

INSPECTION REPORT

ST MARK'S RC PRIMARY SCHOOL

Swinton, Salford

LEA area: Salford

Unique reference number: 105956

Headteacher: Mr M Platt

Reporting inspector: Ms A Grainger
20782

Dates of inspection: 16th – 20th October 2000

Inspection number: 186330

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Aided Roman Catholic
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Queensway Clifton Swinton Salford
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr P Royle
Date of previous inspection:	27 th – 30 th November 1995

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Team members		Subject responsibilities	Aspect responsibilities
Ms A Grainger OIN: 20872	Registered inspector	English Art and design Physical education	The characteristics and effectiveness of the school The school's results and pupils' achievements Teaching and learning Leadership and management
Mr J Bayliss OIN: 19664	Lay inspector		Pupils' attitudes, values and personal development Pupils' welfare, health and safety Partnership with parents and carers
Mrs A Dancer OIN: 20848	Team inspector	Mathematics Design and technology Information and communication technology Music Special educational needs Equality of opportunity	Quality and range of opportunities for learning
Mrs J Denton OIN: 23610	Team inspector	Science Geography History Areas of learning for children in the Foundation Stage	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in Swinton in the City of Salford and serves the parish of St Mark's. It is a voluntary aided Roman Catholic primary school for pupils aged three to eleven. With 217 full-time pupils it is broadly average in size when compared with other primary schools nationally. Children enter the nursery in the September of the school year in which they will be four. They attend part-time for three weeks and then become full-time. Taking the intake as a whole, children's attainment on entry to the nursery is below average. Very few pupils are from minority ethnic backgrounds and no pupil has English as an additional language. The percentage of pupils identified as having special educational needs (17 per cent) is average. No pupil has a statement of special educational need. The percentage of pupils known to be eligible for free school meals (17.5 per cent) is broadly average. The average class size is 26.9.

HOW GOOD THE SCHOOL IS

The school provides a satisfactory education for most of its pupils. Pupils leave the school achieving above average standards in English, mathematics and science. The overall quality of teaching is satisfactory, although teaching is good in Years 2 and 6 which contributes much to the standards achieved. Children's progress is good in the nursery, so that they are achieving average standards on entry to the reception year. The leadership and management of the school are satisfactory, as is the value for money provided.

What the school does well

- Standards in English, mathematics and science are above average when pupils leave the school at the age of eleven.
- Teaching in Years 2 and 6 is particularly effective because of teachers' high expectations of pupils and their lively and enthusiastic approach.
- The learning experiences in the nursery give children a good start to their schooling.
- Standards in music are good throughout the school.
- Pupils respond well to the school's high expectations of their attitudes and behaviour. They work and play very well together and have very good relationships with adults.

What could be improved

- Pupils with special educational needs are not identified soon enough and too little is done to help them. The requirements of the Code of Practice are not met.
- Standards in information and communication technology are not good enough when pupils leave the school at the age of eleven.
- Boys are not achieving as well as girls in reading, writing and mathematics at the age of seven.
- Teachers do not keep records of what pupils know, understand and can do in art and design, music and physical education.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school's progress with improvement since its last inspection in 1995 has been satisfactory. Adequate action has been taken to rectify the weaknesses identified at that time, although further work remains to be done. The roles of the key stage and subject co-ordinators have developed satisfactorily, so that they are more effectively involved in the management of the curriculum. Curriculum planning is more secure. Insufficient progress has been made in developing strategies for evaluating the effects of developments on the standards achieved by pupils. While some areas are evaluated, such as the provision of booster classes, other areas, such as the arrangements for pupils with special educational needs, are not sufficiently looked at. Further work is needed in developing the expertise and confidence of staff in the use of information and communication technology across the curriculum. Nevertheless, progress in relation to this key issue has been satisfactory considering the low base from which the school has come. The involvement of the governing body in the strategic management of the school has

increased, with potential for further development. Good advances have been made in giving pupils a greater understanding of cultural diversity.

There have been changes in the quality of the school's provision in areas that were not identified as key issues at the last inspection. Standards have improved in design and technology and music throughout the school and in information and communication technology for pupils aged five to seven. In English, mathematics and science standards at the age of eleven, as shown by the most recent National Curriculum test results, are much the same as in the school year of the last inspection, although they have not been consistently maintained in the intervening years. Science teaching has improved for pupils aged seven to eleven, and music teaching is better for all ages. The provision of extra-curricular activities is now good, providing pupils with a greater range of opportunities. Parents report that the partnership with them has improved. The provision for pupils with special educational needs is now a significant weakness. There is no indication that it was an area of concern when the school was last inspected.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	B	C	B	B
mathematics	A	B	A	A
science	A	C	A	A

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

The above table shows, for example, that standards in English in 2000 were above the national average. They were also above average when compared with the results achieved by schools with pupils from similar backgrounds. These standards are similar to those achieved in 1996, the school year of the last inspection. Standards have not been consistently maintained over the period since then. Although standards have not fallen below the national average, the trend in the school's average point scores was lower than that found nationally between 1996 and 1999. The evidence from the inspection of pupils' school work shows that standards are presently above average in English, mathematics and science at the age of eleven. This maintains the picture of the 2000 tests in English, although in mathematics and science standards are lower. This is a result of variations in year groups of pupils, rather than being due to any change in provision by the school. The school has set targets for English and mathematics standards at the age of eleven. In 1999, they were met in English and exceeded in mathematics. In 2000, they were exceeded in both subjects.

At the age of seven, in the 2000 tests, standards were above the national average in reading and well above the national average in writing and mathematics. These results are similar to those achieved in the school year of the last inspection. In writing and mathematics, they are very much better. The picture of the intervening years has not been one of steady improvement, with standards in 1999 falling to well below the national average. A significant number of pupils in the year group that took the tests in 1999 are identified now as having special educational needs. The evidence from the inspection of pupils' school work indicates that standards are presently average in reading and writing and above average in mathematics and science. As with the older pupils, this variation from the standards of the 2000 tests is a reflection of differences in year groups of pupils.

Standards in music are above those expected for the age of the pupils throughout the school. In all other subjects, except information and communication technology, standards are as expected. At the age of seven, information and communication technology standards are as expected nationally, although they are below those usually found at the age of eleven.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are well motivated and keen to learn. They listen attentively in lessons, willingly take part in discussions and get on well with practical activities such as in science.
Behaviour, in and out of classrooms	Good. Behaviour in lessons is usually good except on the rare occasions when teachers do not manage pupils well enough. At play and lunch times behaviour is very good.
Personal development and relationships	Good. Relationships are very good among pupils and between pupils and adults. Pupils respond positively to the opportunities provided for their personal development.
Attendance	Satisfactory. Attendance fell to below the national average in the 1998-1999 school year, having been above the national average in the previous two years. In 1999-2000, attendance improved and was satisfactory.

Pupils' good attitudes and behaviour, very good relationships and positive response to the opportunities provided for their personal development all contribute to the effectiveness of their learning.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	Satisfactory	Satisfactory

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

Forty-one lessons were seen during the inspection. Of these, 24 per cent were very good, 37 per cent good, 29 per cent satisfactory and 10 per cent unsatisfactory. Most of the very good teaching was in Years 2 and 6, where teaching is particularly effective in supporting pupils' learning. Teaching was also very good in two lessons taken by the headteacher, in a mathematics lesson in Year 5 taken by the class teacher and in one lesson taken by a visiting physical education teacher. Instances of good teaching are found in almost all classes. Teaching in the nursery is good, supporting children in making effective gains in all areas of learning. The quality of teaching and learning in English, including the basic skills of literacy, is good in the nursery and in Years 2 and 6. It is satisfactory in other year groups. In mathematics, including the basic skills of numeracy, the quality of teaching and learning is good in the nursery in Year 2 and for pupils aged seven to eleven. It is satisfactory in the reception class and in Year 1. The school meets the individual needs of most pupils satisfactorily, providing sufficient challenge for the brightest pupils. It does not, however, meet the needs of pupils with special educational needs, especially at Key Stage 2. This is a serious concern.

The teaching and learning in science is good for pupils aged seven to eleven and, in music, it is good throughout the school. In all other subjects, the teaching and learning are satisfactory, although there is insufficient evidence to make a judgement for art and design for pupils aged seven to eleven. There is too little use of computers to support pupils' learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. Learning experiences in the nursery are good. In the reception class, the new national requirements are being put into place at the moment. The range of learning opportunities for pupils aged five to eleven is suitably broad and balanced.
Provision for pupils with special educational needs	Poor. The school does not meet the requirements of the Code of Practice for pupils with special educational needs. Pupils are not identified soon enough, do not move up the stages of the school's register quickly enough and do not receive the support they need.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school provides well for pupils' spiritual development through prayers and assemblies in particular. Moral development is related to the teachings of Christianity. Good relationships are fostered with people of all ages. Pupils are given a good awareness of the rich diversity of other cultural traditions.
How well the school cares for its pupils	Satisfactory. Good procedures are in place for ensuring pupils' personal well being. The procedures for assessing attainment and progress are adequate, overall, although there are no procedures for art, music and physical education. The arrangements for assessing the attainment and progress of pupils with special educational needs are inadequate.

The school's partnership with parents is good. Good links with parents enrich pupils' learning experiences. The quality of information provided for parents is satisfactory overall.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The overall direction for the school is satisfactory and suitable priorities are identified for development. The headteacher is well supported by the senior management team. The leadership and management of special educational needs is poor and results in the school's provision in this area being ineffective.
How well the governors fulfil their responsibilities	Satisfactory. Governors are adequately involved in shaping the direction of the school and holding it to account for the standards it achieves. The new chair recognises the need for governors to have more independent strategies for gathering information.
The school's evaluation of its performance	Satisfactory. Overall arrangements for checking the quality of teaching and learning are adequate and involve subject co-ordinators. Results of national tests are analysed.
The strategic use of resources	Satisfactory. Funds are targeted on priorities for pupils' learning. The school's application of the principles of best value to its work is satisfactory.

The school has sufficient teachers, accommodation and resources to support it in delivering the curriculum. There are too few support staff to support the needs of all pupils.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The school is approachable. • The school is well led and managed. • Expectations of their children are high. 	<ul style="list-style-type: none"> • The amount of homework.

Overall, inspectors agree with parents' positive views. The school is satisfactorily led and managed. Homework is used satisfactorily to support pupils' learning in school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Pupils' results in the end of Key Stage 2 National Curriculum tests in 2000 were above the national average in English and well above the national average in mathematics and science. Results were just as high when compared to those achieved by schools with pupils from similar backgrounds. In English, the percentage of pupils reaching the level above that expected of most eleven year olds was above the national average. In mathematics and science, it was well above the national average. The mathematics and science results were better, overall, than those for English because in these subjects the percentage reaching at least the level expected of most eleven year olds was also higher than the national average. Standards in the 2000 tests were similar to those achieved in 1996, the school year in which the school's last inspection took place. Although standards have not fallen below the national average in the intervening period, they have not been consistently maintained. Pupils' average point scores declined in English between 1996 and 1999, and in science there was a fall between 1997 and 1999. In mathematics, the average point score dropped sharply in 1997 but improved in 1998 although it did not recover to the 1996 level. As a result, the trend in the school's average point score for all three subjects together was below the national trend over the four years from 1996 to 1999. There was no difference in the performance of boys and girls in mathematics and science in 2000. In English, girls did better than boys, although the gap between boys and girls has decreased in this year group as they have moved up through the key stage. The school has set targets for English and mathematics standards at the age of eleven. In 1999, they were met in English and exceeded in mathematics. In 2000, they were exceeded in both subjects.
2. In the end of Key Stage 1 tests in 2000, pupils' performance was above the national average in reading and well above the national average in writing and mathematics. Standards were higher in writing and mathematics than in reading, because in these areas the percentage of pupils reaching a higher level than that expected of most seven year olds was well above the national average. In reading, it was no better than the national average. In all three areas, the percentage reaching at least the level expected of most seven year olds was higher than found nationally and in reading and mathematics it was well above the national average. In reading, these results are similar to those achieved in 1996, the school year in which the last inspection took place. In writing and mathematics, they are very much better. The picture of the four years between 1996 and 1999 has not, however, been one of steady improvement. In 1999, standards fell to well below the national average in all three areas. Girls are doing much better than boys. This is especially so in reading and writing, where girls are more than a year ahead of boys in the standards they achieve. In mathematics, girls are almost two terms ahead. Evidence from the school's baseline assessment of children shows that girls' achievements are better than those of boys when they enter the reception class. The concern is that the gap is so great at the end of Key Stage 1 after a further three years in school.
3. The improvement at the end of both key stages in 2000 is in part due to the National Literacy Strategy having become established in the school and the effect of the first year of the National Numeracy Strategy. There were also factors specific to the particular groups that took the tests in 1999 when standards were at their lowest at Key Stage 1 and also in English and science at Key Stage 2. About a third of pupils who were at the end of Key Stage 1 then are now on the school's register of special educational needs. There was also a higher than usual proportion of pupils identified as having special educational needs in Year 6. Teachers assessed pupils' performance in science as broadly average at the end of Key Stage 1 in 2000.
4. This year, the evidence from the inspection of pupils' school work shows that the standards at which the present Year 6 pupils are working are above average in English, mathematics and science. This maintains the picture of 2000 for English. While standards are not as high in mathematics and science as in 2000, it is a consequence of variations in year groups rather than

any change in the quality of the school's provision. In Year 2, standards are average in reading and writing and above average in mathematics and science. As at Key Stage 2, the differences between the present standards and those of 2000 are a reflection of variations in year groups of pupils. Pupils presently in Key Stage 2 are making good progress in mathematics and science. In English, their progress is satisfactory, overall, and it is good in Year 6. Progress for pupils now in Key Stage 1 is satisfactory, overall, in English, mathematics and science, and it is good in Year 2. The judgements on present standards are made in the early part of the school year, with pupils in Years 2 and 6 making good progress now.

