory results.

119 The quality of teaching seen in the one lesson observed was good. Teacher's planning indicates that most teaching is at least satisfactory. Teachers have had less time for the teaching of design and technology because of the constraints on the time available with the recent introductions of extra time for literacy and numeracy. However, teachers' planning indicates that they generally use the time available wisely. Lessons are occasionally closely linked to art. The scheme of work for design and technology is in need of revision. The co-ordinator is aware of weaknesses and is intending to upgrade the scheme shortly. She has only been the co-ordinator for a short time and is also the mathematics co-ordinator and is fully involved at present in the introduction of the new Numeracy Strategy. Resources are, at present, unsatisfactory, as there is a limited range of materials available. In the last inspection report they were indicated to be adequate.

Geography

120 Only a small number of geography lessons were observed during the week. Pupils' work was scrutinised and pupils were asked questions. Pupils make good progress in both key stages.

121 In Key Stage 1, the pupils draw simple maps showing the local area. They write or draw about a journey they have made. The pupils spot things that spoil a park when they use 'spot the difference sheets'. As they progress through the key stage, pupils become aware of the wider area. The maps that pupils draw become more detailed and the higher attaining pupils start to label their maps. The pupils use appropriate geographical language talking or writing about rivers, hills, lakes and villages. All pupils, including those with English as an additional language and special educational needs make good progress.

122 In Key Stage 2, pupils build on the knowledge and understanding they have already acquired. They are starting to make comments about what they like and dislike about the environment. In studies on other parts of the world the pupils start to learn about life in India, Africa and the Caribbean. Pupils compare and contrast life in their own area with that of people living elsewhere. They also use tables to compare temperature and rainfall. In the area of physical geography the pupils understand the river cycle, with the higher attainers being able to identify waterfalls and flood plains. By the end of the key stage the pupils have developed their observational skills and are using photographs as a source of evidence. All pupils, including those with English as an additional language and special educational needs are making good progress in their acquisition of geographic skills and knowledge of other areas of the world.

123 Pupils' attitudes to geography are good. The pupils enjoy finding out about their own area. They take care when cutting out, for example in a Year 2 lesson comparing the seaside, countryside and towns. The pupils work well together in groups. The pupils' good attitudes and behaviour have a positive effect on the progress made in the lessons.

124 In the very small number of lessons observed, the quality of teaching was consistently good. This is an improvement since the last inspection. Teachers make good use of the pupils' personal experiences, for example in a Year 1/2 lesson, pupils are asked to talk about a holiday and have brought photographs and postcards in to school. Pupils' interest is maintained by brisk introductions to lessons. Relationships with pupils are good. There is regular assessment within lessons by carefully phrased questions and teachers use the information to develop pupils learning. There are few opportunities in teachers' planning to develop independent research skills. The good quality of teaching has a positive impact on the progress made in lessons.

125 Geography makes a positive contribution to other areas of the curriculum. Encouraging pupils to listen and speak develops literacy. They develop their vocabulary when they use geographical terms. The pupils write for a purpose and read books about other parts of the world. The study of rainfall and temperature develops mathematical skills when graphs are used. The subject contributes positively to the pupils' cultural development, when they learn about the life and culture of other countries.

126 There is very good co-ordination of the subject. The school has modified the curriculum in light of recent national changes and use of a revised scheme of work ensures that there is step-by-step development as pupils move through the school. The geography curriculum is enhanced by visits out from the school both in the local area and places further afield. The school has maintained standards in geography since the last inspection.

History

127 Only a very small number of history lessons were observed in the inspection period. Pupils' work and teachers' plans were scrutinised and pupils were spoken to. Pupils in both key stages make good progress in history.

128 Younger pupils in Key Stage 1 develop an appropriate sense of time. They compare when they were babies with the present time. They compare old and new items, for example when they look at pictures and photographs of cars and bicycles. In a study on Bury the pupils gain an understanding of local history. All pupils, including those with English as an additional language and special educational needs, make good progress in understanding about the past.

129 In Key Stage 2 the pupils continue to make good progress. They learn about other periods of history. In Year 3 the pupils understand that the Romans built roads and that Hadrian's Wall was important in protecting the Roman boundary with Scotland. The pupils in Year 4 study the Victorian times and they comment on the poor social conditions for many people; they compare these with the good conditions of the rich families. In the study of Ancient Greece the pupils know that the Greeks worshipped many Gods and that only boys attended school. As they progress through the key stage the pupils use books to find information about earlier times. By the time they reach Year 6 the pupils are starting to answer historical questions, for example, why was it important for Henry VIII to have a son. All pupils, including those with English as an additional language and special educational needs, are making good progress in understanding different periods of history and in using books and worksheets to obtain information.

