

INSPECTION REPORT

Buckton Vale Primary School
Stalybridge

LEA area : Tameside

Unique Reference Number : 106191

Headteacher : Mrs A. R. Bowles

Reporting inspector : Mr P. M. Allen
OIN 17531

Dates of inspection : 22nd – 25th November 1999

Under OFSTED contract number: 706803

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

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INFORMATION ABOUT THE SCHOOL

Type of school : Junior and Infant

Type of control : County

Age range of pupils : 4 – 11

Gender of pupils : Mixed

School address : Swallow Lane
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Appropriate authority : Governing Body

Name of chair of governors : Mr B. Thorp

Date of previous inspection : July 1995

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mr P. M. Allen, Rgl	English	Attainment and progress
	Music	Teaching
	Special educational needs	The curriculum and assessment
	Equal opportunities	
	Under fives	
Mr P. Berry, Lay Inspector		Attitudes, behaviour and personal development
		Attendance
		Support, guidance and pupils' welfare
		Partnership with parents and the community
		Staffing, accommodation and learning resources
Mr I. R. Worsnop, TI	Science	Pupils' spiritual, moral, social and cultural development
	Information technology	
	Art	
	Design and technology	
	History	
Mrs A. Brangan, TI	Mathematics	Leadership and management
	Religious Education	The efficiency of the school
	Geography	
	Physical education	

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The Registrar
 The Office for Standards in Education

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MAIN FINDINGS

What the school does well

- ◆. The school enjoys a good partnership with parents, the governing body and the community.
- ◆. The staff work very hard with a strong commitment to the school and its children.
- ◆. There is good support for pupils with special educational needs.
- ◆. Good provision is made for the moral, social and cultural development of the children as well as for their support, guidance and welfare.
- ◆. The school has a caring, community ethos and positive values.
- ◆. Reception children benefit from a very good start to their schooling.
- ◆. There are good relationships between the teachers and pupils.

Where the school has weaknesses

- I. Pupils do not receive their full entitlement in information technology.
- II. The quality of teaching is inconsistent across the school with a higher quality at Key Stage 1.
- III. There is evidence of underachievement by boys in the Key Stage 2 tests in recent years.
- IV. Too few pupils attain the higher levels in the National Curriculum tests.

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

How the school has improved since the last inspection

There has been a steady improvement since the last inspection with the school maintaining and building on its achievements. Plans have been developed and implemented to tackle the issues raised in the previous report. Assessment and recording processes have been made more manageable, although there is scope for further development and recognition of the need to review the policy to include all the current procedures. The level of administrative support has been improved to release the headteacher for the monitoring role. The provision for cultural development has been enhanced and standards in music have risen significantly. The school is well placed to make further improvements.

Standards in subjects

The table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key	
English	E	E	<i>well above average</i>	A
Mathematics	D	D	<i>above average</i>	B
Science	D	E	<i>average</i>	C
			<i>below average</i>	D
			<i>well below average</i>	E

Attainment in English, mathematics and science was judged by the inspection team to be sound at the end of Key Stage 2 and broadly in line with what might be expected for pupils aged 11. Whilst this is broadly reflected in the National Curriculum results over the three years from 1996 to 1998, it is not reflected in the 1999 results. Although according to national performance data, attainment in these subjects was below and sometimes well below both the national average and the average for similar schools, in mathematics it was above the national average in the number of level 4s attained, but below in the number of level 5s. Over the past few years the number of pupils achieving the higher level 5s, has generally been below national averages. Evidence indicates some underachievement by boys compared with boys nationally over recent years, especially in mathematics and science. Girls, on the other hand, have attained above the national averages for girls over the same time. Standards in information technology are below average. Standards in religious education are sound across the school.

Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Good	Good	Satisfactory
Mathematics	Good	Good	Satisfactory
Science	-	Good	Good
Information technology	-	Insufficient evidence	Insufficient evidence
Religious education	-	Satisfactory	Satisfactory
Other subjects	Good	Good	Satisfactory

The quality of teaching in Reception and at Key Stage 1 is good and often very good. It was good in just under half the lessons observed and very good or satisfactory in equal proportions in the remainder. The quality of teaching at Key Stage 2 is variable. It was satisfactory in half the lessons observed, good and occasionally better in just over a third and unsatisfactory in the remainder.

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	High expectations are made of the pupils and, although the vast majority respond well, there are times in some lessons when a minority of pupils, usually boys, do not always behave as well as they should. Behaviour around the school and in the playground is generally good.
Attendance	Levels of attendance in the school are well above national averages. Most children arrive at school punctually and lessons start promptly.
Ethos*	Most children have positive attitudes to learning and relationships throughout the school are good. The school has a caring, community ethos which is positive and purposeful.
Leadership and management	The headteacher, together with the governing body, is providing positive leadership. The school development plan can benefit from extending its scope and time scale. The school has planned priorities for further development.
Curriculum	The curriculum is generally broad and balanced and contains all the appropriate subjects, but the pupils do not receive their full entitlement in information technology. A sound range of assessment strategies for the recording of pupils' attainment and progress in the core subjects are in place. Standards of presentation and handwriting are variable across the school.
Pupils with special educational needs	The provision is good and pupils generally make good progress. The work benefits from the effective leadership of the co-ordinator and the hard work of the staff and the local education authority support workers.
Spiritual, moral, social and cultural development	There is good provision for moral, social and cultural development and sound provision for spiritual development. Pupils generally respond well in these areas.
Staffing, resources and accommodation	There is an appropriate number of staff who are suitably deployed to meet the needs of the curriculum. The staff are enthusiastic and conscientious with a strong commitment to the school and its children. Overall, the school is adequately resourced. Although the accommodation is satisfactory, it could benefit from work to improve the quality of the physical environment to better support the quality of education provided by the school. There is an adequate playground and an extensive playing field.
Value for money	In light of the costs involved, the quality of education provided, its context and income, the school gives satisfactory value for money.

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

The parents' views of the school

What most parents like about the school	What some parents are not happy about
<p>V. The school encourages parents to play an active part in its life.</p> <p>VI. The school is approachable and keeps parents well informed about pupils' progress.</p> <p>VII. It enables pupils to achieve good standards of work.</p> <p>VIII. The school achieves high standards of behaviour and its values and attitudes have a positive effect on the pupils, who enjoy coming to school.</p>	<p>IX. Some parents would appreciate more support on homework.</p> <p>X. Parents would value more of the curriculum taught.</p>

The school has firm plans to review homework in order to develop a clearer policy and to provide more information about the taught curriculum. The vast majority of views expressed were supportive of the school and inspectors' judgements broadly support parents' positive views. Parents value, and are valued by, the school and they make a positive contribution to the quality of education provided.

KEY ISSUES FOR ACTION

In order to further raise standards and the quality of education provided, the governing body, headteacher and staff should:

XI. target the work in information technology to ensure that pupils receive their full National Curriculum entitlement;

(paragraphs 10, 15, 29, 35, 114, 116 and 118)

XII. make use of rigorous monitoring and evaluation of classroom teaching in order to raise the quality so that it is consistently high at both key stages;

(paragraphs 33 and 66)

XIII. investigate further, and address the underachievement of boys in the Key Stage 2 tests;

(paragraphs 9, 97, 101 and 108)

XIV. target the work in the core subjects to enable more pupils to reach the higher levels of attainment at both key stages.

(paragraphs 7, 8, 23, 28, 90, 101, 108 and 118)

In addition to the key issues above, the following less important issues should be considered for inclusion in the action plan. These are indicated in paragraphs 12, 17, 18, 28, 32, 47, 65, 73, 75, 77, 94, 96, 111, 126 and 130:

XV. consider strategies aimed at improving boys' behaviour;

XVI. improve the quality of the physical environment of the school;

XVII. target the raising of standards of presentation and handwriting;

XVIII. extend the school development plan to cover a longer period and to incorporate further detail.

INTRODUCTION

Characteristics of the school

1. Buckton Vale Primary School is an average size primary school situated in the village of Carrbrook on the edge of Stalybridge in Cheshire. It is set in an area of mixed private and council housing. The school serves Carrbrook and the surrounding communities. It is housed in a 1970s building with eight classrooms, a small hall, a library and office accommodation. In summer 1999 a new classroom was added because of the national class size initiative for Key Stage 1, enabling the school to create significantly smaller classes at Key Stage 1 than at Key Stage 2.

2. There are 234 pupils on roll taught in eight classes, four for Key Stage 1 and four for Key Stage 2. There are slightly more boys than girls. Forty-six pupils are on the special educational needs register, of whom four have a Statement of Special Educational Need.

3. The vast majority of children receive pre-school education. Children start school on a full time basis at the start of the year in which they become five years of age. At the time of the inspection there were 33 Reception pupils most of whom were under five.

4. The school aims to create a happy, caring and secure environment in which children can achieve their full potential. The school has set targets for future developments, including the further raising of the quality of information technology access, through quality teaching and learning opportunities supporting all areas of the curriculum, together with the improvement of communication with parents on the taught curriculum.