5. Children's attainment on entry to the nursery at the age of three is below average in all areas of learning. This is most evident in communication, language and literacy; mathematical development; and knowledge and understanding of the world. Many children's spoken language is immature. By the time they enter the reception class, children are achieving at a broadly average standard in all areas of learning. This is because of good progress made during their year in the nursery, where they attend full-time for all but the first three weeks of the school year. The gains made in the nursery are built on in the reception class where they make satisfactory progress in all areas except in personal, social and emotional development and in physical development. In these areas, children continue to make good progress. By the end of the Foundation Stage, when children leave the reception year, they continue to perform at a broadly average standard. The exception is in personal, social and emotional development, in which standards are above average. Overall standards at the end of the Foundation Stage are similar to those found at the last inspection.
6. By the age of five, at the end of the Foundation Stage, children have the expected listening skills and ask questions with confidence, although there is still immature speech. Children handle books correctly, point out favourite characters and understand simple stories. They know some letter sounds, correctly form letters and write some words as well as writing their names on their own. A few higher attaining children write simple sentences unaided and read simple sentences in books. Most children count to 30, back from 20 and know, for example, that five comes between four and six. They understand mathematical language such as 'more than' and 'less than', using it in everyday situations. Their awareness of three-dimensional shapes is good. A few higher attaining children count to 50, mentally add two numbers together and write the addition of two numbers up to 10.
7. By the age of seven, at the end of Key Stage 1, pupils' listening skills are still better than their speaking skills. Speaking skills are average and listening skills are better than usually found at this age. Pupils use expression when reading aloud, have a satisfactory understanding of the plot and characters in a story and are reasonably competent in using phonic clues when encountering unfamiliar words. They write for a satisfactory range of purposes and most use simple punctuation accurately as they write a series of linked sentences. Spelling standards are satisfactory and handwriting is neat and evenly formed, with many pupils joining letters. Most pupils count confidently to 100 in twos, fives and tens, and have a secure understanding of place value to 100. Mental arithmetic skills are strong and pupils ask and answer mathematical questions, such as about the properties of shapes. Work in space, shape and measure is of a good standard as is that in practical problem solving.
8. By the age of eleven, at the end of Key Stage 2, pupils participate well in discussion, showing good standards in speaking and listening. They read a good selection of fiction books, have favourite authors and effective skills in comprehension, but their competence in using books for research is no better than usually found at this age. Pupils write at good length and for the expected range of purposes and many use language effectively to create atmosphere. They edit writing well for punctuation and spelling, but are less effective in redrafting for style and content. Handwriting is a neat cursive script. In mathematics, pupils are very competent in working with very large numbers and are confident in mental arithmetic. They have a good awareness of the relationship between fractions, percentages and decimals. Their understanding of space, shape and measure is effective and they are secure when exploring probability. Standards in data handling are as expected for pupils of this age.

9. Standards in literacy in other subjects of the curriculum are as expected at Key Stage 1 and they are good at Key Stage 2, except in Year 4 where standards achieved by these pupils in reading and writing were too low at the end of Key Stage 1. In numeracy, a similar picture is found at Key Stage 2. At Key Stage 1, standards of numeracy in other subjects are good in Year 2, although they are no better than satisfactory in Year 1. Pupils apply their literacy skills well in subjects such as geography and history. Mathematical skills are used at the expected standard in subjects such as science, art and design and technology, although their use is minimal.
10. In science, by the age of seven, pupils have a good knowledge of the human body, what constitutes a healthy diet, plant growth and the life cycle of frogs and butterflies. They identify the properties of different materials, know that pushes and pulls are forces and are aware of electricity and its place in our lives. They have a good level of independence in investigative science. By the age of eleven, pupils plan scientific investigations and predict what might happen and draw conclusions, achieving high standards in this area. Their knowledge of life processes and living things, forces and materials and their properties is good. Pupils have a good scientific vocabulary.
11. In art and design, design and technology, geography, history and physical education, pupils' work is of the expected standard in both key stages. In music, standards are higher than those usually found for the age of the pupils. These standards show an improvement since the last inspection in design and technology and music at both key stages. In information and communication technology, standards are as expected at the end of Key Stage 1, but they are lower than expected at the end of Key Stage 2. Although information and communication technology standards have improved at Key Stage 1, they are still not good enough at the end of Key Stage 2. At present, pupils' use of information technology in other subjects is not good enough. They do not have the expected skills in drafting and redrafting writing on the computer screen, using the Internet or CD Roms for research or using programs to handle data when they leave the school. Continuing action is being taken to improve standards in information and communication technology at Key Stage 2, with the equipment for the new computer room arriving in school during the inspection.
12. Pupils with special educational needs make satisfactory progress, overall, in the Foundation Stage and at Key Stage 1. Their progress in literacy and numeracy, however, is slower than that of other pupils of the same age. This is despite small classes, a high level of adult support in the nursery and reception classes and particularly effective teaching in Year 2. The reason that they do not make better progress is that records are not kept in adequate detail to identify learning difficulties or measure pupils' individual progress. At Key Stage 2, the progress of pupils with special educational needs in numeracy and literacy is unsatisfactory. Pupils in the larger classes receive very little support from adults other than the class teacher, there is no clear planning for learning and they fall further and further behind in basic skills. In some lessons, the content of the class lesson is so far above their level of understanding that they spend long periods of time learning very little. Written work for these pupils consists largely of photocopied worksheets that do not form a coherent learning programme and frequently bear no relation to what the rest of the class are doing. In most other subjects, in all classes, the difference between their achievement and that of other pupils of the same age is much less and some pupils with special educational needs achieve well in sport and music. This is because they are not held back in these subjects because of their poor literacy skills and they are able to access the same curriculum as the other pupils. The slow progress of pupils with special educational needs, especially at Key Stage 2, is a serious concern.

Pupils' attitudes, values and personal development

13. Children in the nursery and reception classes have good attitudes to learning and they behave well. In the nursery, they settle into school routines quickly, learn to take turns amicably and develop independence. They work and play well together, for example when role playing in the home corner, working together at the computer or making a model zoo. Children know the difference between right and wrong and are aware of how to behave in different situations. This is seen during prayer time when they respect the need for quiet and the thoughts of other children. It is also evident when children clear away at the end of sessions or go out to play.

14. Pupils at Key Stages 1 and 2 have good attitudes to learning. They are well motivated and, in most lessons, listen politely and attentively to the teacher and to each other. They settle to work quickly and without fuss. Pupils share ideas well in activities such as solving mathematical problems or carrying out scientific investigations. They show a good level of independence and responsibility when planning scientific investigations or researching in geography and history lessons. Usually, concentration levels are good. Year 2 pupils have excellent attitudes to learning. This was seen in music when they worked as an orchestra and were exceptionally well involved as they prepared to play their instruments. It was also evident in a dance lesson when they were very focused on the teacher's instructions and followed them perfectly. Pupils with special educational needs also work hard and show good motivation when work is well matched to their needs or when they are given the necessary support.
15. Behaviour is good in lessons and around the school, with excellent behaviour in Year 2. The overall standard of pupils' behaviour outside the classroom, in the playground, when moving to the hall for assembly or for physical education and when eating their lunch is often very good. Lunch times are very pleasant occasions. Inappropriate behaviour is rare and it occurs only when there are weaknesses in the teaching. This was seen in Year 1 when pupils were not managed well enough and expectations were unclear. There have been no exclusions, either fixed term or permanent, for the last three years. The school achieves its aim of encouraging increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour. Apart from the few identified as having behavioural problems, pupils with special educational needs usually behave well.
16. Pupils have very good relationships with each other and with adults. They play well together at break and lunch times, with all ages mixing, and work very co-operatively with each other in lessons. Pupils enjoy conversations with each other and with adults. This was seen when Key Stage 2 pupils discussed their views of school and the part they play in its activities. Pupils are polite and friendly, holding doors open without being prompted. They respond very well to the school's good provision for their personal development. They have opportunities to assume responsibility, which steadily increase through their school life. Year 6 pupils enthusiastically involve themselves in the running of the School Bank. Pupils respect the values and beliefs of others.
17. Levels of attendance over the 1999 to 2000 school year have been satisfactory. Although there are no national comparative data available yet for this period, attendance was average when judged against the national picture for the 1998 to 1999 school year. During 1998 to 1999, attendance was below the national average, having been above the national average in the previous two years. Apart from the usual childhood illnesses, attendance levels are adversely affected by parents organising holidays during term time. There is no evidence of truancy and unauthorised absence is below average. Punctuality in the mornings is generally good. When instances of lateness occur they are of a minor nature and are not disruptive to lessons. Timekeeping throughout the day is good.
18. Pupils enjoy school. Their good attitudes to learning, good behaviour, very good relationships and positive response to the opportunities for their personal development all contribute to the effectiveness of their learning. Many of the positive features found at the last inspection have been maintained.

HOW WELL ARE PUPILS TAUGHT?

19. The overall quality of teaching in the school is satisfactory. During the inspection, 41 lessons were observed. Of these, 24 per cent were very good, 37 per cent good, 29 per cent satisfactory and 10 per cent unsatisfactory. Teaching in Years 2 and 6 is particularly effective in supporting pupils' learning. In these two classes, teaching is good, overall, and lessons seen during the inspection in English, mathematics and music were very good, enabling pupils to make very good gains in their learning. There is also much good teaching in the nursery, giving children learning experiences that get them off to a good start in school. Indeed, the overall quality of teaching in each area of

learning for these young children is good in the nursery. Very good individual lessons were seen in art in Year 1 and physical education in Year 5 taught by the headteacher, in mathematics in Year 5 taught by the class teacher and in physical education in Year 6 taught by a member of the local education authority staff. There are instances of good teaching in almost all classes throughout the school. The unsatisfactory teaching seen during the inspection was in English in Year 5, in physical education and mathematics in Year 1, and in a reception class lesson. The evidence from the inspection of pupils' school work shows that English teaching is usually satisfactory in Year 5. The mathematics lesson seen in Year 1 was taught by a temporary supply teacher.