130 There is insufficient evidence to make a secure judgement on pupils' attitudes to history. In the lessons observed attitudes were satisfactory. The majority of pupils listened carefully in the introductions to lessons. A small number of pupils became restless towards the end of the sessions. The pupils work together in groups and concentrate on their worksheets.

131 There were too few lessons seen to make a secure judgement on the quality of teaching. The quality of teachers' planning, the progress made by pupils and the lessons observed are consistent with good quality teaching. In the lessons seen planning was very good. The knowledge of the subject was secure, for example when teaching about the Ancient Greek Civilisation. Time lines were used well and the link between the Christian and Islamic and other calendars was well made in a Year 5 lesson. In a lesson on the Tudors the teacher took special care to ensure that a pupil with English as an additional language understood the meaning of words, thus developing her vocabulary. The teachers relate very well to the pupils and the good quality of teaching has a positive effect on the progress made in the lessons and over time.

132 History makes a good contribution to pupils' literacy development. Pupils develop their speaking and listening skills in class discussions. They read about other times and write for a purpose giving accounts of the past. The subject also makes a good contribution to the pupils' social, moral and cultural development. The pupils learn about social issues as they consider the actions of others in past times and as they learn about cultures from the past.

133 There is very good co-ordination of the subject. The school has recently adapted the curriculum following national guidelines. The use of a modified scheme of work ensures that there is step-by-step progression as pupils move through the school. The history curriculum is enhanced by visits out from school to the local area and places further afield including Manchester and York. The school has maintained standards in history since the last inspection.

• **Information technology**

134 The previous inspection found that standards of attainment in information technology were below average. A key issue was to ensure that standards of attainment improved in both key stages. Inspection evidence shows that there have been improvements in the level of attainment, although attainment at the end of Key Stage 1 is still below the expected level. At the end of Key Stage 2 pupils' attainments are at the expected level.

135 The youngest pupils in Key Stage 1 are given opportunities to use programs on the computer and use a program to dress a teddy bear. As they progress through the key stage, pupils copy simple sentences and compose simple 'tunes' using symbols. Control technology is developed by the use of a roamer; pupils program the machine and, with guidance, make it move a given number of paces both backwards and forwards. The pupils are not yet able to sort and classify information. All pupils, including those with English as an additional language and special educational needs, make satisfactory progress through the key stage. They become more confident in the use of computers and other information technology resources.

136 In Key Stage 2, the pupils build on the knowledge and skills already acquired and they make good progress. Pupils with English as an additional language and special educational needs make good progress. In Year 3, pupils develop their word processing skills, they use bold type and different types of print. They develop their composing skills and produce block graphs, for example on size of family. In Year 4, pupils start to make choices and decisions when they work on adventure programmes. Control skills are developed by drawing geometrical patterns using the screen turtle. In Years 5 and 6 the pupils further develop their skills by correcting work. They use the highlight bar, change font size and style and combine text and pictures to make posters. The pupils use sensors to record and produce graphs on the computer, for example in an experiment on the temperature of water. Most of the work is teacher directed and there is little evidence of pupils' using their initiative to extract information from the computers.

137 Pupils are interested, involved, enjoy learning and behave well when using computers and other equipment. They are enthusiastic about information technology and in the lessons seen concentrated, worked hard and enjoyed what they were doing.

138 Only a very small amount of direct teaching was seen during the inspection period. The progress made by pupils is consistent with the quality of teaching being at least satisfactory. Teaching at the end of Key Stage 2 is good. In the lessons seen, the teachers gave clear instructions to the pupils; for example, in a Year 4 lesson on using 'delete' in word processing. Questioning is well used to establish understanding. The use of assessment to develop future learning was good in a Year 1 and 2, lesson where a volunteer recorded the skills pupils' acquired. There are limited opportunities to use computers across the curriculum and opportunities to develop pupils' research skills are restricted.

139 The management of the subject is very good. There is a very good policy document and

scheme of work, which gives very clear guidance to teachers and has a positive effect on the teaching of the subject. Information technology makes a positive contribution to some areas of the curriculum. It contributes well to literacy by enabling pupils to produce, correct and edit pieces of work. Data handling and recording aids progress in mathematics and science. Although there is some contribution to other subjects this is not yet fully developed.

140 The school has insufficient resources to allow the pupils to fully develop their independent learning skills. A number of computers are out-of-date and are in need of regular repair. The school has recognised this and there is a programme of replacing computers. Where computers have been replaced, this has had a positive effect on pupils' progress. The school has also recognised that not all teachers are fully confident in information technology and has carried out an audit of expertise to help improve the quality of teaching.

• **Music**

141 Pupils make satisfactory progress in music overall and good progress in singing. A scheme of work has been implemented through the school since the last inspection and the music curriculum has improved. The scheme has a range of taped extracts of music to support appreciation, analysis and understanding of the elements of music.