Key Indicators

5. Attainment at Key Stage 1¹

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

Year	Boys	Girls	Total
1999	18	16	34

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or Above	Boys	16	16	18
	Girls	12	14	15
	Total	28	30	33
Percentage at NC Level 2 or above	School	83 (85)	88 (85)	97 (88)
	National	82 (80)	83 (81)	87 (84)

Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or Above	Boys	16	16	18
	Girls	12	12	15
	Total	28	28	33
Percentage at NC Level 2 or above	School	83 (82)	83 (91)	97 (100)
	National	82 (81)	86 (85)	87 (86)

Attainment at Key Stage 2²

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

Year	Boys	Girls	Total
1999	10	22	32

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	3	8	8
	Girls	15	17	16
	Total	18	25	24
Percentage at NC Level 4 or above	School	56 (77)	78 (65)	75 (74)
	National	70 (65)	69 (59)	78 (69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	7	8	8
	Girls	14	16	18
	Total	21	24	26
Percentage at NC Level 4 or above	School	66 (71)	75 (81)	81 (67)
	National	68 (65)	69 (65)	75 (72)

Attendance

%

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

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

Percentage of half days (sessions) Missed through absence for the Latest complete reporting year	Authorised	School	4.3
	Absence	National comparative data	5.7
	Unauthorised	School	0.0
	Absence	National comparative data	0.5

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	1
	Permanent	0

Quality of teaching

Percentage of teaching observed which is :		%
	Very good or better	15
	Satisfactory or better	92
	Less than satisfactory	8

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

6. Most children start school in the Reception class although a small number of older children start in a mixed class of Reception and Year 1 pupils. Baseline assessments are made very early on in the school year for these children. This evidence, together with teachers' judgements, indicates that, whilst there is a wide range of ability, on admission to the school, most children have levels of knowledge and understanding which are broadly in line with those expected for their age. They make a good start and progress in the Reception year is good, with the majority of children on line to reach the Desirable Learning Outcomes by the age of five, and a small number exceed them. This good progress is helped by thorough planning, careful match of work to their needs and the very good contribution made by support staff. The quality of teaching, which is generally good or very good, has a significant impact on the progress made by the children.

7. Standards of attainment at the end of Key Stage 1 in English, mathematics and science are sound and broadly in line with what might be expected of pupils aged 7. This pattern of attainment is clearly reflected in the National Curriculum test results over the three years from 1996 to 1998 and in the 1999 test results in writing. They are not reflected in 1999 test results in reading, which were below both the national average and the average for similar schools, or in mathematics, where they were above both national average and that for similar schools. The school has recognised the need to target raising the number of pupils achieving level 3 at Key Stage 1, especially in writing.

8. Attainment in English, mathematics and science was judged by the inspection team to be sound at the end of Key Stage 2 and broadly in line with what might be expected for pupils aged 11. Whilst this is broadly reflected in the National Curriculum results over the three years from 1996 to 1998, it is not reflected in the 1999 results. Although according to national performance data, attainment in these subjects was below and sometimes well below both the national average and the average for similar schools, in mathematics it was above the national average in the number of level 4s attained, but below it in the number of level 5s. Over the past few years the number of pupils achieving the higher level 5, has generally been below national averages.

9. National performance data indicates that taking the three years from 1996 to 1998 together, the performance of boys, especially in mathematics and science tests was low in comparison with national averages for boys. During the same period the performance of girls in the same tests was above the national averages for girls. The school has not sufficiently considered the evidence of underachievement by boys and there is an important need for the staff to investigate this area further.

10. Although some pupils come to school with some information technology capability, overall attainment is below average at the end of both key stages because pupils do not receive their full National Curriculum entitlement. Standards in religious education are sound across the school and meet the requirements of the locally agreed syllabus. Pupils make sound progress in their understanding of religious faiths and concepts.

11. From a broadly average attainment on entry, most pupils make good progress in

speaking and listening and reading and sound progress in writing. Pupils with special educational needs generally make good progress, working well towards clear and appropriate

targets set for them. The good level of support provided has a positive impact on progress. Most pupils attain well in speaking and listening. By the end of Key Stage 1, most pupils listen attentively to adults and to each other, expressing themselves clearly. By the end of Key Stage 2, pupils confidently share discussions about texts featured in the literacy session.

12. By the end of Key Stage 1, pupils are writing independently. Although by the end of Key Stage 2 pupils are able to write for a range of different audiences and purposes, including extending writing, the school recognises and is addressing this as an area for development. Although overall standards in writing across the school are sound and pupils give due consideration to punctuation, grammar and spelling, standards of presentation and handwriting are inconsistent across the school and this is an area for development. Appropriately, the teaching emphasises the importance of reading. By the end of Key Stage 1, the majority of pupils have developed strategies to work out unfamiliar words and they read confidently at good levels. Most pupils are fluent readers by the end of Key Stage 2 with a good understanding of a range of texts.

13. Standards in mathematics are sound overall at the end of both key stages and overall pupils make satisfactory progress in the development of mathematical knowledge and skills. By the end of Key Stage 1, most pupils have a secure understanding of number bonds to 20 and a basic knowledge of the four rules of number. By the end of Key Stage 2, most have a satisfactory understanding of arithmetic, area and shape, using a variety of ways to organise and record their work. Pupils are gaining from good opportunities to practise skills through the numeracy sessions and most are able to use and apply these skills in other subjects, such as science and geography. Pupils with special educational needs generally make good progress in mathematics.

14. In science, standards are sound overall at the end of both key stages. Pupils generally make good progress in the range of activities provided. By the end of Key Stage 1, pupils are able to ask questions related to their work and use focused exploration and investigation to acquire scientific knowledge. By the end of Key Stage 2, pupils understand the importance of fair testing and are able to predict and evaluate when working on their experiments. They gain a good understanding of the importance of exercise in keeping their bodies healthy.

15. Standards in information technology are unsatisfactory across the school because pupils have inadequate access to the full programmes of study of the National Curriculum. Although some developments have taken place, there is recognition within the school that much remains to be done to ensure that pupils become confident in using information technology across the curriculum. Overall, pupils across the whole range of abilities, make insufficient progress.

16. Evidence collected during the inspection, including observations of teaching and work sampling, indicates that the quality of teaching impacts very clearly on progress through the school. In Reception, where much of the teaching is good or very good, progress is particularly significant. Overall, progress is more marked at Key Stage 1 than Key Stage 2 because of higher teacher expectations, where teachers tend to insist on higher standards and that pupils stay on task. Progress tends to be more marked in the second half of Key Stage 2, especially in the final year, compared with the first two years. Evidence collected during the inspection suggests that pupils make good progress in art and history at both key stages. Pupils with special educational needs receive focused teaching and this impacts on their generally good progress in relation to their own learning targets, particularly in the acquisition of basic skills.

Attitudes, behaviour and personal development

17. The pupils' attitudes towards learning are generally good. They listen attentively to information and respond enthusiastically to the teachers' questions. Most pupils are able to sustain concentration well. However in some classes, there is a tendency for some pupils' attention to drift away from their work. There is a small minority of pupils, mainly boys, who sometimes cause distraction and interrupt the learning of others. The attitudes of the youngest pupils, including the under-fives, are very good.

18. The standard of behaviour is good overall. There has been only one fixed term exclusion in recent years. Behaviour is, however, noticeably better at Key Stage 1 than at Key Stage 2 and this was evident in the playground. Movement around the school is orderly, allowing the school to function efficiently. The pupils show suitable respect for property and for the feelings of others.

19. Relationships between pupils and staff and between the pupils themselves are good. Pupils of varying ages mix together well; the older ones give help and support to younger ones; for example, at the dining tables. The pupils collaborate well in group activities and take turns when sharing resources.

20. The pupils' personal development is good. There are good contributions from the extra-curricular, community and charity activities, together with the personal and social education provided across the curriculum. Pupils are given suitable tasks within the school, including responsibilities for helping their teachers and tidying away the dining furniture. They are courteous and confident.

21. The school has a caring ethos and creates an atmosphere where all pupils are able to succeed. The good attitudes, behaviour and personal development of the pupils make an appropriate contribution to the standards of attainment and to the quality of education.

Attendance

22. The level of attendance is very good. Each year it is well above the national average for primary schools and there is a minimal level of unauthorised absence. The school complies with the statutory requirements. Pupils arrive on time and the registration periods are efficiently organised; this enables a prompt start to be made to the lessons.

QUALITY OF EDUCATION PROVIDED

Teaching

23. The quality of teaching at both key stages, observed during the inspection, was different from that described in the previous report, when the quality was judged to be sound overall. The quality observed during this inspection varied across the key stages and varied within Key Stage 2. The previous report identified the need to raise expectations of what higher attaining

pupils could achieve. This need still exists, given the school's recognition of the need to raise the number of pupils achieving the higher grades in the National Curriculum tests.

24. The quality of teaching in Reception and at Key Stage 1 is good and often very good. It was good in just under half the lessons observed and very good or satisfactory in equal proportions in the remainder. The quality of teaching at Key Stage 2 is variable. It was satisfactory in half the lessons observed, good and occasionally better in just over a third and unsatisfactory in the remainder. The teaching observed was generally more effective in the older half of Key Stage 2.

25. Teaching of children under five is good or very good. There is detailed planning and careful consideration is given to planning for the transition into the National Curriculum. The staff have very good relationships with the children and are calm in their approach. They are well organised and encourage both independence and initiative. All staff have a good understanding of the appropriate curriculum for early years and of how young children learn. They efficiently monitor the children's progress and use the results of assessment effectively to inform planning. The teaching in Reception benefits significantly from the skilled teaching of the nursery nurses and the contribution they make to the team approach used.

26. In the most successful teaching observed there was good discipline, effective classroom management, a calm and quiet atmosphere and work which was appropriate for all pupils, including those with special educational needs. There were high expectations of the pupils' capacity to produce their best work and an active promotion of good quality work. There was skilful questioning to take learning forward. Work was generally well planned with clear objectives and an appropriate balance between instruction and pupil activity and pupils were given focused opportunities to gain and consolidate knowledge, skills and understandings.