20. The teaching and learning of English, including the basic skills of literacy, is satisfactory, overall, at both key stages and it is good in Years 2 and 6. In mathematics, including the basic skills of numeracy, the quality of teaching and learning is satisfactory, overall, at Key Stage 1 and good in Year 2 and at Key Stage 2. In science, teaching and learning are satisfactory, overall, at Key Stage 1 and good in Year 2, reflecting the picture found for English at this key stage. At Key Stage 2, teaching and learning in science are good. Music is taught well throughout the school leading to standards higher than those normally found for the age of the pupils. Teaching and learning are satisfactory at both key stages in design and technology, geography, history, information and communication technology and physical education. In art and design, teaching and learning are satisfactory at Key Stage 1, but there is insufficient evidence to make an overall judgement for Key Stage 2. Within the Foundation Stage, as well as the good teaching and learning in the nursery, teaching and learning are good in the reception class in personal, social, emotional and physical development. A key issue arising from the last inspection was the need to develop staff expertise and confidence in the use of information and communication technology. In view of the low base from which the school has come in this area, progress in rectifying this weakness has been satisfactory. Nevertheless, there is further work to be done. The overall picture is much the same as at the last inspection in other subjects, with improvements in science at Key Stage 2 and in music throughout the school.
21. Teaching in the nursery is good because there are well planned, focused activities for the development of children's basic literacy and numeracy skills. Children have many opportunities to look at books and, for example, to practise tracing their names. The interaction of adults with children role playing in the home corner not only helps them to sustain their make believe play, but is also effective in developing speaking and listening skills. Staff in both the nursery and reception classes are sensitive to the needs of children with immature language, guiding them to use correct words. There are, however, some missed opportunities for language development in the reception class. There is not, for example, the same level of adult interaction in role play. In the nursery many practical opportunities are provided for the development of mathematical skills, such as counting. Although this is built on well in the reception class in brisk mental arithmetic sessions, children are not grouped by prior attainment for work in mathematics. While children with special educational needs receive adequate support, those who are higher attaining are not given the challenge they need. In both the nursery and reception classes, there is a good awareness on the part of teachers of the need for children to conform, but also of the importance of developing their independence and capacity to make choices and decisions. This is achieved well and is reflected in the above average standards in emotional, personal and social development when children reach the end of the Foundation Stage. Teaching enables children to make good gains in their creative development and in their knowledge and understanding of the world in the nursery. This is because of the emphasis placed on children investigating and exploring. This approach is used less in the reception class where the opportunities are also restricted by there not being resources for sand and water play.
22. Very good teaching at Key Stages 1 and 2 is distinguished by the teachers' lively and enthusiastic approach that captures the pupils' interest and gains a high level of involvement. This was evident in a Year 6 English lesson on 'Macbeth' where the use of 'props' from the play such as a pretend bloody dagger, combined with powerful narrative and focused questioning, engaged the pupils at a deep level. Teachers have very effective subject knowledge, are very clear about the lesson's learning objectives and match activities well to these and to pupils' needs. There are high expectations of the standards that all pupils are capable of attaining, with teachers recognising the need to challenge the brightest pupils and to support those with special educational needs. In a

Year 2 English lesson, the teacher's quick response to pupils who were struggling ensured that they had the support necessary for their learning to move on very well without loss of time. In physical education lessons in Years 5 and 6, there was good recognition of the efforts and achievements of those with special educational needs. This encouraged the pupils to further success as well as boosting their self esteem. A talented pupil in Year 5 was used well to demonstrate a high standard of work in gymnastics, providing others with standards to which they could aspire. There is an emphasis, in the most effective lessons, on pupils being pushed to draw conclusions for themselves. This was seen in mathematics lessons in Years 2, 5 and 6 where pupils worked together to solve problems. It was also evident in a Year 1 art lesson when questioning encouraged pupils to gain an awareness of the different impressions created by warm and cool colours. All these aspects of teaching support pupils in making very good gains in their learning.

23. In other effective teaching, lessons are planned with a clear focus on what pupils are to learn. This was also noted as a positive feature of teaching at the last inspection. Lessons are well organised with good management of pupils and resources. This is particularly evident in practical lessons. In science, the investigative aspect is taught well. As a result, pupils develop their knowledge and understanding of fair testing well and gain independence in setting up investigations, making predictions and questioning the outcomes of experiments. Throughout these activities, the support given by teachers encourages pupils to make careful observations and to respond thoughtfully to their findings. These aspects of science teaching support pupils in making good gains in their learning and in achieving good standards. In art lessons, resources are well prepared in advance to ensure that the maximum time is available for learning. The same is true of physical education lessons where there is good attention given to matters of health and safety. Effective reinforcement of prior learning is made in Year 3 lessons in particular, such as in an art lesson when pupils focused on a display of patterns on the wall to remind them of earlier discussion and exploration on the theme being studied. Teachers' high expectations in music lessons and the stimulating activities provided, such as the Year 2 class and their teacher being in role as an orchestra, lead to pupils achieving good standards.
24. Higher attaining pupils are challenged well in most mathematics lessons. In geography, additional challenge is also provided for these pupils. Overall, sufficient attention is given to their needs and they are supported in making good progress at Key Stages 1 and 2. Pupils with special educational needs are not as well supported, resulting in the rate of learning of those with high levels of need being unsatisfactory at Key Stage 2. In mathematics, there is much evidence in these pupils' books that the work set is too difficult for them. In one mathematics lesson in Year 4, pupils with special educational needs did not understand the language or concepts that were central to the lesson. While pupils with special educational needs are well integrated into practical activities in science, the support for written work is inconsistent. In subjects such as geography, the work is not adapted to meet their needs, but they are simply expected to write less and draw more. There is far too little account taken of these pupils' needs, with little done to adapt work for them. In one Year 5 lesson, pupils were simply occupied by being given uninspiring photocopied work sheets to complete. One pupil who received no support during the lesson, was unable to do the work sheet.
25. In other lessons, the class teacher spends disproportionate amounts of time helping pupils with special educational needs. In lessons where the capable classroom assistant works with individuals or small groups, pupils are helped to take part in the class lesson and are challenged and supported suitably in group work. They enjoy the activities, are included in the class learning and produce much better work. The weaknesses in the teaching of pupils with special educational needs are exacerbated by there being very little support assistant time provided in the school. The deficiencies in the provision for these pupils is a significant weakness.
26. Marking is undertaken regularly, but it is not used adequately as a tool to support pupils' learning. Few words of advice are provided to help pupils to improve their work, and comments requiring pupils to reflect on the quality of their work are rare. This is particularly evident in English, mathematics and geography. Information and communication technology is not used sufficiently to support pupils' learning in subjects such as English, mathematics, art and design, design and

technology and geography.

27. In three out of the four unsatisfactory lessons seen, instructions were unclear or too difficult for pupils to understand. This was the case in the reception class lesson and the two Year 1 lessons. The result was that time was lost and learning restricted, because pupils were unsure of what was required of them. In the Year 1 physical education lesson, the overall management of the pupils was weak, far too much time was lost as pupils changed and were not asked to hurry up and opportunities to make teaching points were missed. In the mathematics lesson taken by a temporary teacher with the same class, weaknesses arose from the teacher not being used to working with such young pupils. In the Year 5 English lesson, the presentation was uninspiring, resulting in pupils not being motivated and there were significant weaknesses in the provision for pupils with special educational needs. In all these lessons, the effect of the weaknesses was that too little learning took place.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

28. The quality and range of learning opportunities in the Foundation Stage are satisfactory overall, with much good provision in the nursery. Planning meets the requirements for children in the nursery and reception classes, with the provision in the reception class building satisfactorily on the good start given to children in the nursery. Staff are still working on the full implementation of the new requirements in the reception class. This has been held up by the need for resources, for example to allow for sand and water play, that had been ordered, but had not arrived at the time of the inspection.
29. The curriculum in Key Stages 1 and 2 is broad, balanced and well organised. It gives pupils opportunities to learn effectively in all subjects. The time allocation for subjects other than English, mathematics and science is limited, but is used effectively by alternating subjects such as art and design with design and technology. A block of work is planned for one subject over a period of half a term so that an aspect can be studied in sufficient depth. Weeks with a focus on a multicultural dimension, the arts and design and technology, link work in several subject areas effectively and enrich the curriculum. Older pupils attend residential courses to extend and enhance the curriculum, such as in environmental education, or engaging in adventurous activities to supplement work in physical education.
30. Schemes of work are in place for each subject, and these meet the requirements of the revised National Curriculum for September 2000. Overall, curriculum planning has improved since the last inspection as it is now in place for all subjects. The effectiveness of planning for the Literacy Hour is satisfactory, overall, although in some classes the structure adopted is too rigid to enable the teacher to respond suitably to the needs of all pupils. Planning for numeracy lessons is good and the increased time spent on mental arithmetic and developing mathematical language is an important factor in the improvement in standards in mathematics at the end of both key stages. National schemes of work have been adopted for all other subjects and their use satisfactorily supports teachers in planning a balanced and relevant programme of work that builds on previous learning. In some subjects, such as design and technology, much thought has been given to selecting units of work to develop a broad range of knowledge and skills and to make the most of the limited time available. In information and communication technology, however, the scheme has not been adapted to reflect the needs of pupils at the end of Key Stage 2, whose attainment is below that expected for their age. Teachers are only just beginning to audit learning needs, and planning for the learning of these pupils is fragmented. In art and design, there is not a sufficiently cohesive whole school approach to implementing the new requirements.
31. The provision for personal, social and health education is satisfactory. Pupils in Year 6 attend a residential retreat, where they reflect on their time in school, but apart from this there are no timetabled opportunities for pupils to talk about themselves, their thoughts and feelings and, similarly, to listen to what their friends have to say. Nevertheless, teachers make time to talk over issues as they arise, such as disagreements in the playground. Good use is made of external provision to support health and safety concerns, including drugs education. The recent use of the 'Life Education Bus', which spent three days at the school is an example of this. The 'Crucial Crew' programme for older pupils provides expert tuition and support for learning. Through practical activities, pupils are given awareness of how to deal with life emergencies. Visits to school by the local policeman and nurse reinforce these initiatives. References to healthy living in science and physical education also help to equip pupils with the knowledge and skills necessary to make sensible decisions about their own lifestyles. The governing body's policy not to make specific provision for sex education is currently being revised.
32. The provision for pupils with special educational needs is poor and fails to meet statutory requirements. There are no individual education plans that meet the requirements of the Code of Practice. The files kept on individual pupils are disorganised and incomplete and it is not possible to trace the movement of pupils with a high level of need through the stages of the Code of Practice, or to tell what specific support, if any, has been given. As a result, teachers do not have

the information essential to planning learning opportunities matched to a clear evaluation of these pupils' needs. It is clear from lesson observations that there are pupils with learning problems who are not included in the school register of pupils with special educational needs. It is equally clear that some pupils already on the register should be at a higher stage. As a result, many pupils are being given inappropriate work and insufficient direct support. Some short-term plans identify literacy targets, but they do not link with the programme for the rest of the class, or with any form of long-term scheme of work that identifies learning in sufficiently small steps to enable progress to be monitored. In Year 4, a number of pupils receive help from a parent trained to deliver the Additional Literacy Support programme, but they do not receive a balanced literacy programme because this additional teaching and support is not co-ordinated effectively with the other literacy work in class.

33. The provision for pupils' equality of access and opportunity in relation to the curriculum is unsatisfactory. This is because pupils with special educational needs do not receive their entitlement to a suitable curriculum in literacy and numeracy. The school does not pay sufficient attention to the quality and relevance of their education, or do enough to provide qualified and experienced support for individuals. For example, the two hours of literacy support by a visiting support teacher has not been provided as promised for the last six weeks and the school has not done enough to fill the gap from its own resources. This is the only additional teacher support that pupils at Stages 2 and 3 of the Code of Practice receive. The provision for pupils with special educational needs is a significant weakness. There is no indication in the last inspection report that it was an issue when the school was last inspected. It is now in need of urgent attention.
34. There is a good range of extra-curricular activities for Key Stage 1 and 2 pupils, including gymnastics, drama, recorders, football, netball, athletics and cross country. This is an improvement since the last inspection. An important new feature is the opportunity for pupils to compete in sporting competitions with other schools, some of which are organised and held at St Marks. A small number of pupils have individual tuition on keyboards.
35. There are some useful links with the local community to support and improve pupils' education. The school has developed good links with the secondary school to which most pupils transfer at the age of eleven. A shared technology bid has resulted in the school gaining access to technical support and a good discount on an electronic 'whiteboard' for the new computer room. Regular meetings are held by staff from both schools to support the technology initiative. Year 6 pupils are taught information and communication technology at the secondary school on six visits during the summer term, where they learn techniques and skills beyond the level that the school can currently provide. Induction visits to the new school and the opportunity for the secondary school teachers to see the pupils being taught in Year 6, build confidence further. Other community links, such as singing carols with senior citizens and preparing harvest hampers help to promote an understanding of citizenship. Coaches from the Salford Sports Department lead units of work in physical education and assist the school in providing a broad curriculum for pupils.
36. The school makes good provision for pupils' spiritual, moral, social and cultural development and has maintained the many strengths found in this area at the last inspection. There has been an improvement since the last inspection in teaching the breadth of cultural diversity, which the school now does well. Pupils' spiritual development is underpinned by the promotion of understanding of church celebrations and the emphasis given to the message of the gospel of Jesus Christ. This is effectively provided for through prayers in class, assemblies and visits of the Parish Priest. Opportunity for reflection in assembly, with a candle used as a focal point, allows pupils to make an individual response. Music also makes a good contribution to providing opportunities for all pupils, including those with special educational needs, to be fully involved in awe-inspiring moments when creating their own compositions. Good opportunities for pupils to consider spirituality are built into subjects such as history, where in Year 6 they compare Ancient Greek worship with that of today. Further opportunities for children to think about the awe and wonder of God are provided, for example, when Year 3 compose their own psalms.
37. The school teaches the difference between right and wrong effectively through an emphasis on Christian belief. Pupils are given opportunity to be involved in making rules and are taught that