142 Pupils at Key Stage 1 recognise changes in pitch and rhythm of music they hear and make. They play a range of untuned percussion with control and purpose and read simple scores. Early composition work is recorded for evaluation. They sing with great enthusiasm and in tune once they have gained confidence. They use their musical skills in performance. Pupils at Key Stage 2 learn formal music notation and can compose, using a range of both tuned and untuned instruments. They understand and use a range of musical terminology and sing tunefully. Their listening skills are good and they can identify instruments and discuss quality as observed when studying 'Spring' by Vivaldi and 'Pictures From an Exhibition' by Mussorgsky. Pupils in Year 6 sing well in unison and have a good sense of pitch when singing individually.

143 The quality of teaching was very good at both key stages in the small sample of lessons observed. teachers have confidence in their knowledge of music and use the scheme imaginatively. Their very good class control and organisation ensure that lessons run smoothly. Staff run music clubs in recorder playing and singing. This enables pupils to develop their interest and talent in music beyond the curriculum. Music is an important element of all school productions and is effective in helping pupils to develop their spiritual, social and cultural knowledge and awareness.

• **Physical education**

144 During the inspection, the five physical education lessons observed were gymnastics and dance activities. Discussion with pupils and teachers and scrutiny of teachers' planning indicates that the school provides a balanced programme of physical education which fully meets the requirements of the National Curriculum. Pupils learn to participate in gymnastics activities and respond to music through story and dance. Attainment is in line with the national expectations at the end of both key stages. In Key Stage 1, pupils plan a sequence of events in dance and music linked to a story with feeling and expression. This was seen in a lesson where the story of 'The Ugly duckling' was being explored. In another lesson pupils were asked to plan a sequence of running and jumping and holding a balance. Pupils were able to talk about what they were doing and make simple judgements about its quality and how it could be improved.

145 In Key Stage 2, pupils are able to practice, improve and refine their performance in gymnastics. In Year 6, pupils plan sequences of movements, which include a balance, turn and roll.

Their ability to discuss and make judgements with others in their class about their performance is having a positive impact on their speaking and listening skills.

146 Pupils of all abilities, including those with special educational needs make sound progress in both key stages. As they move through the school, pupils develop their skills and perform with increasing competence. They have a clear understanding of the effects of exercise on the body.

147 Pupils' attitudes to physical education are good throughout the school. Behaviour, whilst pupils are preparing for and participating in physical education lessons is good. Pupils listen carefully and respond well to instructions. They are enthusiastic participants and make good use of the opportunities provided in lessons. For example, a Year 5 class enjoyed checking their pulses after energetic exercise in gymnastics to improve their overall physical performance. Pupils work well individually and in a small groups in which there is good co-operation and collaboration. The quality of pupils' relationships with staff and other pupils is good and this contributes much to their attitude to the subject. For instance, they are willing to help and support those, whose skills are underdeveloped in the subject. The subject makes a positive contribution to the pupils' social and moral development. They have opportunities for playing team games and develop a sense of competitiveness and fair play.

148 The quality of teaching observed was good. All lessons begin and end in orderly manner and contain suitable warm-up and cool down activities. Lessons are well organised, structured and clearly planned to offer progression and a safe working situation. Since the last inspection teachers are more secure in their knowledge and understanding of the subject. They effectively encourage all pupils to participate in every aspect of the subject. Questioning and the use of demonstration by pupils is used purposefully, and pupils are encouraged to improve their performance. Staff act as good role models, dressing appropriately and showing an enthusiasm for physical education which is reflected in the pupils' attitudes.

149 The subject is well led and managed by an enthusiastic co-ordinator. There is an appropriate range of large and small apparatus available and the school has the use of a spacious hall as well as outdoor facilities, which include both grassed and hard surfaced areas. There is a school policy and scheme of work for physical education, which provides guidance for teachers. A range of extracurricular sporting activities is provided including football, cricket, rounders and a running club.

• **Religious education**

150 By the end of Key Stage 1 a small majority will attain the expectations of the Locally Agreed Syllabus. Pupils enter the school below average and they make good progress. By the end of Key Stage 2, pupils also meet the expectations of the Locally Agreed Syllabus. Knowledge and understanding of Christianity and Islam are particularly well developed. The school has maintained the standards in religious education since the last inspection.

151 In Key Stage 1, the youngest pupils understand that there are special people who care for us, for example our parents and families, and our teachers. They write and draw about special times, for example Christmas. The pupils develop a sense of awe and wonder when they write or draw about the sunshine and flowers growing. As they move through the key stage, pupils learn about special times celebrated by different groups, for example the Festival of Eid. Similarities between different religions are observed when the pupils learn about special books, for example The Holy Bible and The Koran. All pupils, including those with special educational needs and English as an additional language make good progress through the key stage. They have a developing understanding of both Christianity and Islam.