27. The vast majority of lessons observed involved effective teaching. However, there were lessons where teaching was less effective, including a small number of lessons which were judged to be unsatisfactory. In less effective lessons, there is sometimes insufficient challenge to meet the needs of the differing abilities in the class, including the higher attainers. Expectations are insufficiently high. Sometimes there is a lack of pace and appropriate timing with a consequent deterioration in concentration and behaviour. There are a small number of boys in some classes who need firm discipline to ensure that they stay on task and attain commensurate with their abilities.

28. There are occasions when pupils are asked to complete undemanding worksheets which are not always well matched to their learning needs and capabilities. These tasks are inappropriate for pupils with learning difficulties and inhibit higher attaining pupils from extending their learning. The quality of presentation and handwriting is variable across the school. It is often insufficiently high and teachers need to raise their expectations.

29. Teachers generally have good subject knowledge, especially in literacy and numeracy, although confidence is less secure in information technology. They work with commitment generally giving clear explanations. Teachers work hard to make the lessons interesting, often involving good opportunities to develop speaking and listening skills. In much of the teaching seen, teachers plan activities that consolidate and extend prior teaching and learning. Direct teaching is used that enthuses and engages the pupils and teachers provide tasks which have clear purpose and support the lesson's learning objectives. Much of the teaching towards the end of Key Stage 2 is, appropriately, geared towards preparing pupils for the next phase of education, with good focused use of homework.

30. The teachers have implemented the National Literacy Strategy in each class, adapting it carefully to the needs of the school and effectively combining the use of the materials with the published literacy materials promoted as part of a local education project. This has had a positive impact on the English curriculum. The teaching is usually well planned and generally well organised and there is evidence to suggest that teachers are gaining in confidence in the prescribed ways of organising the teaching. The school is making effective use of the support workers to help pupils, especially those with special educational needs, during the literacy and also the numeracy sessions. The National Numeracy Strategy is becoming an established part of school routines and teachers are generally using it effectively.

31. The teachers and classroom assistants work very hard with a strong commitment to the school and its pupils. Teachers plan in some detail and build numeracy and literacy into many lessons. Learning objectives are generally clearly identified. In a small number of lessons, these learning objectives are shared with pupils and written on the blackboard. Appropriate attention is generally given to marking and homework is used to extend learning in all classes. Teachers show a good knowledge of individual pupils and generally make good provision for lower attaining pupils. There is good support for pupils with special educational needs, including the promotion of confidence and self-esteem. Relationships between the pupils and all the adults who work in school are good, as are relationships between the pupils themselves.

32. The quality of the physical environment within the classrooms varies. Overall, there is a need to improve this quality in the school and the classrooms so that it better supports the teaching. Teachers aspire for pupils to achieve high standards and yet, sometimes, the classrooms do not support the teaching as effectively as they could. This is reflected in the level of tidiness, of labelling and of display.

33. Overall, the quality of teaching is inconsistent across the school with a higher quality at Key Stage 1 and variation at Key Stage 2. There is a need for rigorous, focused monitoring and evaluation of classroom teaching which can help to ensure that the quality of teaching is more consistently high across the school. The headteacher has recently begun to undertake some evaluation of teaching, although there is no evidence of any recent input from the local education authority advisory service. The monitoring and evaluation needs to be specifically focused in order to provide clear targets for improvement. Monitoring classroom teaching can support and guide effective practice which can enhance teacher performance, raising pupils' attainment. Where the quality of teaching is good or better, as it was in around a third of the lessons observed during the inspection, it has a significant impact on the amount of progress made and the levels of attainment reached.

The curriculum and assessment

34. The curriculum for the under-fives is good overall and gives children a good and purposeful foundation upon which to enter Key Stage 1. The broad range of activities include all the areas of the national Desirable Learning Outcomes, except in physical development, where there are few opportunities for outside play to enable the development of children's large motor skills.

35. All pupils have equal access to the school's curriculum, which at Key Stage 1 and Key Stage 2 is generally broad and balanced and prepares pupils for the next stage of their education. Religious education is taught in accordance with the local education authority's agreed syllabus and meets statutory requirements. The curriculum includes all the appropriate subjects but there is a need to develop the information technology curriculum to ensure that

pupils receive their full National Curriculum entitlement. The use of information technology across the school needs to be increased. The pupils need fuller and more regular access to the programmes of study to develop their levels of understanding. In-service training for staff and the extra provision of software for all areas of the curriculum can support this.

36. Policies are in place for all subjects, although some need review, and most subjects have schemes of work to guide the teaching and learning. The staff have recently just begun to make use of nationally prescribed schemes of work in science, information technology and geography, adapting them to the circumstances of the school and incorporating them into the existing schemes. The quality of planning is sound and is monitored by the headteacher and the co-ordinators. It promotes progression in the development of skills and understanding as pupils move through the school.

37. The school has successfully adopted the National Literacy and Numeracy Strategies. The work in literacy is effectively combined with commercial materials promoted as part of a local education authority project. There is an effective programme to promote personal safety, including education about drug misuse and a sex education programme for older pupils. The curriculum reflects the school's aims and is successful in promoting pupils' intellectual, physical and personal development.

38. Pupils are encouraged to take reading books home and parents provide support to their children as part of the reading programme. Pupils learn spellings and tables and sometimes undertake simple research tasks based on the topics being studied as homework. Weekly homework is set in literacy and numeracy for the oldest pupils. It is clear that some parents would appreciate being given more guidance about the school's expectations together with more information about the curriculum and the topics being studied. The school plans to address both these concerns.

39. There is an effective policy for the support of pupils with special educational needs, including those with statements. Provision for these pupils is good and meets the requirements of the national Code of Practice. The quality of individual education plans is good; they clearly identify appropriate learning targets and are reviewed regularly. These pupils make good progress, benefiting from the good quality support they receive not only from the teachers, the classroom assistants and the voluntary help, but also from the local education authority support workers. They are generally enabled to work productively alongside other pupils in the classroom.

40. There is good provision for extra-curricular activities. These include football, running, music, recorder playing, sewing, gardening and a Year 6 club which provides extra learning support. Pupils enjoy opportunities for inter-school matches and tournaments. Good use is made of the local area to support the curriculum, together with visits to places of historical and cultural interest.

41. The previous report identified a need to make assessment and recording procedures more manageable and more useful in informing both the planning and the teaching. Whilst assessment and recording practices have been made more manageable, the school recognises the need to review its policy to include all the current procedures. Baseline assessments are established on entry to the school and these are providing useful information. A great deal of informal assessment takes place throughout the school, the marking of work provides regular feedback and regular evaluations inform future planning. A range of formal assessments are undertaken on a regular basis, including effective use of a range of published tests and the optional National Curriculum tests for Years 3, 4 and 5 in English and

mathematics. All the information is collected as part of the assessment profiles covering each core subject for each year group.

42. There are firm plans to make use of the assessment component within the nationally prescribed schemes of work to help the school to assess pupils' performance in terms of specific learning outcomes. There are plans to further develop the assessment and recording of pupils' attainment and progress, especially in the important area of information technology. Overall, the school is making sound provision for the assessment and recording of pupils' attainment and progress in the core subjects.

Pupils' spiritual, moral, social and cultural development

43. The school makes good provision for pupils' moral, social and cultural development and sound provision for their spiritual development. There is a caring community ethos which gives pupils clear values involving care and respect. The school plays an important role in preparing pupils for the opportunities, responsibilities and experiences of adult life.

44. The previous inspection report commented on the school's high levels of success in promoting pupils' moral and social development and its positive contribution to pupils' spiritual development, but it also identified the need to further develop opportunities and resources to extend cultural provision. The last inspection report identified as an issue the need for the school to improve its provision of cultural education and this has been successfully addressed. Currently additional strategies are being established with another local school which has a high number of ethnic minority pupils. There are plans to establish routines for pupil visits, the exchange of ideas and resources and the possibility of visiting speakers. This would further enhance and extend pupils' knowledge and understanding of the rich diversity of other people's beliefs and faiths. Although pupils learn mainly about the Christian religion and visit the local church, they are also introduced to the traditions, stories and beliefs of other faiths in religious education lessons and in assemblies.

45. In religious education, pupils are given opportunities to consider their own lives and their place in the world around them. In assembly, they listen to stories concerning the lives and values of other children; for example, about Grace Darling whose bravery and sense of duty contributed to the saving of human life. Pupils become fully involved in assemblies, they enjoy singing hymns and join in with obvious enthusiasm. Pupils' spiritual education is encouraged through activities involving prayer, music and some personal imaginative writing. For example, older pupils employ their knowledge of personification to write poems with lines describing trees crying for their lost leaves at the onset of winter, or where younger pupils are invited to think that treasures such as the sound of hoof beats, could be locked away in a magic box. Pupils are attentive when listening to prayer and fully involved when saying the Lord's Prayer. However, pupils' spiritual development could be further enhanced if the school ensured that pupils entering and leaving assemblies did so quietly with encouragement, so that, for example, they could appreciate the background music. Time for quiet reflection could also be beneficial.

46. Pupils are courteous and polite. They generally show respect for property and are encouraged to value one another. The school has recently revised its behaviour and rewards policy with the school's positive and expressed aim being to catch pupils being good. Pupils are encouraged to celebrate and share in each other's success and this policy is proving successful; for example, the spontaneous and sincere applause given by all pupils in a class awards ceremony. There is a weekly general achievement assembly in which pupils are

encouraged to show their work. The school is successful in teaching the principles of right and wrong. Pupils understand the school's established system of rewards and sanctions. At the beginning of each academic year pupils are involved in establishing their own class codes of conduct which are then displayed in most classrooms.