- moral belief and behaviour are linked to personal responsibility. There is an effective policy for teaching the difference between right and wrong and staff are good role models. Recognition of pupils' values takes place in assemblies and pupils become aware of what is honest, just and fair.
38. Provision for teaching good social habits begins early in the nursery and reception classes, where children are well guided so that they quickly learn how to follow rules for working together, tidying away and politeness such as when the register is taken. Older pupils learn responsibility by being given opportunity to be bank clerks, initiate collections for charity and hold sales for church missions and Blue Peter. Good relationships are fostered between people of all ages. Through residential visits, pupils learn to live together and reflect on a range of topics linked to living in a society with rules, laws, rights and responsibilities.
39. Provision for developing pupils' understanding of the numerous rich cultural influences from this and other countries is much better than at the last inspection. Pupils are made aware of something of the culture of this country in art, music and drama. This is enhanced by visits to museums, theatres and art galleries as well as theatre groups coming to school. Craftspeople visit the school and hold workshops in which pupils are involved and a West Indian food day has been held. A range of extra-curricular activities provides pupils with opportunities to take part in music making with a wide range of styles of music including pop and jazz, drama and dance, including Irish dancing. The diversity of culture is promoted through an arts week and multicultural faith week when pupils study the faith, lifestyles and cultural influences of different groups. Visitors to school, such as a Buddhist, talk about faith and lifestyle. Other opportunities are provided through subjects, such as geography, in comparisons of life in Kenya and in history where pupils study the Ancient Greeks, Victorians, Celts and Romans.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. The school's provision for the welfare, health and safety of its pupils is good in many respects. It enhances the quality of education provided by the school. The positive features found at the last inspection have been maintained. The Christian ethos of the school fosters positive relationships at all levels and highlights the importance of pupils' personal well being. As a result, pupils feel safe and secure at school and are confident in approaching adults should they have any worries or concerns. The resulting supportive atmosphere within the school is conducive to the learning of most pupils. There is, however, one major shortcoming in the care that the school provides for its pupils. This is in relation to the identification, monitoring and support of those who have special educational needs.
41. Midday supervisory staff relate well to the pupils. They provide good support during lunchtimes which has a positive effect on behaviour and safety. First-aid and fire safety arrangements are satisfactory. The school provides a safe environment in classrooms and public areas. Procedures for dealing with accidents are secure. Child protection arrangements are satisfactory and meet statutory requirements. The designated member of staff has received relevant training and is well supported by the headteacher. Class teachers and support staff are attentive and conscientious in their approach to the proper care of the pupils in their charge.
42. The school's procedures for monitoring and improving attendance are good. Records of attendance are properly maintained and comply with statutory requirements. Procedures for recording unauthorised absence are rigorous and there are effective arrangements to deal with any unexpected absence. There is satisfactory liaison with the school's Education Welfare Officer. Good measures are in place for monitoring and promoting good behaviour and eliminating oppressive behaviour. As a result, there is an absence of oppressive behaviour, bullying, sexism and racism, allowing pupils to learn without fear. Rewards and sanctions are well understood and accepted by pupils. A concern is that some pupils have been identified as having special educational needs in the area of behaviour, but there is no reference in their files to any behaviour management strategies. Nor are there records of past behaviour from which the problems can be clearly identified.
43. The school's formal arrangements for the monitoring and support of pupils' personal development are satisfactory, overall. There are effective procedures in place to support personal development,

but there is little formal recording of pupils' non-academic development other than for behaviour. Opportunities to maintain records of non-academic achievement are missed, although there is reference in the pupils' annual reports and in the teachers' files that transfer at the end of each school year. Informal arrangements for supporting pupils' personal development, which benefit from teachers' knowledge of pupils as individuals, are good.

44. In the nursery and reception classes, satisfactory procedures are in place for assessing children's attainment in all areas of learning. Records are updated regularly, using detailed information noted during classroom observations. Assessment information is used in half-termly planning within each class to ensure that the needs of all pupils have been considered. The formal assessments made when children enter the nursery are used to provide suitable work in the nursery class. They are not used effectively to identify pupils with special educational needs or to form the basis of a recording system to be passed on to the teacher in the reception class. As a result, children with special educational needs are not placed on the school register as early as they should be and there is insufficient supporting information passed to the next teacher to identify attainment in detail or check what progress has been made.
45. The checking of pupils' academic performance and personal development at Key Stages 1 and 2 is satisfactory, as it was at the last inspection. The school has effective procedures for checking attainment in English and mathematics at the end of each school year. In every year group, there are annual tests that are recorded in National Curriculum subject levels for English and mathematics and the results are used to set targets and monitor progress. This system is effective for all pupils except those with a high level of special educational need, whose progress is too slow to be measured in terms of National Curriculum Levels. Some pupils in Key Stage 2 with reading and writing problems have been noted as 'working towards' level 1 of the National Curriculum since records were started two years ago. There is no consistent assessment and recording of the attainment of pupils with special educational needs and so realistic targets cannot be set for them. This aspect of assessment is unsatisfactory.
46. The school has made good progress in analysing the annual test results to see which areas require an additional focus and which pupils in Years 2 and 6 need additional help to reach the expected level for their age. As a result, for several weeks before the national tests in 2000, pupils in Year 6 were taught in three groups for mathematics and two groups in literacy, formed according to prior attainment. Pupils in Year 2 had specific teaching that focused on weak areas. Due to this initiative, standards of pupils in English and mathematics showed a good improvement and school targets were exceeded. In English, the assessment procedures in use do not sufficiently identify the level at which pupils are working at times other than the end of year tests.
47. In subjects other than mathematics and English, procedures are less well developed. In art and design, music and physical education, there are no systems in place to check what pupils know, understand and can do. In other subjects, co-ordinators and teachers are developing their own systems. In design and technology, for example, photographic evidence is collected to illustrate the standard of finished artefacts. A skills sheet has been introduced this term in information and communication technology, which will be added to as pupils move through the school. The school has not yet found a way to record what pupils know, understand and do in the different subjects in a form that can be passed on to the next teacher and help in the planning of new work. A form intended for that purpose has been trialled, being used mainly in English and mathematics. Some teachers have not completed it in sufficient detail for it to be meaningful when pupils move to the next class and the school has realised that more effective recording is needed. In contrast, all teachers complete two forms to pass on to the next teacher that are informative and relevant. Detailed notes on personal and social development reveal the good knowledge that teachers have of their pupils' strengths and weaknesses in this area. Summary notes on the levels of attainment of pupils in English and mathematics give teachers good general information as they plan for the learning of groups of pupils with differing levels of prior attainment.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. Parents find many things to like about the school. They think that partnership has developed well

since the last inspection. They see their children as liking school. Parents are comfortable approaching the school when they have worries or concerns and are happy with the standards achieved. They feel that the school encourages their children to become mature and responsible individuals, successfully promotes good behaviour and are unanimous in agreeing that it has high expectations. They also see the school as well led and managed. Inspection evidence supports many of these views, especially those about the provision it makes for pupils' personal development, standards of behaviour and the way in which the school works with parents. A small number of parents expressed concern about the school's provision for homework. Inspection evidence finds that the provision of homework is satisfactory.

49. The school has good links with parents that provide enrichment to pupils' learning experiences. The good features found at the time of the previous inspection have been maintained and many have been further developed. Good arrangements are in place to link with parents when children begin in the nursery. These include meetings for parents in the term before their children start school, visits by staff to playgroups and social centres where children may attend and the provision of good oral and written information. Home school links have been supported by the introduction of a home-school agreement that provides for commitment by the school, parents and the pupil to the improvement of standards. Parents and other helpers are warmly welcomed into school and are encouraged to participate in its work. Many parents help the school with activities such as literacy support, reading, cooking and school trips. Parental support at home is variable, but, overall, is satisfactory. The involvement of parents in the work of the school makes a positive contribution to pupils' learning.
50. The involvement of parents in social and fund raising activities is good. The Parent and Teacher Association is well organised by an enthusiastic and committed group of parents and is well supported by school staff. It provides valuable funds to support the work of the school and the help provided is much appreciated by teachers and pupils.
51. The quality of information provided formally by the school is variable and is satisfactory, overall. Newsletters and information evenings keep parents well informed about school activities. The school prospectus is a comprehensive document in loose-leaf format, but it is somewhat formal in its presentation. In this respect, there has been little improvement since the time of the previous inspection. Nevertheless, it is a well-organised document that gives parents good information on the work of the school, its expectations of pupils and the part that parents can play in its work. It meets statutory requirements, although statutory assessment results are only briefly reported and the presentation of attendance rates is misleading. The most recent governors' annual report to parents reviews the work of the school, but is not a particularly stimulating document. It does not provide parents with all the information to which they are entitled in sufficient detail and it misses opportunities to capture the attention of parents, or to properly celebrate the school's successes.
52. Parents are informed of their children's progress and development on a termly basis through open evenings and annually through a written report. The quality of the written reports varies greatly from teacher to teacher, but, overall, they are satisfactory. They provide an adequate summary of pupils' attainment and progress. They do not, however, provide parents with sufficient information on how their children's standard of work compares with that expected for their age, except at the end of each key stage. Comments such as 'She has good ideas', for a Year 4 report on design and technology give parents little information about what has been done or achieved. Although there are regular opportunities for parents to meet with teachers to discuss their children's progress, the school's formal arrangements for involving parents of pupils with special educational needs in annual reviews does not meet statutory requirements. There are no formal annual reviews for pupils at Stages 2 and 3 of the school's register of special educational needs as there should be.
53. Since his appointment, the headteacher has actively involved himself in strengthening links with parents. Parents consider that this area has improved since the last inspection. He makes himself available at any time to meet with parents. Teachers are happy to meet with parents informally or by appointment to ensure availability due to teaching commitments. A good partnership is established with parents when their children begin school. As a result children

settle quickly into their new surroundings.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. The overall quality of the leadership and management of the school is satisfactory. The school's aims and values are reflected in its work, although there is one significant shortcoming which the school needs to address as a matter of urgency. This is in the provision and care for pupils with special educational needs. The result of the weaknesses in this area is that the school is failing these vulnerable pupils. They do not learn as well as they should, particularly at Key Stage 2. Consequently, they are falling further and further behind and are not achieving their potential. In this respect, the school does not reflect a key principle of its mission statement, that 'all people matter'. The school provides its other pupils with a satisfactory standard of education. Children in the nursery get off to a good start in their schooling and pupils in Years 2 and 6 receive consistently good teaching.
55. The headteacher and senior management team provide a satisfactory educational direction for the school. While the school has not been aware of the weaknesses in the area of special educational needs, there is adequate analysis of National Curriculum test results to identify strengths and weaknesses in the school's provision that affect standards generally. The senior management team are effective in monitoring the teaching and learning in the school, overall, and in providing support where areas are identified as needing improvement. Satisfactory support is given to newly qualified teachers, although this is not as structured and planned ahead as it might be. Nevertheless, the day-to-day arrangements are effective. As teachers, members of the senior management team are good role models for other staff, having taught most of the lessons graded as very good during the inspection. The Key Stage 1 co-ordinator also has responsibility for mathematics and is the class teacher for Year 2. Key Stage 2 is led by the deputy, who has responsibility for English and is the class teacher for Year 6. The introduction of the new requirements for the Foundation Stage is ably led and managed by the Key Stage 1 co-ordinator working closely with the nursery and reception class teachers. The deputy has a good level of involvement in the running of the school and in working with the headteacher on main areas of development, such as supporting and monitoring the work of subject co-ordinators.
56. Clear direction is provided for the development of English and mathematics. The English co-ordinator was very active in developing the understanding of staff at the time of the implementation of the National Literacy Strategy. Her involvement in checking the quality of teaching and learning is satisfactory. The present mathematics co-ordinator has held this responsibility since the start of the present school term only. She is working closely with the headteacher, who oversaw the implementation of the National Numeracy Strategy and has been checking the quality of the school's provision. The headteacher has also been strongly involved in checking provision in English, rightly giving priority to these key areas.
57. The co-ordination of other subjects is satisfactory, overall. It is good in design and technology, but unsatisfactory in art and design. Most co-ordinators provide a clear direction for the development of their subjects. They have been active in overseeing the implementation of new national guidelines for their subjects and have realistic development plans. They are also suitably involved in checking the quality of teaching and learning, through looking at planning and pupils' work. The science co-ordinator has observed teaching, as has the headteacher in his role as physical education co-ordinator. To develop physical education, the headteacher has given a demonstration gymnastics lesson for staff and has taken lessons for individual teachers to observe good practice. The design and technology co-ordinator has established a photographic record of completed work to show teachers the standards expected. In contrast, there is no adequate co-ordination of art and design throughout the school other than in relation to resources and the provision of informal advice. There is no checking of the quality of teaching and learning in art and design. Satisfactory progress has been made in rectifying weaknesses in the effectiveness of co-ordinators identified at the last inspection, except in art and design.
58. The management of special educational needs is poor. The headteacher and special educational needs co-ordinator, who have both been in post for two years, inherited a chaotic system with no

supporting documentation for pupils on the register. Two years later there is still not one individual education plan that meets requirements and no formal reviews of progress take place. The co-ordinator, who teaches in the nursery, does not have sufficient knowledge of the Code of Practice or of the needs of pupils at Key Stage 2 to be able to put together a coherent teaching and learning programme for each pupil and to monitor progress. No time is allocated for this important position. She has attended a training course, but this was clearly intended for schools who understand what documentation is required and who know how to manage basic provision. Neither the co-ordinator nor the headteacher have recognised the importance of keeping detailed and accurate records, or of working with teachers, parents and the local education authority to provide the best possible education for these pupils. This is a significant weakness.