152 In Key Stage 2, pupils continue to build on the knowledge and understanding acquired earlier and make good progress through the key stage. They work at challenging levels and skilful questioning

by teachers ensure that pupils with special educational needs and English as an additional language make good progress. The pupils in Year 3 use their knowledge of Christianity and Islam to guess what they might find in a synagogue. They learn about the Jewish way of life and as they move through the key stage they understand that the Jewish people faced many trials and tribulations. The understanding of faith is developed when pupils study the Five Pillars of Islam. By the end of the key stage, pupils have studied the sacred texts or holy books. They are able to talk or write about their own religious experiences and show great respect for the religions and beliefs of others.

153 Religious education makes a good contribution to pupils' literacy development. Pupils read and write stories and accounts and this develops their literacy skills. The skills of speaking and listening are well developed when pupils talk about their personal experiences. The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development.

154 Pupils' attitudes to religious education are good. They are interested learners, pay attention in introductory session and ask appropriate questions. There is a high degree of respect for the beliefs of others. When out on visits to religious buildings the pupils behave well.

155 The quality of teaching is good and at times it is very good. The teachers have secure knowledge of the subject. They use the experiences of the pupils very well; for example, when discussing what you would find in a church or a mosque. The methods used keep the pupils' interest, for example a 'Treasure Hunt' was used very effectively in a Year 5 lesson visiting the local church. The teachers have high expectations of pupils' behaviour and relate well to their pupils. Assessment is used satisfactorily to plan future learning. Opportunities for pupils to carry out independent research are very limited.

156 There is very good co-ordination of the subject and this has a positive effect on the progress made. The policy document and scheme of work ensure that there is step-by-step progression as pupils move through the school. There are adequate resources to meet the needs of the curriculum, these are used well to enhance pupils learning. The religious education curriculum is very well enhanced by visits out from school to the local church and mosque and by visitors to the school. The school meets the requirements of the Locally Agreed Syllabus.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

157 Five inspectors spent the equivalent of 20 days in school. The number of lessons or parts of lessons seen was 76 and over 67 hours of observation, listening to pupils read and scrutiny of their work were undertaken. Pupils across the age range were questioned about their work and some were asked about their school. A sample of all the work of at least three pupils from each year was scrutinised for standards, progress, marking and quality of presentation. Scrutiny and assessment of all work on display was undertaken. Many pupils had work scrutinised during lessons. A sample of pupils, at least three from each year group, was heard to read and attainment was assessed against the national expectation and for interest, enjoyment, fluency, accuracy and understanding. All teachers were observed working in the Literacy Hour and during the teaching of numeracy. Most lunchtimes and breaks were observed in whole or in part.

158 The chair and other governors were interviewed; the head teacher was interviewed several times. The deputy head teacher and other teachers were interviewed at least once. The secretary and support staff were engaged in formal discussions about their work and responsibilities. Most assemblies were attended. Points raised at the parents' meeting and in written comments on the questionnaires were taken into account. All documentation provided during and prior to the inspection was read and a sample of pupils' reports and records and all teachers' planning was scrutinised.

DATA AND INDICATORS

159 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	220	5	68	41
Nursery Class	12	Not known	Not known	Not known

160 Teachers and classes

Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent):	9.8
Number of pupils per qualified teacher:	22.4

Education support staff (YR – Y6)

Total number of education support staff:	8
Total aggregate hours worked each week:	115.5

Qualified teachers (Nursery Class)

Total number of qualified teachers (full-time equivalent):	1
Number of pupils per qualified teacher:	12

Education support staff (Nursery class)

Total number of education support staff:	4
Total aggregate hours worked each week:	55
Average class size:	27.5

161 Financial data

Financial year:

1998/99

	£
Total Income	365,434
Total Expenditure	359,947
Expenditure per pupil	1,551
Balance brought forward from previous year	10,883
Balance carried forward to next year	16,370

162 PARENTAL SURVEY

Number of questionnaires sent out:

150

Number of questionnaires returned:

27

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	35	61	0	4	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	44	52	0	4	0
The school handles complaints from parents well	15	66	11	4	4
The school gives me a clear understanding of what is taught	22	63	0	15	0
The school keeps me well informed about my child(ren)'s progress	31	54	11	4	0
The school enables my child(ren) to achieve a good standard of work	35	61	0	4	0
The school encourages children to get involved in more than just their daily lessons	40	60	0	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	23	58	4	15	0
The school's values and attitudes have a positive effect on my child(ren)	31	61	4	4	0
The school achieves high standards of good behaviour	41	41	3	15	0
My child(ren) like(s) school	52	44	0	0	4