47. The school's code of conduct aims to develop pupils' self discipline and encourages them to accept responsibility for their actions and to care for the environment. However, there are occasions when such aspirations are not entirely fulfilled, when litter is left on the playground and allowed to accumulate in the boundary hedgerows.

48. Pupils of all ages generally work and play well together. Older pupils are protective and helpful towards younger ones; for example, older pupils help younger ones at lunchtimes and Year 6 pupils act as reading partners and work with young pupils during playtimes. There are examples of spontaneous concern and support for each other; for example, the older pupils offering hymn books to visitors, or the boy, who, unprompted, volunteered help with a problem in a design and technology lesson. The quality of relationships is generally good throughout the school and staff set good role models.

49. Pupils both value and enjoy responsibilities. Younger pupils take registers to the secretary and complete class dinner number lists. Older pupils volunteer to care for the library, share responsibility for selling crisps from the school tuck shop and spend their lunchtimes on telephone duty. Others act as bankers in collecting pupils' savings, a role for which they have to write applications and undergo selection, being interviewed by previous post holders.

50. The school encourages pupils to be involved in their local community and develop an understanding of citizenship; for example, the pupils have been visited by the mayor of the local community. Pupils welcome guests from the village to their Christmas celebrations and through their seasonal activities raise money to help the local hospice. Each year they distribute harvest festival gifts to older residents in the village. Visitors from the local community are invited into school, including the local vicar who takes an assembly each half term. Pupils' social development is further enhanced through participation in extra-curricular activities involving gardening, music and sewing and in sports activities such as basketball, badminton, cross-country, table tennis and football. In addition, the school has joined a scheme for visiting specialists to teach volleyball and athletics.

51. Pupils contribute to a wide range of charities; for example, immediately after the inspection pupils were preparing for a money raising non-uniform day and, in addition, a small group of pupils were organising themselves to sell cakes and toys for a special Blue Peter appeal. Pupils are also involved in raising funds for Comic Relief and the annual Poppy Day appeal.

52. Work in art, history, geography, music and religious education further promotes pupils' cultural development. Pupils study their environment and gain insights into their local heritage; for example, visits are made to the nearby stone quarry and studies are made of village architecture, which involves work on their old school building. Pupils make visits further afield to museums, theatres and libraries. Visiting theatre groups have performed in school.

53. The provision for moral, social and cultural education is one of the school's strengths and makes a positive contribution to the quality of education provided.

Support, guidance and pupils' welfare

54. The school has a number of procedures for the support, guidance and welfare of its pupils. Some of these are good and others are in the process of being reviewed or updated. The staff know their pupils well and are committed to a high level of pastoral support and the provision of a caring environment. The parents agreed that the school's values have a positive effect on their children. The school has a satisfactory system for assessing and monitoring pupils' academic progress. The staff provide good supervision and the individual needs of pupils, including those with special educational needs, are well met. The school provides a welcoming atmosphere for the Reception children.

55. There are well planned celebration assemblies, held each Wednesday, plus a special assembly each term. The positive achievements of pupils are highlighted and praised. Pupils are rewarded with a good system of merit points, awards and certificates. Good attendance is promoted by bronze, silver and gold awards for no absences in each term. In addition there are class awards for good behaviour and good attendance. The school makes effective use of very good procedures for monitoring and promoting good attendance.

56. Personal and social education is provided by a mixture of topics and cross-curricular work, mainly through the "Health for Life" scheme. A good drugs education lesson was observed in the Year 4 class where pupils had to reflect on their knowledge and record their expectations. The Year 6 pupils benefit from involvement in the "Crucial Crew" presentations on safety issues. The school has good first aid provision and support from external agencies. Very good accident records are maintained. Suitable child protection measures are in place and staff receive appropriate training.

57. The school uses the local education authority's health and safety policy; there is little formal documentation specifically for the school. Inspections are carried out termly using tick lists. There are a number of issues, of which the school is aware, which need attention. These relate to the upkeep of the building and general housekeeping; for example, the glass in the hall windows, the many cupboard doors that do not close properly and the general use of electrical equipment.

58. Based on its positive ethos, the school meets its aims in providing good support and guidance for all its pupils. This enhances their confidence and contributes to the standards that are achieved.

Partnership with parents and the community

59. The school has a good partnership with its parents. Parents are in strong agreement that the school is welcoming and encourages their participation in their children's learning. They are invited to attend the school's celebration assemblies. Many parents provide help within the school. Although there is no formal parents' association, the school runs successful fund raising events to supplement its resources and to support specific projects.

60. Parents benefit from the good information supplied by the school about their children's progress, about the curriculum and about school matters in general. Their annual reports cover all the necessary areas and provide good detail. There is a mixture of formal and informal parent evenings, together with regular drop-in sessions which are well appreciated. Meetings are arranged for parents to keep them informed on issues such as the literacy hour. A good home-school agreement has been developed. Some parents of Key Stage 2 pupils expressed a wish for clearer homework guidance and a more formalised system, particularly in

Year 6. The school gives good detailed information in its prospectus and its governing body annual report.

61. The school has good links with its community. The curricular work includes visits by the pupils into the local area; for example, a survey of shopping, visits to Stalybridge Library and geography work based on the excellent views of Carrbrook village from the surrounding hills. There is a very good relationship with the nearby quarry, which includes pupil visits to the site and educational talks given by the quarry managers. The pupils provide harvest gifts to local senior citizens and make charitable donations to deserving causes such as Tameside Hospice. The school has suitable links to other primary schools, to the secondary schools and to Tameside College.

62. The many links that the school has developed broaden the pupils' knowledge and understanding of the world. This enhances the quality of education provided and supports the standards that are achieved.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

63. There has been a steady improvement since the last inspection, with the school maintaining and building on its achievements. Plans have been developed and implemented to tackle the issues raised in the previous report. Assessment and recording processes have been made more manageable, although the school recognises the need to review its policy to include all the current procedures. The level of administrative support has been improved to release the headteacher for the monitoring role. The provision for cultural development has been enhanced and standards in music have risen significantly. The school is well placed to make further improvements.

64. The leadership and management by the headteacher and the governors make a positive contribution to the quality of education in the school and the standards which pupils achieve. The governing body is supportive of the work of the school and fulfils its statutory duties in retaining oversight of the budget, plans and policies. Additionally, target setting is reviewed by the governors.

65. The co-ordinators, senior management team and governors contribute to the school development plan. The current one runs for one year only and comprises mainly a focus for each curriculum subject. The headteacher and governing body need to build on and extend the school development plan to broaden its scope and to present a longer term view of the work of the school.

66. Co-ordinators provide useful support for staff in planning and a small amount of non-contact time is provided. Although there is some monitoring of teaching by the headteacher, there is a need to develop rigorous and focused monitoring and evaluation in order to make the teaching more consistently effective throughout the school.

67. The school has appropriate and well defined aims and the management of the school is successful in promoting them. Parents' support for the school's aims is reflected in the questionnaire response and in many comments expressed at the parents' meeting held prior to the inspection.

68. The headteacher has established a sound management structure within the school, which promotes a positive ethos. The staff work hard to maintain and develop the values of the school. Staff development is managed effectively with teachers' needs identified and suitable provision made for their professional development. Staff have appropriate job descriptions which clearly define roles and responsibilities. There is evidence of a shared determination to succeed and move forward in raising further the standards of attainment and the quality of teaching and learning. The leadership of the school has the capacity and will to succeed in this further raising of standards.

69. There is equality of opportunity for all pupils in a supportive learning environment. The management of both the pupils with special educational needs and those who are under five is effective. The school meets statutory requirements, including those for the recording and publication of National Curriculum assessments and those for collective worship.

Staffing, accommodation and learning resources

70. The school has a suitable number of teachers, who are well qualified to meet the demands of the National Curriculum and who are generally effectively deployed. Responsibilities for curriculum areas are shared by the teachers and a new teacher will soon be in post to provide leadership in mathematics and assessment. The school has a good level of qualified support staff who provide valuable and effective assistance, particularly in the Key Stage 1 classes. Administration has been improved by the efficient secretary who now works full time. Midday supervision is carried out by a team of eight staff.

71. There are good arrangements for the professional development of all staff and the training records are well documented. There is good provision for the induction of new teachers and the mentoring of those who are newly qualified is suitably provided for. The staff handbook is currently being rewritten to provide more comprehensive guidance. The teachers have appropriate job descriptions and teacher appraisals are in place.

72. The main school building dates from the 1970s. There has been a recent classroom addition to replace the previous mobile room, giving eight classrooms in total. The rooms are reasonably sized and adequately furnished. The hall is spacious, but it suffers from being a thoroughfare to the classrooms. There is good provision of ancillary accommodation, such as offices, libraries and welfare facilities. The school has plans to roof over the open quadrangle to provide space for a specialist information technology area. The school benefits from extensive grounds which include a large playground, wide fields and an environmental area.

73. Although the size of the accommodation is good, the upkeep is unsatisfactory in parts. Maintenance is lacking; for example, there are handles missing from many cupboard doors, paint is peeling and sinks are in poor condition. The hall floor is in need of sanding and polishing. Care needs to be taken with displays and the general internal environment needs to be more ordered and stimulating in order to better support the quality of learning for pupils. Externally a significant amount of litter was evident, including many crisp packets; gulls were observed flocking onto the playground after breaks to feed on the spilt crisps.