59. The involvement of the governing body in shaping the direction of the school and holding it to account for the quality of its work is satisfactory, overall. Like the senior management team, the governing body has not been aware of the weaknesses in the provision for pupils with special educational needs. While a nominated governor meets regularly with the special educational needs co-ordinator, the checking of this area by the governing body is unsatisfactory. Governors have a satisfactory awareness of the standards the school achieves and how they compare with those achieved by other schools. They gain wider information from a variety of sources, including reports from the headteacher and presentations from co-ordinators. While satisfactorily informed, overall, there are too few focused visits on matters such as the curriculum and too great a reliance on information provided by the headteacher. The headteacher's reports to governors are very comprehensive, but too subjective to give governors the necessary information on which to base judgements. Some governors, including the new chair, are aware of the need to ask searching questions and to be more independent in checking the quality of the school's provision so as to hold it to account more fully. The school has made satisfactory progress in addressing a key issue of the last inspection which required the school to develop the strategic role of the governing body, although further work is still required.
60. The procedures for school development planning are satisfactory. There is a good level of involvement of staff, especially through their roles as co-ordinators as they draw up plans for their subjects. Progress towards identified priorities is monitored by the senior management team and also by co-ordinators, as determined by a cycle of monitoring of subjects. There is less involvement of governors as they are not involved before the plan reaches a draft form, although they then have the opportunity to make suggestions. The development plan itself, while satisfactorily identifying priorities for development, does not always link developments well enough with the measurable raising of standards. A key issue from the last inspection was that the school should establish strategies for evaluating the effects of developments on standards. Progress on this key issue has been unsatisfactory. While the impact of booster classes has been evaluated, for example, the effect of developments on special educational needs provision has not.
61. The school has sound procedures for ensuring that the financial resources available to it are used appropriately to support pupils' learning. The specific funds element of the school's finances and other additional funding, is well targeted. There is satisfactory identification of priorities for spending, related to improving the quality of education and raising standards. Budget setting, monitoring and general administration procedures are satisfactory with some good features. There is an increasing involvement of governors in financial decision making, including a willingness to take unpalatable action, as when having to implement a mixed age class because of financial constraints. Careful budget planning and control, effectively implemented by the headteacher very ably supported by the school secretary, quickly enabled the school to move back to single age classes. The school secretary has a very good appreciation of her role and responsibilities, which she performs well, providing very effective support to the school community. The very recent auditor's report of October 2000 was complimentary, concluding that 'the school maintains a good standard of administration over most of its systems and operations'. The few minor weaknesses identified have been addressed effectively by the school.
62. Governors are aware of the need to obtain value for money and have good procedures for ensuring that best financial value is obtained when purchasing products or services. They have a satisfactory understanding of the wider principles of best value in the use of the school's

resources. The school makes satisfactory use of new technology. In addition to the support of administration activities, where computerised systems are used well, the school has recently taken delivery of the equipment for its new computer room and is moving positively to use of the Internet.

63. The school is satisfactorily staffed. There are sufficient teachers to meet the needs of the curriculum, with a mix of age and experience among the staff. The number of support staff is less than necessary to properly support the needs of all pupils in the school, especially those with special educational needs, who are not well supported. The support staff that are available, work closely with class teachers and are effectively deployed.
64. The quality and range of accommodation are satisfactory. There have been some recent improvements, including the provision of a specialist computer room. The school provides a clean and safe environment in which learning can take place, although some areas have an untidy appearance. Internally, classrooms are of reasonable size and provide adequate facilities for the effective delivery of the curriculum. The open plan organisation makes access to some teaching areas inconvenient and causes distraction to pupils' learning. Teachers make good use of the accommodation available, but in many areas, including the hall, opportunities are missed to encourage pupils' learning by the provision of stimulating wall displays, using the pupils' own work. Library facilities are very restricted. Externally, the facilities are satisfactory. There is adequate playground space for the size of the school. Grassed areas are extensive and well maintained. Arrangements for reception children to play outdoors with large equipment such as wheeled toys are very limited. This restricts the opportunities for their learning.
65. Resources, overall, are satisfactory in all areas except those for supporting pupils with special educational needs. In particular, there is a shortage of suitable books to interest older pupils with reading difficulties. There are some deficiencies in provision in the reception class, but plans are in hand to rectify these. There is a limited range of books for teaching English and central library resources are small. There are too few computer programs to support the development of pupils' information and communication technology skills across the subjects of the curriculum.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to maintain the strengths of the school and to rectify the weaknesses, the governing body, headteacher and staff should:

- a) Improve the provision for pupils with special educational needs by:
 - ensuring that they are identified quickly through the observations of teachers and the use of assessment information;
 - adhering to the Code of Practice requirements by keeping an effective register of pupils with special educational needs, keeping clear well organised files on individual pupils, so that the progress of pupils on the register can be checked and reviews of provision made, with parents involved in the reviews;
 - setting targets for improvement based on a thorough assessment of need, and providing work and support that is well matched to these targets, so that pupils can make effective progress; and
 - ensuring that the governing body and senior management team check the quality of provision in this area, especially the movement of pupils on the special educational needs register.

(Paragraphs 12, 24, 25, 32, 33, 40, 42, 44, 45, 54, 58, 59, 88, 97, 99, 120)
- b) Raise standards in information and communication technology at the age of eleven by:
 - ensuring that the new computer room becomes fully operational as soon as possible and that it

is used well;

- increasing the use of computers in other subjects such as for editing writing for style and content in English, entering and interpreting data in mathematics, researching topics in geography and history; and
- providing further training and support for staff to increase their confidence and expertise in teaching information and communication technology.

(Paragraphs 11, 20, 26, 30, 65, 89, 98, 115, 121, 126, 127, 129, 130, 132)

- c) Improve boys' achievement at the age of seven in reading, writing and mathematics by being aware of the need to rectify their lower attainment from the start of their time in the nursery and then throughout the rest of their experiences in the reception class and Key Stage 1. Continually analyse performance by gender.

(Paragraphs 2, 82, 91)

- d) Develop a system for recording what pupils know, understand and can do in art and design, music and physical education. Use the information gained in planning work and adjusting the curriculum where necessary.

(Paragraphs 47, 111, 137, 143)

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

- marking does not provide pupils with sufficient guidance on how to improve their work or require them to reflect on its quality;

(Paragraphs 26, 88, 97, 120)

- the structure of the Literacy Hour as implemented by the school is limiting the effectiveness of some lessons, such as in the abrupt move from work on a text to 'word level' work;

(Paragraphs 30, 89)

- children in the reception class do not have sufficient access to outdoor play with large equipment such as wheeled toys;

(Paragraphs 64, 78)

- there are too few support staff to meet the needs of all pupils, especially those with special educational needs.

(Paragraph 25, 63)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	41
Number of discussions with staff, governors, other adults and pupils	36

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	24	37	29	10	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	29	188
Number of full-time pupils eligible for free school meals	8	30

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	4	33

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	14

Attendance

Authorised absence

	%
School data	5.9
National comparative data	5.4

Unauthorised absence

	%
School data	0.3
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

The attendance figures are for the school year 1998 – 1999. Attendance within the school improved in 1999 – 2000, although no national comparative data is available for this period.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	15	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	13	15
	Girls	13	13	13
	Total	26	26	28
Percentage of pupils at NC level 2 or above	School	93 (78)	93 (78)	100 (81)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	15	13
	Girls	13	13	13
	Total	26	28	26
Percentage of pupils at NC level 2 or above	School	93 (78)	100 (74)	93 (81)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	8	19

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	7	8
	Girls	17	17	17
	Total	22	24	25
Percentage of pupils at NC level 4 or above	School	81 (71)	89 (75)	93 (75)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	7	6
	Girls	17	17	17
	Total	22	24	23
Percentage of pupils at NC level 4 or above	School	81 (71)	89 (75)	85 (71)
	National	70 (68)	72 (69)	79 (75)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	2
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	185
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	23.5
Average class size	26.9

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	47.25

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	29

Total number of education support staff	1
Total aggregate hours worked per week	32

Number of pupils per FTE adult	14.5
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FTE means full-time equivalent.

Financial information

Financial year	1999
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	£
Total income	348,955
Total expenditure	348,320
Expenditure per pupil	1,651
Balance brought forward from previous year	4,735
Balance carried forward to next year	5,370

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

217

Number of questionnaires returned

81

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	28	1	0	0
My child is making good progress in school.	58	37	2	1	1
Behaviour in the school is good.	62	36	1	0	1
My child gets the right amount of work to do at home.	30	48	12	1	7
The teaching is good.	67	32	1	0	0
I am kept well informed about how my child is getting on.	52	37	9	1	1
I would feel comfortable about approaching the school with questions or a problem.	80	19	0	1	0
The school expects my child to work hard and achieve his or her best.	73	27	0	0	0
The school works closely with parents.	58	32	5	1	4
The school is well led and managed.	74	25	0	1	0
The school is helping my child become mature and responsible.	64	31	1	0	4
The school provides an interesting range of activities outside lessons.	52	33	6	1	7

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

66. Children enter the nursery in the September of the school year in which their fourth birthday falls. They attend part-time for the first three weeks, then becoming full-time. Children transfer to the reception class a year later. Four children are identified as having special educational needs in the nursery, but none in the reception class.
67. On entry to the nursery, children's attainment is below average. This is particularly evident in the areas of communication, language and literacy, mathematical development and children's knowledge and understanding of the world. Many children have immature speech. While in the nursery, children make good gains in all areas of learning. As a result, they enter the reception year with average achievement, although standards in personal, social and emotional development are higher. On entry to the nursery, children handle books correctly, have the expected early writing skills and listen well. Quite a few children still have immature speech, which slows their communication. They have good skills in recognising shapes, count satisfactorily, but have limited problem solving skills. While in the reception class, progress is maintained so that, by the end of the Foundation Stage, most children meet the Early Learning Goals for this age group and a few exceed them.

Personal, social and emotional development

68. By the end of the Foundation Stage, most children meet the standards of the Early Learning Goals for this area and many exceed them. They have good relationships with each other and with adults. They share resources well when working in groups, passing materials such as paper or dough to each other. Children respect the need for quiet and the reflective thoughts of other children during prayer time. Their understanding of the difference between right and wrong is good. They show this in a range of situations such as when handling materials, visiting the toilet and going out to play. When changing for physical education or using the computer, children show a good level of independence. Most concentrate well and persevere, such as when trying to make a cube shape from dough.
69. The quality of teaching and learning in this area is good in both the nursery and reception classes. Teachers and support staff work very well together, providing good role models for promoting respect and consideration for each other. Teachers have high expectations of pupils' learning routines and reinforce necessary rules, so that children achieve high standards in following instructions. As a result, children tidy away and become independent in making choices about an activity. Children are secure in their understanding of what is expected, because teachers manage them well. They give clear guidance and instructions and use praise effectively. This helps children build a sense of self-esteem and responsibility in both classes, such as when they return from outside play in the nursery or put away number equipment in the reception class.

Communication, language and literacy

70. Most children achieve the Early Learning Goals by the end of the Foundation Stage and a few exceed them. Those with higher achievement write simple sentences on their own and read simple sentences in books. All children are competent in using language to ask questions of adults when needing help or when working or playing together. Although many play individually alongside each other, they negotiate successfully through spoken language. They decide, for example, who will control the mouse on the computer when working together. Immaturity of speech sometimes makes understanding difficult, but children try hard to communicate meaning through talk. They are developing strong listening skills in relation to the standards expected by the end of the Foundation Stage. Children show a love of books and handle them carefully. They name

characters and have some idea of the development of a story. They successfully retell stories from the reading scheme. Higher attaining children read the names of characters and know the relationship between families in the stories. Children write their names independently, know some letter sounds and form letters and words to the standard expected by the time they leave the reception class.