74. The sufficiency, quality and use of learning resources in most subjects is satisfactory; in English, mathematics and geography it is good. The school has equipped classrooms with new computers, although their use needs extending; training of staff in information technology is planned for the next term. The three library areas are well stocked and the school has invested

in a good supply of dictionaries to meet the demands of the literacy curriculum. Storage of resources in the cupboards is sometimes untidy and often unlabelled. Resources are good for the under-fives, although there is little equipment for outside play.

75. Although there is an ongoing policy to review curricular resources in turn, there is no long term planning for staffing, accommodation and learning resources within the school development plan.

The efficiency of the school

76. The amount of money the school received for each pupil is below national averages. The proportion of that money allocated to different areas of spending is broadly typical. The quality of financial planning is sound. Consultations take place with the governing body on setting the budget. Although there is no separate finance committee, decisions about finance are generally taken by the full governing body. Planning for the current financial year is linked to the school development plan's priorities to raise standards in literacy, numeracy and information technology. A recent auditor's report concluded that financial systems are well controlled with sound procedures in place. The minor recommendations of this report have been acted upon. The local education authority provides support in budgetary matters when necessary.

77. The school uses the money allocated for resources appropriately and seeks value for money in placing orders, giving careful consideration to the options available. Time is generally used efficiently in classes and there is a prompt start to the school day. Staffing is suitably deployed. Very efficient use is made of the non-teaching staff and the many volunteers who help in school. Although effective use is generally made of the accommodation, the quality of the physical environment could benefit from a review in order to seek ways of improving it, so that it better supports the quality of education provided.

78. Day-to-day management and administration are effective. The secretary contributes significantly by ensuring that routines of the school run smoothly. Good use is made of information technology systems to maintain financial control and accountability. Funds provided to extend the provision of books for the National Literacy Strategy have been used well. Money allocated to meet special educational needs enables good support to be provided. Funds raised by the parents, staff and community have been well used to subsidise educational visits.

79. In the light of the costs involved, the educational standards achieved and the quality of education provided, its context and income, the school gives satisfactory value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

80. Children's attainment on entry to the school is overall, broadly in line with what might be expected. The 33 children of Reception age are adapting well to new routines, having entered the school at the beginning of the current term. Observations of young pupils, including those who have recently reached five, together with the evidence of previous work, suggests that most children reach the Desirable Outcomes of Learning and that a small number will exceed expectations for children of this age. Children make good progress in all the areas of learning by practising, consolidating and extending their skills. The curriculum importantly provides a very positive start to school life and gives a good foundation on which to build when entering Key Stage 1.

81. Teaching is planned with great care, involving good record keeping of attainment and progress. The quality of teaching is good and sometimes very good and benefits from good relationships. The children receive very good support from the nursery nurses. Special educational needs support is good. Children co-operate well with one another and have a clear sense of right and wrong. All the learning activities have clear and appropriate learning objectives and the good quality of the teaching has a significant impact on the progress made by all children. Resources are well organised and the environment is full of written language.

82. At the time of the inspection, the children were still building relationships and learning new routines but they are secure and confident in the school environment and have good levels of self-esteem. They are establishing effective relationships with both other children and adults. A consistent, caring approach and positive response from the adults carefully nurtures the children's personal and social development. Attainment in this area is good and is constantly improving. Children work contentedly individually and in small groups and particularly enjoy opportunities to choose and make decisions about their activities during parts of some sessions. Activities are provided for children to develop sustained concentration, a sense of fairness and a willingness to take turns.

83. Appropriately, a high priority is given to language and literacy and the children make good progress in early reading and writing. They develop good speaking and listening skills, learning the importance of taking turns and listening to each other. They benefit from the use of listening stations. Most children develop good pencil control and soon begin to form letters appropriately; for example, when writing a list of presents in 'Santa's Workshop' and completing a reply slip in response to an invitation to attend the birthday party of the class mascot, 'Harry Bear'. They listen attentively, often showing good levels of concentration. Reading is appropriately valued and children know that text conveys a message and that it is read from left to right; they can associate sounds with letters and combinations of letters. Most children are beginning to use these skills to read simple text. They gain pleasure from stories and enjoy access to a good range of books, including big picture books. Writing skills are carefully developed over a range of activities. They enjoy becoming involved in role-play which stimulates their speaking and listening skills. During the inspection, children were absorbed in play in 'Santa's Workshop'; at the 'vet's surgery' they enjoyed taking the role of the vet, the nurse, the receptionist and the client.

84. In mathematics, children are beginning to work towards appropriate National Curriculum targets and are making good progress. They learn to use appropriate mathematical language and begin to understand concepts such as heavier than and lighter than; they measure one another and make comparisons. They can sort and classify, sequence, recognise numbers to

10 and perform simple addition. They recognise colours, match shapes, complete jigsaws and order objects by size. They play hopscotch and 'tic, tac, toe' and join in enthusiastically with number rhymes and games. There is regular access to sand and water play.

85. Children are given good opportunities to develop their knowledge and understanding of the world. They explore their own locality, learning about their own school and community; they visit the shops, the church pond and the old school. They make both imaginary maps and maps depicting their journeys to school. They learn about the past acquiring appropriate vocabulary to express the passage of time; they sequence teddy bears in age order. They experience mirrors and lenses, reflections and shadows. They enjoy baking, making chocolate crispy cakes for 'Harry Bear's' birthday party. They use bear shaped pieces of bread to toast for different lengths of time, gaining an insight into foodstuffs. They learn about mothers and babies and changes in their own lives. Technological understanding benefits from some access to computers to word process and use the mouse, although they could benefit from a wider range of programs to support their learning. The children benefit from experience with a wide range of construction kits and toys.

86. Creative ability is about that expected for this age and progress is good. Children's development is fostered through painting and making pictures, sometimes related to their topic. They become competent at modelling with a variety of materials, including clay. There are opportunities for children to cut, stick and make models and they benefit from opportunities to make decisions and choices when selecting and using materials and opportunities to experiment with various media. They sing a range of songs, including nursery rhymes, and begin to develop a sense of rhythm. They sing and perform with great enthusiasm.

87. Physical development of small motor skills is promoted through a range of tasks to help children improve their manual skills; for example, working with tools, painting, writing, cutting and gluing. Although children have some opportunities for running, jumping and climbing, including regular sessions in the hall, there is no outside play area. At present, there are no large toys or equipment to support the development of co-ordination and social skills. There is recognition in the school that this area of work with the under-fives could benefit from some development.

88. The curriculum for the under-fives offers a good range of experiences that interest and stimulate children's learning. These cater for the needs of all children, including those with special educational needs. There is a good induction programme and positive partnerships are developed between home and school thus helping the children to settle quickly into school life.

ENGLISH, MATHEMATICS AND SCIENCE

English

89. Standards of attainment in English are sound at the end of Key Stage 1 and broadly in line with what might be expected from pupils aged 7. This is clearly reflected in the test results for reading and writing over the three years from 1996 to 1998, but only partially reflected in the 1999 results. In 1999, according to national performance data, attainment in reading was below the national average and below the average for similar schools; attainment in writing was broadly in line with both national averages and averages for similar schools.

90. Standards at the end of Key Stage 2 are sound and broadly in line with national averages. This is not reflected in the 1999 test results, or in the results over the previous three

years, from 1996 to 1998, where the performance of pupils was slightly above the national average. In the 1999 tests, according to national performance data, attainment was well below the national average and well below the average for similar schools. Although the number gaining level 5 was broadly in line with the national average, the number gaining level 4 was significantly below the national average. There is recognition in the school that, over the past few years, the number of pupils gaining the higher level 3, especially in writing, at Key Stage 1 and the higher level 5 at Key Stage 2, gives rise to the need to target the work to enable more pupils to reach these higher levels of attainment at both key stages.

91. Standards of speaking and listening are generally good. By the end of Key Stage 1, pupils listen attentively to one another and confidently ask about things they wish to know and they express themselves clearly. They are keen to share their news, talk about their work and use their oral skills well throughout the curriculum. Reception pupils enjoy talking about their mascot 'Harry Bear'. At Key Stage 2, most pupils develop their ideas and confidently communicate their findings to each other across the range of subjects; for example, in history they are able to give clear explanations as to why Henry VIII had so many wives. By the end of Key Stage 2, pupils confidently share discussions about texts featured in the literacy session.

92. Standards in reading are good for most pupils. In Reception, children make a positive start to reading. At Key Stage 1, most pupils are able to competently read a range of books with developing fluency and expression. By the end of the key stage, the majority of pupils have developed strategies to work out unfamiliar words and they read confidently at good levels. At Key Stage 2, most pupils are able to read with sustained concentration. By the end of the key stage, they show an increasing understanding of a range of texts, including ones such as Shakespeare's 'Macbeth', and can identify essential points and use inference and deduction where appropriate.

93. In Reception, pupils develop early writing skills, writing about their own lives and experiences. They write firework poems and lists of toys for Father Christmas. At Key Stage 1, pupils begin to write stories with imaginative ideas. They write instructions on how to do things and about biblical stories such as 'The Lost Sheep'. By the end of the key stage, many pupils make use of appropriate and interesting vocabulary with ideas developed in a sequence of appropriate sentences. At Key Stage 2, pupils learn to write for a variety of purposes and audiences. They write about the steps involved in building a model house and a home for a pet. They write of their journeys, such as ones to Chester Zoo and to the local treatment works. Older pupils write of the visit of a local writer/artist and write play scripts on 'The Wizard of Oz'. They give human qualities to inanimate objects in poems and write their own curriculum vitae's and autobiographies. By the end of Key Stage 2, writing in a range of forms is lively and thoughtful and ideas are often sustained and developed in interesting ways.

94. Standards in writing are sound at both key stages and the school is taking steps to further promote opportunities for extended writing, including the development of detail. Although most pupils give appropriate consideration to punctuation, grammar and spelling, standards of presentation are inconsistent across the school and this is an area for development.

95. Pupils generally make good progress in speaking and listening and reading and sound progress in writing. Progress is generally more marked at Key Stage 1 than Key Stage 2 and within Key Stage 2, it is generally more marked in the second half of the key stage. The quality of teaching has a clear impact on the levels of progress being made by the pupils. Clear targets are set for pupils with special educational needs and they make good progress.

96. Most pupils have a positive attitude towards the work, although there are a number of pupils, usually boys, mainly but not exclusively, in Key Stage 2 classes who do not always settle to their work and stay on task. These pupils can sometimes distract others and prevent them from gaining the most benefit from the teaching. However, the vast majority of pupils are interested, co-operate well together and work with commitment and enthusiasm.

97. The quality of teaching observed during the inspection was good at Key Stage 1 and satisfactory overall at Key Stage 2. There was a variable standard at Key Stage 2 with teaching which was good, satisfactory and in a small number of cases, unsatisfactory. Where teaching was effective, there was good management of the pupils, pace and interest and an insistence on pupils giving of their best. Where teaching was less effective pupils were allowed to become noisy and off task with a resultant, significant impact on the amount of progress being made. Teaching is most effective when the pupils are given a range of interesting activities to follow, rather than an emphasis on filling in worksheets. The quality of teaching needs to be more consistently high across the school so that all pupils benefit and make optimum progress. The headteacher does some monitoring of class teaching. Rigorous monitoring and evaluation of teaching in English can promote more effective teacher performance, raising attainment and levels of progress.

98. The National Literacy Strategy is becoming well established in the school and the planning for it is satisfactorily organised. The strategy is used as a basis for much of the curriculum, combined with making use of the commercial literacy materials promoted by the local education authority. There are helpful, recently reviewed policies for reading and writing, although a need is recognised to develop a policy and scheme for speaking and listening. There is a useful subject development plan to cover each school year.

99. Overall, the subject is well resourced, especially with fiction and non-fiction books. The need is recognised to further develop word processing, together with accessing information through computer software. There is a good range of assessment materials, including standardised and national tests, enabling the school to effectively monitor the attainment and progress of individual pupils in English.

Mathematics

100. Standards of attainment at the end of Key Stage 1 are sound and broadly in line with what might be expected of pupils aged 7. This is reflected in the National Curriculum test results over the three years from 1996 to 1998, but not in the 1999 results where, according to national performance data, attainment was above the national average and above the average for similar schools

101. Standards at the end of Key Stage 2 are sound and broadly in line with what might be expected of a pupil aged 11. This is reflected in the results from 1996 to 1998, but not in the 1999 results. According to national performance data, attainment was below the national average and below the average for similar schools, it was above the national average in the number of level 4s attained, but below in the number of level 5s. Evidence over time indicates that the number of pupils achieving the higher standard of level 5 is below the national average. Additionally, national performance data indicates some underachievement by boys over time whilst comparatively the performance of girls was above the national average.

102. The school recognises the need to improve standards, in particular the number of pupils achieving the higher level 5 at Key Stage 2. It has set targets for improvements in pupils'

attainment and is developing appropriate strategies to help achieve these targets. Indications are that test results at Key Stage 2 in summer 2000 will show improvement on the 1999 results.

103. Young pupils make a positive start and develop a good grasp of number. They learn to count and order and show confidence in solving simple mathematical problems. They understand the concept of heavy and light with relationship to size and weight realising that small is not necessarily light. By the end of Key Stage 1, most pupils have made good progress in acquiring skills of mental recall and have a secure understanding of number bonds to 20. The higher attainers arrange numbers in order to 100 and understand the addition of tens and units. Most pupils can correctly name two-dimensional shapes and confidently discuss their similarities and differences. They collect and handle data and present their findings in the form of block graphs; for example, on hair and eye colour and travel to school. Most pupils are developing a useful mathematical vocabulary and investigative and problem solving skills. Pupils are encouraged to use different strategies to obtain answers.

104. By the end of Key Stage 2, most pupils can compute with larger numbers and show a growing ability to solve problems mentally. They work with fractions, percentages, understand odd and even numbers and negative numbers and are familiar with probability. They can measure and draw angles to the nearest degree, complete practical tasks to prove that there are 180° in a triangle and know the names of isosceles, scalene and equilateral triangles. When investigating area, pupils know that rhombus, square, parallelogram, trapezium, rectangle and kite are all quadrilaterals. They can measure and calculate the perimeters of simple and composite shapes. Pupils are able to extract information from data presented in different forms and are encouraged to use their own strategies for solving mathematical problems. Many devise their own methods of recording and interpreting their findings.

105. Most pupils behave well, are attentive and quickly become involved in their work. However, during the inspection, a minority of pupils, mainly boys, do not stay on task thus disrupting the learning of others. The majority of pupils listen carefully, willingly answer questions and enjoy sharing their findings with others. Older pupils show growing confidence and competence and are willing to describe their work using appropriate terms; for example, giving clear and concise descriptions of different triangles. Most pupils make good progress at Key Stage 1 and most make sound progress at Key Stage 2. Progress of pupils with special educational needs is good; they are set clear targets and given good support.

106. The quality of teaching is good at Key Stage 1 and satisfactory at Key Stage 2 with some good teaching at upper Key Stage 2. Teachers use appropriate mathematical language and give good support to pupils. Most lessons are well planned with clear aims and good use is made of questioning to develop pupils' mental abilities and skills. Teachers have good working relationships with their pupils and are generally successful in creating a good working atmosphere which promotes effective learning.

107. A new co-ordinator for the subject takes up the post in January 2000. The headteacher checks teachers' planning and does some monitoring of class teaching. There is a need for more monitoring and evaluation of teaching to make it more consistently of high quality. Staff have been well prepared through in-service and school based activities for recent developments, most notably the National Numeracy Strategy. The school intends to update the mathematics policy, to take into account the adoption of this strategy within this school year. The subject is well resourced as a result of recent expenditure. Individual assessment sheets are used for each pupil. There is little evidence of information technology being used to support mathematics and the school recognises this as an area for development.

Science

108. Standards of attainment at the end of both key stages are sound and in line with what might be expected of pupils aged 7 and 11. This is reflected in the National Curriculum test results over the three years from 1996 to 1998 for both key stages, but not in the Key Stage 2 results in 1999 where, according to national performance data, attainment was below the national average and well below the average for similar schools. Evidence over the same period of time shows the number of pupils achieving the higher level 5 is below national averages. Additionally, national performance data indicates some underachievement by boys over time, whilst comparatively the performance of girls is above average. Test results in science in summer 2000 should show a significant improvement on the 1999 results.

109. In Reception and at Key Stage 1, the youngest children know that the state of some materials, like chocolate, can be changed when exposed to heat. They begin to learn the importance of careful observation such as in noticing how the changed chocolate becomes sticky and adheres to a spoon or recognising that water is hot when you can see the smoke. Older pupils study different kinds of foods and the importance of healthy eating. They look at different kinds of raw materials and their use and compare the growth of human babies with other living things. When studying forces, they experiment with a variety of objects, including marbles, balls, toys and clothes deciding whether the force of push or pull is used to move them. By the end of Key Stage 1, pupils ask questions related to their work and use focused exploration and investigation to acquire scientific knowledge.

110. At Key Stage 2, pupils study the properties of different materials. They decide whether materials are natural or man-made and begin to recognise the importance of exercise in keeping their bodies healthy. They then combine their work with art and design and technology using their materials to build collage pictures of dragons, faces and Christmas scenes. By the end of Key Stage 2, pupils understand the importance of fair testing and learn to predict and evaluate when working on their experiments. For example, when working on dissolving types of sugar in cold and warm water, pupils discuss their work intelligently and sensibly and are meticulous in ensuring the correct number of stirs are given to each container. Pupils understand there are forces of attraction and repulsion between magnets and that each magnet has a north and south.

111. Pupils generally work hard and usually respond well to their tasks. They are normally well behaved and generally make good progress. However, there are occasions when lessons and learning are disrupted by the behaviour of a small number of boys. In the main pupils discuss problems well, work co-operatively and share ideas, problems and resources. They are often committed workers, showing perseverance and motivation and occasionally wonder and excitement in their discoveries; for example, the very youngest children who discover how a chocolate chip will soften and change shape when clasped in their warm hands as they count together up to 20. Pupils with special educational needs generally make good progress.

112. The quality of teaching is good at both key stages with teachers being generally successful in maintaining the interest and attention of their pupils. Teachers have a good knowledge of the subject and lessons have clear aims. Tasks are well planned and resourced. Teachers use questioning and demonstration to extend pupils' knowledge and understanding. Lessons are designed to catch the imagination, involve pupils and extend their observational and experimental skills. Teachers make good use of classroom support workers. Relationships between teachers and pupils are generally good.