71. The quality of teaching and learning is good in the nursery and satisfactory in the reception class. Good teaching is evident when nursery staff introduce and read the 'book of the week' or become involved in role play in the home corner. Well focused questions extend children's imaginative thinking and push them to develop vocabulary. Good management of children in the reception class provides effective opportunities for children to practise and improve their speaking and listening skills. This happens, for example, when they talk about rhyme, or their half-term holiday adventures. Planned, focused activities ensure that all children make good progress in the nursery in recognising their name in print and in trying to trace it. Other writing is effectively planned for in the 'writing area', giving opportunity for children to behave as writers and make lists or drawings.
72. Reception class children make satisfactory gains in the understanding of rhyme through listening and joining in with sounds in a literacy lesson. Due to limited facilities, this is not extended or reinforced through the use of a tape player. Good use of praise for achievement encourages more children to want to develop skills in reading and writing in the reception class. Although there are opportunities for children to negotiate roles in the home corner, there is no adult intervention, such as that in the nursery, to promote the development of language. As a result, some opportunities for the development of children's speaking and listening skills are lost. An effectively planned range of activities helps promote the children's learning of a new letter, such as 'q', and reinforces previous learning of other letters. Children with special educational needs or immature language are sensitively guided to achieve correct words.

Mathematical development

73. Most children reach the standards of the Early Learning Goals by the end of the Foundation Stage and a few exceed them. Higher attaining children mentally add together two numbers, count to 50 and write the addition of two numbers to 10. Most children count to 30, back from 20 and know that five comes between four and six. They work with numbers to five confidently and recognise many higher numbers on a number line or in the environment. They know that adding to a basket of fruit will make more and taking some away will be less than was started with. Children have a good understanding of solid shapes. They name a sphere, cube, cone and cylinder and know how many faces or corners each has.
74. Teaching and learning is good in the nursery and satisfactory in the reception class. Skills in counting are promoted well in practical situations, such as the sorting of coloured objects. The singing of number rhymes also encourages the development of counting skills in the nursery. A brisk pace of teaching in counting, well focused questions matched to children's differing needs, support good learning in mental mathematics in the reception class. Satisfactory development of the language of shape is managed by pupils being given opportunities to play games with large and small shapes, fitting shapes together and moulding three-dimensional shapes from dough. Children are not grouped by prior attainment for any focused learning in the reception class. While children with special educational needs are helped to succeed in counting, and higher attaining children are challenged with questions, there is no provision of more challenging work for the brightest children in practical activities.

Knowledge and understanding of the world

75. By the end of the Foundation Stage, most pupils achieve the Early Learning Goals in this area. They use their senses to examine how things feel, look or sound. They know that sweet sugary foods are bad for teeth and that a range of food is needed for healthy bodies. Using construction toys or bricks, they build a town representing the area in which they live. They also join boxes to represent buildings and discuss the correct positions and shapes for the task. They have a good awareness of the buildings they pass on the way to school. Children know how to get from their classroom to the office in order to take the register to the secretary. When operating the

computer, children are independent in using the mouse and in controlling what is happening on the screen, such as the movement of building bricks. They know about the past through their own growth from babyhood. They are aware of events which affect their families, often linked to the church to which they belong.

76. In the nursery, the quality of teaching and learning is good. It is satisfactory in the reception class. Nursery staff plan for a good range of opportunities, which promote children's use of their senses and provide opportunities for them to investigate how things work. They look at how things are joined together and are encouraged to explore the wider world through toys or natural objects. An example of this is when children learn how to join with glue and build with construction equipment to create a mini zoo while talking about the animals. In the outside environment, children are encouraged to look around them, while seeing the limitations and possibilities of how wheeled toys work. The provision of paint brushes, building materials, a telephone box and well timed teacher intervention helps children explore the world around them and make good gains in their learning. In the reception class, effective use is made of experiences such as a visit to the 'Life Education Bus' to encourage children to gain an understanding of food that keeps us healthy. The teacher's secure knowledge of the local environment promotes effective discussion, which allows children to consider what they like about the environment, such as "the post office because it sells nice things," or what they don't like, for example "litter on the pavement or road". Through such opportunities, children become more critically aware of the world in which we live. During the inspection, one lesson was unsatisfactory in the reception class because instructions to children were not clear enough and were too difficult for them to understand. This resulted in wasted time for learning.

Physical development

77. Most children's physical development is at the level expected by the end of the Foundation Stage. Children move with confidence, use space well and do not bump into each other. During physical education lessons, they balance on different body parts with some skill and jump and land quietly. A few jump in different directions. They match actions to rhythms in songs, keeping time well and showing the expected co-ordination. Children handle crayons, pencils, paint brushes and tools for dough with the expected skill and hand and eye co-ordination.
78. The quality of teaching in both the nursery and reception classes is good. Teachers have high expectations of what children are capable of achieving. Good questioning and interaction with children promotes enhanced skills in these areas. Children in the nursery make good gains in the use of wheeled toys by pushing, pulling and riding on them in an increasingly safe way. They are becoming aware of the needs of others in the space around them and taking turns through careful guidance and management of the sessions. Children in the reception class currently miss out on this opportunity for play because they have very limited access to wheeled toys. This limits their opportunities for physical development and imaginative play. Nevertheless, physical education lessons in the hall provide children with good teaching, which enables them to make good progress in controlling their bodies when moving about and learning movements such as 'bunny jumps'. Nursery staff provide good guided instructions in mark making and the use of tools. As a result, children make good gains in manipulative skills, using equipment safely. Reception staff build on this well, so that children demonstrate confidence, safety and responsibility in the use and care of tools.

Creative development

79. By the end of the Foundation Stage, most children achieve the Early Learning Goals in this area. They explore rhythms and sound through well developed singing of songs and rhymes, but they are less familiar with rhythm through the use of a range of instruments. They compare patterns on miniature zoo animals. They are also aware of pattern when fitting together shapes and recognise repeating patterns made by flat or solid shapes. They comment on how dough which has gone dry feels, compared with when it is moist. Through the use of paint, children know that colours put on top of each other blend together to make a different colour. When playing in the home corner they use imagination to plan a party, do the shopping and look after the baby.

80. The quality of teaching and learning is good in the nursery and satisfactory in the reception class. A wide range of opportunities for using and exploring paint is provided in the nursery. Children are encouraged to use different sized papers and a good variety of tools with which to apply the paint. This results in the children learning much about the quality of paint as well as about colour and being independent in making choices about tools. Children are already showing responsibility and independence in this area because of the teacher's expectations and good guidance enables them to hang up their paintings with pegs. Singing times are used well to promote awareness of rhythm. Imaginative role play is well developed, with children achieving new learning in playing together in the home corner as they set the table and develop new vocabulary for food. Planning for imaginative opportunities is good, with use of sand and water, construction equipment and toy animals, as well as a range of other interesting floor and table activities. Reception staff build satisfactorily on the skills developed in the nursery. They promote thought about how to use boxes to make a model, extend styles of singing, discuss textures and develop role play such as on a healthy food topic. At the time of the inspection, they were limited in the area of sand and water because new equipment had not arrived.

ENGLISH

81. Pupils' performance in the end of Key Stage 2 National Curriculum tests in 2000 was above the national average. It was also above average when compared with the results achieved by schools with pupils from similar backgrounds. Results were above average, because the percentage of pupils reaching the level above that expected of most eleven year olds was higher than that found nationally, even though the percentage reaching at least the level expected was no better than average. These standards are similar to those found at the last inspection. In the intervening period, over the three years from 1997 to 1999, standards fell steadily in contrast to the national picture, rising only in 2000. Girls do better than boys in the tests, although the 2000 results show that the gap between the boys and girls has decreased as they have moved up through the key stage.
82. In the end of Key Stage 1 tests in 2000, pupils' performance in reading was above the national average and, in writing, it was well above the national average. Reading standards were above average and writing standards well above average, when the results are compared with those achieved by schools with pupils from similar backgrounds. Pupils' results in reading were above average because the percentage reaching at least the level expected of most seven year olds was well above the national average, although the percentage reaching the higher level was no better than average. In writing, standards were well above average because the percentage reaching the higher level was well above the national average, as well as an above average percentage reaching at least the expected level. These standards are similar to those found at the last inspection in reading, although in writing they are much better. There has been significant year on year fluctuation in reading standards since the last inspection. Standards in writing rose in 1997 after the last inspection and then fell steadily, only rising again in 2000. Girls are doing much better than boys in reading and writing, and are more than a year ahead of the boys in the standards they achieve.
83. The evidence from the inspection of pupils' school work shows that the standards achieved by pupils currently in Year 6 are above average, maintaining the improvement seen in 2000. In Year 2, standards are average. The improvement in Key Stage 2 standards and, in writing, at Key Stage 1, is in part due to the National Literacy Strategy having become established in the school. The lower standards in 1999 at both key stages were also attributable to factors specific to the year groups concerned. In Year 6, there was a higher than usual percentage of pupils identified as having special educational needs. About a third of pupils who were in Year 2 then, are now on the school's register of special educational needs.
84. By the end of Key Stage 1, speaking standards are similar to those expected nationally, although listening standards are better. Standards of speaking and listening are above average at the end of Key Stage 2. Pupils at the end of Key Stage 1 listen very attentively to the teacher and to each other, for example taking careful note of how to read expressively. They answer questions clearly,

such as about the punctuation in a text and clearly explain techniques used to make a collage in art. By the end of Key Stage 2, pupils participate confidently in discussion, such as about their experiences of school or about their choices of reading material, and adapt their speech according to the occasion. They listen carefully and critically to others and take turns in conversation.

85. Reading standards are average at the end of Key Stage 1 and are above average by the end of Key Stage 2. Many pupils at the end of Key Stage 1 read confidently and with the expected level of expression and understanding. They are reasonably competent in using phonic clues, putting together letter sounds to help them with unfamiliar words. A few higher attaining pupils also split up words when necessary, use the pictures to check the context, are very fluent and observe punctuation well when reading aloud. They have a good grasp of the story and predict what might happen next. Lower attaining pupils need a good deal of adult support to use phonic clues. By the end of Key Stage 2, pupils read a good selection of fiction books and many have favourite authors. Their reading comprehension is good and this is seen in their discussion of the themes and relationships in *Macbeth*. One pupil, for example, observed that 'Macbeth must have been petrified with his wife driving him on'. Pupils have good dictionary skills, although their use of books for research is no better than expected for their age.
86. At the end of Key Stage 1, pupils' attainment in writing is as expected nationally. By the end of Key Stage 2, it is of a higher standard than is often found by the age of eleven. Pupils at the end of Key Stage 1 write for the expected range of purposes, including acrostic poems about crocodiles and their own versions of stories the class has read together. Most pupils write a series of linked sentences, using simple punctuation accurately. Higher attaining pupils select words with good awareness of effect, for example describing a monster as having 'sharp horns' and being 'scary'. Spelling standards are satisfactory, with higher attaining pupils making good attempts at spelling words such as 'wizard'. Handwriting is neat and evenly formed, with many joining their letters. By the end of Key Stage 2, many pupils write at good length, producing stories, accounts of events and descriptions. Many are successful in gaining the reader's interest through their use of language as, for example, they write in role as a poacher going into the woods at night. They plan and draft their writing well, editing it for punctuation and spelling. They are less effective in editing their writing for style and content. Handwriting is a neat cursive script.
87. The overall quality of teaching and learning is satisfactory at both key stages, showing a similar picture to that found at the last inspection. In Years 2 and 6, teaching is good, resulting in pupils making effective gains in their learning. During the inspection, very good lessons were seen in both these year groups. An unsatisfactory lesson was seen in Year 5, although the work in pupils' books indicates that teaching is usually satisfactory in this class. In very good lessons, in Years 2 and 6, teachers are very clear about what they want pupils to learn and have high expectations of the standards that all pupils are capable of attaining. This, together with their own good subject knowledge, ensures that they are responsive to pupils' needs, intervening in their work, where necessary, to move them on in their learning. In a Year 2 lesson, the teacher quickly identified that many pupils were struggling in applying their new knowledge of commas. She gave the support necessary to ensure that they could be successful. As a result, pupils were then able to transfer understanding developed through the completion of exercises to their own imaginative writing. In a Year 6 lesson, the teacher used props such as a pretend bloody dagger and a strong sleeping potion to check and reinforce pupils' understanding of the main events in *Macbeth*. Questioning and commentary from the teacher injected tension as she pushed the pupils to a deeper understanding of the text. The strong presentation very effectively engaged the interest of all pupils, including the boys, as the powerful imagery of the play was explored. Pupils' response to the teaching in Years 2 and 6 is very good and they work with a high level of concentration.
88. In other effective teaching, the teacher relentlessly pursues clearly identified learning goals. This was seen in a Year 3 lesson in which pupils were learning to take notes from a non-fiction text. The teacher constantly reinforced what was expected and frequently checked the pupils' understanding. As a result, all pupils made satisfactory gains in their learning. The emphasis on ensuring that the whole class moved ahead together did, however, prevent the higher attaining pupils from learning at a quicker pace. All teachers plan their lessons satisfactorily, have sufficient subject knowledge and give clear explanations. In the unsatisfactory lesson seen, the presentation

lacked sparkle and much of the content did not motivate pupils. As a result, they did not work with any sense of urgency, many showed little interest and a few yawned and fidgeted during the whole class parts of the lesson. The greatest weakness in this lesson was that the work for pupils with special educational needs was unsuitable, serving to occupy them rather than support their learning. Furthermore, one pupil was unable to do the work and received no support. Throughout the school, work is marked regularly, but marking does not contribute sufficiently to pupils' learning by requiring them to think more deeply about what they have written or read. Overall, teachers are not sufficiently supporting pupils with special educational needs at Key Stage 2 and this results in them making unsatisfactory progress over time.