113. There is a policy and a recently adopted scheme of work which is based on government recommendations. New strategies for assessing and recording pupils' progress and attainment, also based on government recommendations, have recently been introduced. There is a subject development plan which extends for a one year period. Resources are satisfactory and are regularly audited by the subject co-ordinator. Future plans include monitoring the implementation and development of the school's new scheme of work and its attendant assessment strategies. The school is aware of the need to target the issue of the attainment of boys and to further raise standards of attainment, particularly at the end of Key Stage 2.

OTHER SUBJECTS OR COURSES

Information technology

114. Standards of attainment at the end of both key stages are unsatisfactory and below the standards expected of pupils aged 7 and 11. Currently pupils do not receive their full National Curriculum entitlement in the subject.

115. During the inspection only a very small number of pupils were observed working with information and control technology. For example, two of the very youngest children practising mouse control in work linked with mathematics and three of the older pupils word processing a play script of their version of The Wizard of Oz. However, the samples observed were insufficient to inform any firm judgements regarding the quality of teaching or pupils' response to the subject.

116. There is full recognition by the headteacher and the governing body of the urgent need to establish the subject in the curriculum. The school is in the process of addressing the issue. Recently new computers have been purchased, replacing old and outdated hardware which was constantly in need of repair. Every classroom now has a new computer. The subject co-ordinator and teaching staff are in the process of evaluating the nationally prescribed guidelines in order to establish a school scheme of work, together with appropriate strategies for assessing and recording pupils' progress and attainment. Initially teachers plan to concentrate on teaching basic computer skills, with the school acknowledging the value of making use of the knowledge, skills and expertise of some of its more proficient pupils. The staff are fully aware of the need to target the subject, use computers more routinely across the curriculum and raise their own expertise and confidence. Currently the school is building its software resources to establish links with the teaching of mathematics and English.

117. A long term plan of action has been prepared and this has been submitted to the local education authority to effect the awarding of a grant to purchase additional hardware and link the school to the Internet. Meanwhile, the school is actively enlisting the valued assistance of parents in raising funds for the roofing and conversion of the quadrangle area into an additional room to house a computer suite. Recently a large amount of money was donated to the school by a local village association and this is being used to purchase additional hardware and resources linked to the requirements of the new scheme. Currently, the school's resources are adequate but are not sufficiently well used.

118. It is essential that the headteacher, governors and teaching staff give every priority to establishing and implementing a scheme of work as soon as possible. The school recognises the need to develop assessment and recording of pupils' attainment and progress in this important subject. Strategies for monitoring and evaluating the teaching and development of the subject also need to be agreed and established. The school is faced with a huge task but must move forward as soon as possible so that all its pupils receive the skills and experiences in information technology to which they are entitled.

Religious education

119. During the inspection, relatively little teaching was seen in religious education. However, a scrutiny of pupils' work in books and in displays indicates that standards of attainment at the end of both key stages are sound and meets the expectations of the locally agreed syllabus. Pupils make sound progress in their knowledge of Christianity and other

faiths and willingly express their ideas and opinions.

120. Throughout the school, pupils gain an understanding of festivals and celebrations in Christian and other major faiths. They develop a sound understanding of religious concepts through stories from the Bible. At Key Stage 1, pupils listen to teaching about baptism. They talk about their experiences of being present at a christening or baptism and have dramatised this ceremony in school. The pupils are familiar with the stories of Noah's Ark, Mary and Joseph with Jesus in the Temple, the disciples of Jesus and are aware of the importance of God in people's lives. They begin to understand features of the Muslim faith of Islam. Key Stage 2 pupils learn about Christianity, Hinduism, Islam and Judaism. They know about the festivals of Christmas, Hanukkah and Diwali. Year 4 benefited from their recent assembly when they dramatised Diwali.

121. The limited amount of teaching seen was satisfactory overall, but less than satisfactory when the pupils were not well managed. Lessons are well planned and teachers use their own and pupils' experiences to teach about friendships and the qualities of caring, tolerance and responsibility. Assemblies complement the work within the classes with good use of shared themes, events and celebrations. Pupils are generally attentive to assembly stories, including ones on Grace Darling, the Dutch boy's bravery and Samuel and Eli. Pupils enjoy the involvement in dramatising the assemblies; their imagination was especially caught by an assembly led by a governor and the vicar using 'Clara the Crow' puppet.

122. The local education authority's scheme of work is to be used starting in September 2000. The staff have benefited from an involvement in the compilation of these schemes of work to be used throughout the area. The Anglican minister often visits the school and pupils visit the church. The subject is adequately resourced.

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Art

123. In Reception and at Key Stage 1, the youngest children use paint to produce self-portrait pictures. Pupils combine their work with mathematics to produce symmetrical patterns and paint colourful pictures of birds and animals. Combining their work with science and design and technology, they work with a variety of materials to build imaginative collage pictures depicting faces, monsters, ships and Christmas scenes. By the end of Key Stage 1, pupils have experimented with tools and techniques for drawing, printing and collage work.

124. At Key Stage 2, pupils use charcoal to experiment with line and tone. They extend their skills in observational drawing and use collage materials to prepare pictures depicting the view from their classroom window. Following a recent visit from an author, they drew pictures of some of his characters. Studying the work of van Gogh they paint their own pictures using the same techniques and style. By the end of Key Stage 2, pupils can record observations and styles and use sketchbooks.

125. Pupils are generally attentive in lessons and many become fully absorbed in their tasks, making good progress. They show pride, perseverance and commitment in their work. They are generally well behaved except for some inappropriate behaviour at Key Stage 2. Most pupils work well, both individually and in group situations where they discuss ideas and problems and share resources. Pupils with special educational needs make good progress.

126. The quality of teaching is satisfactory and often good at Key Stage 2. No lessons were observed at Key Stage 1. Lessons are well planned and expectations generally high. Good

use is made of questioning and demonstration. Although artwork is displayed, the quality of this display is variable. Increasing the range and raising the standards of display could make a significant contribution to raising the quality of the internal environment.

127. There is a policy but new ideas are currently being considered. The school does not have an established scheme of work in the subject, although teachers are following advisory guidelines from commercially produced materials. This material is being evaluated and some of this will form the basis of a new scheme in which the school plans to include strategies for assessment. Resources are satisfactory, but organisation and storage could be improved to promote staff awareness of what is available, provide easier access and link resources to topics. Since the last inspection, which criticised standards in art, steps have been taken to raise teacher confidence in the subject. These have included employing the expertise of visiting artists to raise awareness of different techniques in the subject.

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Design and technology

128. In Reception and at Key Stage 1, the youngest children work in food technology as they melt chocolate and mix ingredients when making crispy chocolate buns. Linking their work with history, they assemble teddy bear models in card with articulated limbs. Older pupils bake gingerbread men, listing their methods and evaluating outcomes. Using a variety of materials, including balloons and syringes, pupils plan and explore methods of making pop-up dolls and dragons' heads when working with pneumatic power. By the end of Key Stage 1, pupils understand health and safety issues when working with materials and components.

129. At Key Stage 2, pupils test strengths and weaknesses when using tools and wood to build model houses from wood and card. Using card and string they make opening bridges and they test pneumatic power produced by different sizes of syringes. By the end of Key Stage 2, pupils consider the effectiveness of a product. For example, older pupils prepare imaginative designs advertising yoghurt after exercises in tasting and evaluating the value for money of commercially produced products.

130. Most pupils respond well to their work, making sound and sometimes good progress. They show enthusiasm and commitment and are generally well behaved although there are times, at Key Stage 2, when lessons are affected by the inappropriate behaviour of a small number of boys. Pupils are eager to discuss their work and demonstrate their models. They work well individually and are co-operative when working in group situations. Pupils with special educational needs make good progress.

131. The quality of teaching is good at Key Stage 1 and satisfactory at Key Stage 2. Teachers encourage their pupils to experiment with and explore materials and possibilities. Lessons are well planned, organised and resourced. Pupils are often faced with imaginative problems and situations; for example, some of the youngest pupils are thoroughly enjoying pretending to be Father Christmas's elves working in a special workshop with a variety of tasks and materials, making presents.

132. There is a policy in place; the school's scheme of work is being reorganised to take into account recent government recommendations. These are currently being trialled and monitored and will be evaluated through staff discussion. The school recognises the need to further extend its assessment procedures. Resources are satisfactory and regular audits are undertaken to maintain stocks of consumable materials. Future plans include the full implementation of a new scheme.

Geography

133. The geography curriculum is well developed and pupils make good progress across both key stages. In Reception, children gain an understanding of the layout of the school. At Key Stage 1, pupils have a good understanding of local geography. By the end of the key stage, the pupils' knowledge of physical geography has been extended appropriately and they are developing a good understanding of local geography through trips into Carrbrook village. There are interesting geography displays showing the location of the school in relation to their homes.

134. At Key Stage 2, teachers build on pupils' geographical knowledge. Year 3 pupils are able to identify significant features using photographs taken from school. In Year 4 they discuss similarities and differences between Pampagrande in Peru and Carrbrook. Pupils share their ideas about the physical and human features of these two different localities. The older pupils are learning to select information from the available resources, to analyse maps and other evidence, record findings and draw conclusions. They know how to recognise and find features of Tameside on an Ordnance Survey map of Tameside. One display shows research by Year 6 into life in the Andes, Scottish Highlands, the Alps and the Rockies. Valuable fieldwork trips include Buckton Castle Water Treatment Plant at Mossley, the local quarry and a shopping survey in Stalybridge. By the end of Key Stage 2, pupils are beginning to use appropriate vocabulary to communicate their findings.