89. The co-ordinator provides clear direction for English. When the National Literacy Strategy was introduced, she was very active in developing the understanding of the staff. As Year 6 teacher, she is a good role model for effective teaching, also working closely with the Key Stage 1 co-ordinator. The checking of teaching and learning is satisfactory. The school is making effective use of the National Literacy Strategy, although the structure of the Literacy Hour, as implemented by the school, limits the extent to which imaginative work can be developed. This occurs when work on a text concludes abruptly, so that the next activity can begin. Assessment of pupils' learning is satisfactory, overall, with the results of tests analysed to see which pupils need extra help, but there is insufficient recording of the level at which individual pupils are working at other times. This limits the use of the assessment information in supporting planning and adapting the curriculum, should it be necessary. In particular, it restricts the learning of pupils with special educational needs. This is most marked at Key Stage 2. As at the last inspection, there is too little use of information and communication technology to support pupils' learning in English, particularly in relation to drafting and editing writing. Literacy standards in other subjects are as expected at Key Stage 1 and they are good in Key Stage 2, except in Year 4 where pupils' results were low in the end of Key Stage 1 tests. Subjects such as geography and history provide satisfactory opportunities for the application and development of literacy skills.

MATHEMATICS

90. Pupils' results in the end of Key Stage 2 National Curriculum Tests in 2000 were well above the national average. They were also well above average when compared with the results achieved by schools with pupils from similar backgrounds. Standards were high because the percentage of pupils reaching the level above that expected of most eleven year olds was well above the national average. The same was true of the percentage reaching at least the level expected. These standards are similar to those achieved in 1996, the school year of the last inspection. There is no difference in the attainment of boys and girls in the 2000 tests.
91. In the National Curriculum tests at the end of Key Stage 1 in 2000, pupils' results were well above the national average. Pupils' performance was also well above average when compared with the results achieved by schools with pupils from similar backgrounds. Standards were high, because, not only did all pupils reach at least the level expected of most seven year olds, but the percentage reaching a higher level was well above the national average. These results represent a very good improvement since 1996 when standards were well below the national average. Girls achieve more highly than boys. The good standards at the end of both key stages are a direct result of the successful introduction of the National Numeracy Strategy. In particular, the emphasis on mental arithmetic and discussion, using correct mathematical language, is leading to higher standards.
92. This year, the evidence from the inspection of pupils' school work shows standards in Years 2 and 6 as above average in the early part of the school year. The lower standards than shown in the 2000 tests are due to variations in year groups of pupils rather than a consequence of any change in the school's provision. These pupils, at the end of both key stages, are currently making good progress because of teaching that engenders very positive attitudes and gives pupils a high level of challenge in all aspects of the subject.
93. By the end of Key Stage 1, most pupils count confidently to 100 in steps of two, five and 10 and have a secure understanding of place value to 100. When using 'number fans' containing the

numbers zero to nine, almost all pupils confidently display numbers such as 75 with the digits in the correct order. They complete grids accurately with missing numbers to 100. Higher attaining pupils understand place value to 1000. Lower attaining pupils are confident in identifying and working with numbers to 50. Pupils have strong mental arithmetic skills and also see themselves as mathematicians. This is seen when they pose questions and give clues to a friend to help them identify key properties of a selected shape, such as a hexagon or rectangle. Pupils solve problems related to shape, space and measurement at a level above that expected for their age, showing independence and originality in their thinking.

94. By the end of Key Stage 2, most pupils work confidently with very large numbers. They understand the link between equivalent fractions, percentages and decimals. They have good skills in mental arithmetic, demonstrated during the inspection in decimals, with most pupils accurately adding numbers to two decimal places in their heads. All pupils have a good understanding of probability. They very competently work in pairs to devise strategies to invent and test fair and unfair games and to find effective ways of recording their findings. In discussion, they quickly appreciate the problems that other groups have encountered and offer solutions. A group of higher attaining pupils were seen to follow instructions carefully as they learned to use a computer spreadsheet to display their findings. Standards in space, shape and measurement are good.
95. The overall quality of teaching and learning is satisfactory at Key Stage 1 and it is good in Year 2. Teaching and learning are good, overall, at Key Stage 2. This is similar to the picture found at the last inspection. Very good teaching was observed during the inspection in Years 2, 5 and 6. In all these lessons, teaching was lively and enthusiastic and engaged the pupils in investigative work in pairs. This enabled them to share ideas and produce their own solutions. Tasks were all related to a common theme, leading to a lively final session where all pupils shared their findings and looked for similar patterns in their results. All activities were practical and based on easily understood challenges. Resources were well chosen, such as whiteboards and shapes for Year 2, calculators in Year 5 and dice, cards and computers in Year 6. The activities followed a slick mental session and there were shared high expectations that the tasks would be completed by the end of the lesson, requiring the pupils to put in maximum effort. In these lessons, pupils with special educational needs are given tasks at the right level, are supported well and make good progress. All pupils work hard and enjoy these lessons, with the response of the pupils in the Year 2 lesson being excellent.
96. One lesson in Year 1 was observed where teaching was unsatisfactory. A temporary teacher, who had not previously taught such young pupils, took this lesson. Pupils were confused when their enthusiasm to call out the answer was mistaken for deliberate naughtiness and they were reprimanded, even though they had given the correct answer. The teacher did not follow her planning for the lesson and, because there were weaknesses in explaining what was required, pupils did not fully understand what they were expected to do. Not enough was learned in the lesson, most notably by pupils with special educational needs.
97. All teachers use the structure of the National Numeracy Strategy effectively to promote learning. Some teachers are better than others, however, at maintaining a brisk pace and involving and enthusing pupils of all capabilities by skilful questioning and a varied content. Class work is organised at different levels and this is generally successful, although there is evidence from the work in pupils' books and some lesson observations, that much of the work is too hard for pupils with a high level of special educational need. In a lesson in Year 4 about the properties of three-dimensional shapes, the language and concepts were much too advanced for these pupils, who learned little from the lesson and distracted other pupils by becoming restless. Where the capable classroom assistant is timetabled to support pupils with special educational needs, by talking to them quietly to explain what the class teacher is saying, the pupils maintain interest and their learning is satisfactory. Unfortunately, there is too little support in many lessons for these pupils to become confident or interested in learning and they are falling further and further behind their contemporaries in knowledge and understanding. In most lessons, higher attaining pupils are well challenged and have many opportunities to use their knowledge to solve problems and suggest solutions. Teachers mark books regularly and neat working and correct answers are

praised, but there are few examples of comments that help pupils to improve their mathematical skills. Suitable homework is set regularly.

98. Information and communication technology is underused in mathematics throughout the school. The only time that computers were used in mathematics lessons during the inspection was in Year 6 to generate graphs to support work on the topic of probability. There are very few examples in pupils' books of work where computers have been used to create a range of graphs. Other applications frequently seen in schools, such as generating number patterns or programming a screen turtle to create shapes on the screen, were not seen in books or on wall displays. The use of numeracy to support work in other subjects is not strong, with only a few examples seen during the inspection. Where numeracy skills are applied in other subjects, standards are good, overall, but only satisfactory in Year 1. They are also weaker in Year 4, the year group whose performance was low in the end of Key Stage 1 tests in 1999.
99. There has been a good improvement in the management of mathematics since the last inspection and the subject is now well managed. This has contributed much to the raising of standards at both key stages. A new co-ordinator has been in post since the beginning of term and she is working very closely with the headteacher who has been responsible for introducing new initiatives and checking progress during the last two years. Teachers have been well trained in the requirements of the National Numeracy Strategy. The headteacher has observed teaching in all classes and his comments have been perceptive and supportive, clearly raising standards of teaching and learning. 'Book looks' help the co-ordinator to monitor the content and presentation of written work. Annual tests have enabled progress through the National Curriculum levels to be monitored, for all except the pupils with a high level of special educational need. For these pupils, the whole school recording systems are not relevant and a system to record smaller steps in learning is urgently needed to prevent work being set that is too difficult. The results of the national tests at ages seven and eleven have been analysed to see where teaching can be improved. Effective action is then taken, such as when last year's Year 6 pupils were split into three groups for a few weeks. This was to allow them to have focused teaching to meet identified gaps or weaknesses in their knowledge and skills.

SCIENCE

100. Pupils' results in the end of Key Stage 2 National Curriculum tests in 2000 were well above the national average. They were also well above average when compared with the results achieved by schools with pupils from similar backgrounds. The results were high because the percentage of pupils reaching the level above that expected of most eleven year olds was well above the national average. These standards are similar to those of 1996, the school year in which the last inspection took place, although standards have not been consistently high in the intervening years. There was no difference in the performance of boys and girls in 2000. Teachers assessed pupils as being broadly average in the standards they achieved at the end of Key Stage 1. This year, the evidence from the inspection of pupils' school work shows the standards of pupils presently in Years 2 and 6 as above average. The lower standards than in 2000 at the end of Key Stage 2 are not due to any change in the school's provision, but due to variations in year groups of pupils. It is noted that these pupils, now at the start of the school year, are making good progress.
101. By the end of Key Stage 1, pupils recognise and name a skeleton, external body parts and internal organs. They understand the functions of the heart and lungs and the effect food has on the body for health and growth. They ably sort real food into health and energy giving categories and record pictures of food on a pie chart. Pupils of higher attainment show independence in recording their work. Pupils understand the sequence of plant growth and name the parts of a daffodil. They are familiar with the life cycle of a butterfly and frog, using their own pictures and comments for explanation. By using their senses, they describe a range of materials and their properties. They know that pushes and pulls are forces exerted on an object that affect its movement. They have a good awareness of electricity and the part it plays in the home.
102. By the end of Key Stage 2, pupils have a good understanding, gained through much practical investigation, of how forces affect weight in air and water. They have a clear understanding of how

pushes and pulls and friction affect movement. They use scientific words with understanding, such as 'up-thrust' on a floating object and 'gravity' when discussing the balance needed to change the rate of fall of an object. They record measurements accurately in a computer program and draw conclusions from it when using a model home-made helicopter. When planning an investigation, they predict what factors may stay the same and what will change. Standards in experimental and investigative science are particularly strong. Pupils are fully aware of safety considerations when planning experiments. Where it is relevant, pupils present statistics in a mathematical graph or table to a good standard. Pupils have a good knowledge of life processes and living things and of physical phenomena.

103. The quality of teaching and learning is satisfactory, overall, in Key Stage 1 and it is good in Year 2. It is good throughout Key Stage 2, which is an improvement since the last inspection. Teaching in Year 2 is lively and enthusiastic and there are high expectations of the standards all pupils are capable of attaining. Interesting resources are used to catch pupils' attention, such as unusual vegetables that they have not seen before for work on food and diet. This challenges their thinking and requires them to test their knowledge. As a result, pupils are eager to ask and answer questions on food that may or may not be healthy, developing their knowledge and understanding. Pupils are well managed during practical activities, ensuring that the time is used very well for learning.
104. In Key Stage 2, teaching and learning move at a good pace with a strong element of investigation. This is seen in the analysis of a germination experiment in Year 5 and the attempt in Year 4 to use scientific knowledge of circuits to make a door alarm. Year 6 pupils make good gains in understanding the fairness of a test through being taught well how to plan an experiment, sequence the steps needed and predict its outcome. Help and guidance given to pupils ensures that they make careful observations, record results and question the outcome of the tests to decide if changes are needed. Lessons are well planned and lower attaining pupils, or those with special educational needs, are supported in making good progress in practical work. Support for written work is inconsistent for pupils with special educational needs. Pupils give a good level of concentration to their work because activities are well managed and expectations are clear. This is reflected in their rate of learning in lessons and in the clear presentation of their work in books. Teachers have secure subject knowledge to guide pupils' learning. Resources for practical work are well organised, which results in pupils learning at a good rate in the time available. Teachers ensure that experiments, such as those involving polythene bags or the dropping of a mini parachute, are carried out with full attention to safety.
105. Teachers make regular assessments of pupils' skills, knowledge and understanding. These are used to refine curriculum planning, but information passed to the next teacher is not always sufficiently focused for future planning for individuals. The co-ordinator has a clear overview of the quality of teaching and learning from checking books, teachers' planning and observation of lessons. Changes to planning or content are discussed with her. She has matched the science curriculum to recent national guidelines to ensure curriculum coverage at the right level for each age group. Further development of this is necessary to ensure that it is specific to the school.