135. Pupils' attitudes to learning are generally good; they enjoy their work, are interested in the topics and discuss their findings with enthusiasm with most pupils showing respect for other pupils' views. They work independently or happily collaborate and many remain on task for sustained periods.

136. The quality of teaching is satisfactory at both key stages. There is good planning which is well linked to the National Curriculum programmes of study. Teachers ask focused questions using appropriate geographical language to ensure that they increase pupils' knowledge and understanding. Good use is made of resources.

137. There is a policy and the scheme of work is in the process of evaluation by the staff. Assessment is planned to be in place by next summer. The subject co-ordinator supports the staff by monitoring their planning. Resources are good with effective use of modern globes and atlases.

History

138. In Reception and at Key Stage 1, the youngest children learn simple chronology and use appropriate language in describing the passage of time. They look at old and new teddy bears and then link their work with design and technology. Older pupils study the Fire of London, look at the diary of Samuel Pepys and discuss and evaluate both written and pictorial evidence. By the end of Key Stage 1, pupils study why people did things, why events happened and what happened as a result.

139. At Key Stage 2, pupils study the Roman and Tudor periods. They listen to the legends of the Ancient Greeks; for example, the adventures of Theseus. Older pupils link historical characters and events when studying the diary of Anne Frank in literacy sessions. By the end

of Key Stage 2, pupils are able to describe and identify reasons for, and results of, historical events; for example, pupils who discussed, very knowledgeably, events during the reigns of Henry VIII and Elizabeth I and England's conversion to Protestantism.

140. Pupils respond well to the subject. Many of them are enthusiastic and committed learners who retain a surprising amount of knowledge and have an excellent recall of facts. They are able to discuss the subject with confidence, clarity and assurance giving evidence of good progress. For example, the Key Stage 1 pupils who are 'experts' in the details of the Great Fire of London or older Key Stage 2 pupils who discuss details of Greek history with obvious enthusiasm. Pupils with special educational needs make good progress.

141. The quality of teaching is satisfactory and often good at both key stages. Teachers plan their work well and there are occasions when they bring the subject alive for their pupils. For example, when pupils watch their teacher searching through a sandpit to discover broken pieces of pottery in a simulated archaeological dig. Pupils' experiences are extended beyond the school when they visit local museums, dress in Roman and Tudor costume, play historical musical instruments and handle artefacts. Evidence from work sampling indicates that sometimes, the use of worksheets limits the opportunities to develop historical skills through writing and artwork.

142. There is a policy and the school has adopted some of the nationally prescribed recommendations which have been included in its scheme of work. This also includes some assessment strategies. Resources are adequate but future plans include the purchase of relevant software to link the subject with information technology.

.. **Music**

143. Standards were criticised in the last report, resulting in an issue to take steps to raise standards of achievement in music. The co-ordinator, supported by her colleagues, has addressed this issue purposefully and successfully. Standards have improved significantly across both key stages.

144. In Reception and at Key Stage 1, pupils recognise elements such as fast and slow, loud and soft. They listen to and talk about the sounds of different tuned instruments. They learn about the musical boxes of a hundred years ago and of the tunes they played, such as one they discuss called 'La Gracieuse'. In a group, they compose simple pieces using percussion, learning to record compositions using symbols and basic notation. By the end of the key stage, pupils develop good skills in listening to recorded music, are able to follow a clapping rhythm and achieve a satisfactory standard in singing.

145. At Key Stage 2, pupils listen to and appraise music from different cultures, times and places. They have opportunities to perform musical pieces within a group. They identify some of the changes in character and mood and how effects can be created by different musical elements. Pupils can play a rhythm using body percussion and using an interesting variety of drums with good support from other instruments. By the end of Key Stage 2, pupils can compose musical sequences, using tuned and untuned instruments and are able to use sounds to create musical composition. They sing confidently from memory and practise and improve on their performances.

146. In the lessons observed, the pupils' response was enthusiastic with clear enjoyment in the playing of instruments. They listen to instructions and work co-operatively in groups

showing good levels of concentration. By the end of both key stages, most pupils, including those with special educational needs, make sound progress and some make good progress.

147. The quality of teaching is satisfactory and sometimes good. The pupils are generally well managed and the teaching is led by clear and focused questioning and pupils are generally fully involved in the activities. Lessons are well prepared and involve good use of the instruments available. The good quality of the relationships has a positive impact on the quality of work.

148. The subject policy is in need of review and, although use is made of guidance materials, there is a recognised need to develop a scheme of work. Since the last inspection standards have risen. The co-ordinator has worked alongside colleagues in a structured programme and this has increased confidence on the part of the teachers. Attainment has been raised significantly. Pupils enjoy performing at Christmas and in the annual musical. There are two extra-curricular recorder groups and a weekly music club for part of the year. No use is made of peripatetic teachers. Older pupils enjoy an annual visit to see the Halle orchestra. There is a recognised need to develop simple assessments in music.

Physical education

149. Dance, gymnastics and games lessons were observed during the inspection. Planning shows that all the requirements of the National Curriculum programmes of study are provided for at both key stages. Pupils' progress, including those with special educational needs, across both key stages is sound. Pupils learn new skills and make improvements when they are given plenty of opportunities to practise and are taught correct techniques.

150. By the end of Key Stage 1, pupils are able to explore moods, feelings and develop responses to music through dance. The younger pupils create a dance which begins and ends with 'Jack in a box'. They know how to contrast speed and level by listening to music. Pupils enjoy and experiment using their hands and feet as an aid to travelling across the floor. Later on during the gymnastics lesson, they are able to transfer their work on the floor to the apparatus.

151. By the end of Key Stage 2, pupils know how to warm-up for activity and in hockey and volleyball have good control of the ball when dribbling and throwing. They know the correct techniques and terminology for volleyball. Key Stage 2 pupils have lessons in volleyball, basketball and athletics taken by trained coaches in school time.

152. Most pupils are enthusiastic about the subject and show a good attitude towards activities. They work well in pairs, groups or teams, are attentive and most listen carefully to instructions. Most are well motivated and show awareness and concern for the safety and welfare of others. The youngest pupils are able to undress and change into their kit unaided.

153. The quality of teaching at Key Stage 1 is good and sometimes very good. Teaching at Key Stage 2 is generally satisfactory although it is less effective when the pupils are not well managed. Most teachers have a secure knowledge of the subject, which helps them to give clear advice to pupils on how to improve. Teachers make good observations of pupils and offer appropriate praise and encouragement. All teachers explain about the importance of warm-up exercises and personal safety. Teachers' planning is good. The scheme of work provides useful guidance with clear learning targets and a range of appropriate activities to support them. There is a well written, recently reviewed policy. Assessment is informal. The

school is well resourced with small equipment but less so with large equipment due to inadequate storage space.

154. A strength of the school is the extra-curricular activities, including football and cross-country running clubs. Pupils in Year 2 and 3 have the opportunity for after school football coaching by the local education authority youth support team. Each year pupils have opportunities to take part in inter-school activities in swimming, cross-country running, football and netball. The local secondary school organises football and netball tournaments for the school and other feeder primary schools.

Swimming

155. The inspection of this school included a focused view of swimming, including observation of lessons. Over recent years, all pupils have achieved and most have exceeded the National Curriculum requirements for swimming by the end of Key Stage 2. The current Year 6 have all achieved this requirement and Years 4 and 5 are timetabled for swimming instruction this academic year at the local leisure centre.

156. Good clear teaching is evident. Lessons are well planned with learning objectives, activities and resources outlined. Teaching involves very clear instructions; for example, pupils are trained to look at the skylight to keep their bodies straight when perfecting the back crawl stroke. Both classes were well behaved. Pupils clearly enjoy the lessons and listen carefully to instructions. They co-operate well when encouraged to help others during dependent exercises.

157. Assessment is carried out informally weekly, and formally at the end of each half term, when certificates are awarded. The scheme of work promotes good progression through the year groups. This is a worthwhile activity which enriches the curriculum and provides good value for money.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

158. The school was inspected over four days by four inspectors. In total, 14 inspector days were spent making observations of 73 lessons, parts of lessons, activities and assemblies. A sample of pupils' work was examined and 17 per cent of the pupils were heard to read. Discussions were held with all the teachers, the headteacher, the chair of governors, other governors and other members of staff. Thirty-three parents contributed their views on the school at a meeting and 60 responded to a questionnaire.

DATA AND INDICATORS

1. 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	234	4	46	23

Teachers and classes

Qualified teachers (YR – Y6)

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

9.7
24 : 1

Education support staff (YR – Y6)

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

6
106.5

159.

Primary schools

Average class size:

29.1

Financial data

Financial year:

1998/99

	£
Total Income	326,781
Total Expenditure	323,691
Expenditure per pupil	1,401
Balance brought forward from previous year	19,107
Balance carried forward to next year	22,269

PARENTAL SURVEY

Number of questionnaires sent out:

234

Number of questionnaires returned:

60

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	52	48	0	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	64	34	0	0	2
The school handles complaints from parents well	36	48	14	0	2
The school gives me a clear understanding of what is taught	33	48	14	0	5
The school keeps me well informed about my child(ren)'s progress	30	62	8	0	0
The school enables my child(ren) to achieve a good standard of work	46	48	3	3	0
The school encourages children to get involved in more than just their daily lessons	54	36	10	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	43	37	5	15	0
The school's values and attitudes have a positive effect on my child(ren)	61	36	3	0	0
The school achieves high standards of good behaviour	57	41	2	0	0
My child(ren) like(s) school	67	29	2	2	0