ART AND DESIGN

106. Only two lessons were seen during the inspection. One of these, in Year 1, was taken by the headteacher due to staff absence. Other evidence was gained from looking at pupils' sketchbooks and work on display, discussions with pupils and teachers and an analysis of planning. The range of Key Stage 2 work available for scrutiny was limited and restricted the extent to which judgements could be made.
107. Pupils' art work at the end of both key stages is of the standard expected nationally, as it was at the last inspection. By the end of Key Stage 1, pupils are competent in using a variety of materials such as paint, pastels, paper for collage and fabrics and threads for weaving. They observe carefully and record what they see when using pastels for life drawing or papers and fabrics for a collage based on a study of pebbles. Pupils have a good awareness of how papers and fabrics can be twisted, stretched, scrunched or plaited to achieve a textured effect. They have the expected skill in arranging papers and fabrics that they have treated in this way to give an impression of the

surface of a pebble. In observational drawing and painting, such as of a vase of flowers, pupils achieve the expected standard. Pupils are confident in the use of a computer paint program and have a satisfactory awareness of the work of famous artists such as Matisse.

108. By the end of Key Stage 2, pupils have a secure awareness of pattern. They use a variety of materials, such as charcoal, pencil and pastels to observe and record what they see as they draw objects, such as shells, candles or vases. They are competent in using a range of shading techniques. In designing and making headwear for the Pied Piper as part of a poetry project, they show a satisfactory awareness of how fabrics can be decorated with items such as feathers and beads.
109. The overall quality of teaching and learning is satisfactory at Key Stage 1, maintaining the picture at the last inspection. There is some evidence of good teaching in Year 2. In the lesson taken by the headteacher in Year 1, teaching was very good. In this lesson, skilful questioning led pupils to an awareness of how some colours give a cool feel while others give an impression of warmth. Pupils were pushed to find answers for themselves, rather than simply being given information. This ensured that a very good level of understanding was developed. A very effective balance was achieved in this lesson between developing pupils' skills in observing, recording and selecting colours and allowing pupils to work creatively and show an individual response. From a short section of a lesson observed in Year 2, and from discussions with the teacher and pupils, it is clear that techniques are developed well as a result of the teacher's good subject knowledge and focused explanations and instructions.
110. There is insufficient evidence to make a secure overall judgement on the quality of teaching and learning at Key Stage 2. In the one lesson seen, in Year 3, teaching and learning were good. In this lesson, the teacher ensured that all pupils were ready to build on their previous learning by effectively recapping on earlier work. For this purpose, good use was made of an attractive wall display on the theme of pattern. Work completed for homework on the same theme was used well as a starting point for the lesson's practical work. Throughout the lesson, the teacher was very focused on clearly identified learning objectives when teaching the whole class or when supporting individual pupils. These aspects of teaching ensured that pupils made good progress in their understanding of repeating, overlapping and rotating patterns. Furthermore, very good links were made with work in mathematics so that pupils began to develop an awareness of rotational symmetry. As in the Year 1 lesson seen, pupils and resources were well managed so that not a moment was wasted. In Year 3, sketchbooks are used well for exploration. This is not consistent throughout the school, however, and this aspect of teaching is not as good as at the last inspection. The work seen in Year 5 indicates that teaching is satisfactory. There is not enough work in Years 4 and 6 to draw any firm conclusions.
111. The leadership and management of art and design are unsatisfactory. The co-ordinator oversees resources and makes herself available to advise teachers, for example on specific techniques. There is not, however, a clear overview of art and design within the school and insufficient direction is given for its development. There is no checking of the quality of teaching and learning. New national guidance is being implemented by teachers working individually, rather than there being a co-ordinated approach. This is a decline since the last inspection, when there was more of a whole school approach. There are no school procedures for assessment. This means that teachers cannot pass on information on the standards at which pupils are performing when they move on to the next class. More seriously, information from assessment cannot be used to adapt the curriculum when necessary. The weaknesses in the leadership and management of art and design and the lack of a whole school approach to planning and assessment, restrict pupils' learning and the standards they can achieve. Weaknesses in leadership and management were found at the last inspection and the situation has not been rectified.

DESIGN AND TECHNOLOGY

112. During the inspection, it was possible to see pupils involved in design and technology in only one class and that was during a science lesson in Year 4. This was because design and technology projects alternate with art and art was the focus for the first half of the term. A good range of

photographs of artefacts made during the last school year was studied, some written work was seen and pupils were asked questions to assess their knowledge, understanding and skills. Standards of work in design and technology are in line with those expected nationally at the end of both key stages. This is an improvement since the last inspection, when standards were below expectation, especially at Key Stage 2, where the tasks were too simplistic.

113. By the end of Key Stage 1, pupils make pictures with moving parts, vehicles with axles and wheels, model homes and textile puppets. Photographs show displays with clear diagrams and finished artefacts of good quality, in which a suitable variety of materials have been used. Pupils spoken to have a satisfactory knowledge of a range of joining techniques involving glue, sellotape, staples and sewing. They understand the design and making process. They describe how they have changed their designs because, for example, the car bodies they designed were the wrong shape and size to fit on the axles and wheels. They talked about the purpose for making the artefacts and could say whether or not they were proud of the finished product, suggesting improvements that would have made it even more attractive. The weakest area of their knowledge is in evaluating their models in terms of fitness for purpose.
114. By the end of Key Stage 2, pupils have broadened the range of materials investigated to include food, wood, motors and electrical components. Photographs show attractive working fairground models of good quality and original design. Pupils explain how they were taught techniques of cutting and joining wood and then applied these techniques when making musical instruments. They have a clear understanding of the 'design, make and evaluate' process, although, like the younger pupils, making is the strongest element of the three. Written work is of poorer quality than the finished products, and some projects lack a clear definition of the task. Evaluations are weak, for example, after making bread one evaluation read 'it tasted nice'. In discussion, pupils have clear ideas as to whether their garlic bread tasted better than their friend's cheese-flavoured bread, and why, but this critical element was missing from their writing. There is insufficient evidence to judge the quality of teaching and learning of pupils with special educational needs or to make a judgement about their progress.
115. The quality of teaching and learning is satisfactory at both key stages. Teachers follow the school scheme of work, comprising projects selected from a national scheme to give a broad and balanced experience. They appreciate the importance of taking time to teach skills and techniques and to produce a finished artefact of good quality. Teachers have not yet made detailed plans for the lessons in design and technology later this term, but it is clear from the scrutiny of work that some teachers do not sufficiently emphasise the importance of starting with a clear definition of the task and intended outcome. The initial statement might read, for example, 'design and make a musical instrument', rather than 'design and make a musical instrument that can be played in performance with others'. There is also little evidence in the pupils' work of initial research to gain knowledge of similar products or of evaluating finished artefacts at an individual and class level. The use of resources is satisfactory, although there are no computer programs to support work in technology. In the one lesson seen in Year 4, where pupils were using their scientific knowledge to construct an alarm system on a board, pupils worked with very good effort as they followed clear instructions from the teacher and adapted a basic plan to make their product. Pupils received good encouragement to work together as a group and to try out their prototype on cupboards around the room. Safety aspects were emphasised well.
116. Design and technology is well led and managed. The co-ordinator has chosen a suitable curriculum through which pupils can build knowledge and skills. This is a good improvement since the last inspection. She has given support to staff and ensured that relevant resources are available. A good photographic record of finished artefacts has been created so that teachers can see the standards expected. Pupils keep individual record books that have samples of written work from previous years. These, together with the photographs, form the start of an assessment system. In her annual subject review the co-ordinator has highlighted development points in line with the inspection findings, namely to improve the presentation and quality of written work and the depth and range of evaluations. She is looking forward to supporting teachers more directly when she monitors teaching later this year.

GEOGRAPHY

117. Only one lesson was observed during the inspection. Other evidence was gained from looking at teachers' planning and links with geography in other lessons, discussion with teachers and an examination of pupils' work. Standards at the end of both key stages are in line with those expected for pupils of this age.
118. By the end of Key Stage 1, pupils have a satisfactory understanding of where many countries are on a map of the world, as they follow the imaginary situation of a bear on holiday. They identify major cities visited. They have the expected awareness of their own locality and draw plans and maps to represent it. They identify well known landmarks in the vicinity and the kind of houses lived in. Pupils make plans of their classroom. Through stories, they have an understanding of what it means to live in an island home and the kind of restrictions this brings as well as the lifestyle of the people living there. Pupils have used their imagination well to draw an imaginary island, called after themselves, and entered geographical features such as trees, hills, shops, houses and the landing place for a boat.
119. By the end of Key Stage 2, pupils have considered aspects of links with the European Union and the countries it comprises. Through use of a globe and atlas, they identify continents and make an analysis of the areas of the British Isles. They have a clear understanding of the use of geographical terms and interpret a wide range of keys to identify places and features on maps. Pupils have the expected awareness of the use of water for homes, farms, industry and leisure. Their understanding of the use of water in a third world environment is good and was gained when looking at life through the eyes of a child in India. Pupils use weather symbols accurately when looking at patterns in weather and rainfall for a week. Through comparing the area of Manchester with Stanton in Peak, they know that location affects both natural and manmade features. They identify access routes for road journeys and domestic and leisure differences that would occur, as well as land use. Written comparisons, which include their own views on preferences for places to live, make a satisfactory contribution to the development of pupils' literacy skills.
120. On the basis of the evidence available, the quality of teaching and learning is satisfactory, overall, in both key stages. This is similar to the picture of the last inspection. Teachers have a secure knowledge of geography. This underpins their use of a variety of ways of learning, such as direct teaching, video presentation and investigation. Higher attaining pupils have more challenge in their work, but lower attaining pupils, including those with special educational needs, do much the same work as other pupils. The only difference is that they have less writing and more diagrams. Work builds satisfactorily on pupils' prior learning. Pupils in Year 3 build on the map skills of Year 2, for example, by using more complex maps of Britain with keys. Secure teaching on co-ordinates in a mathematics lesson in Year 3 ensured that pupils understood how to identify landmarks, such as a caravan and a car park, on a grid. Pupils in a Year 4 lesson showed enthusiasm for their work on Kenya because they had opportunity to look at a series of video excerpts which had brought to life their investigations. This resulted in their being able to compare the life of a rich and poor child in Kenya, then relate this to their own lives. A good feature of this lesson was the challenging of the stereotype of all people in Africa being poor and living in mud huts. Work is covered at a good pace and opportunities are included for pupils to do independent research from books. Although marking is undertaken regularly, it does not give enough guidance for future work or higher achievement.
121. Teachers assess pupils' knowledge, understanding and skills, which informs overall planning. Assessment information is not passed to the next teacher in enough detail to support individual learning and this is a weakness. The co-ordinator is absent from school and the subject is being overseen by other staff. Geography is due to be reviewed next school year, but, as an interim measure, a recent training day was used to check compliance with new national requirements. There is a lack of computer programs to extend independent research skills. This weakness was identified at the last inspection and too little progress has been made in rectifying it.

HISTORY

122. Only two history lessons were observed. Further evidence was gained from talking with pupils and teachers, looking at work completed and scrutinising teachers' planning. Pupils' work, at the end of both key stages, is of the standard expected nationally at this age. Overall, this is a similar picture to that found at the last inspection.
123. By the end of Key Stage 1, pupils have the expected sense of chronology. They are aware of famous figures from the past such as Guy Fawkes and Florence Nightingale and know how they have influenced present times. They know that life in the past differs from that today and have gained information by using old photographs and newspapers and comparing homes from the past with their own. By using a series of questions such as 'What is it?', 'Who is it?' and 'How do you know?' they have built up an understanding of historical enquiry. They use this to investigate objects from the past.
124. Pupils at the end of Key Stage 2 have a good understanding of the location, lifestyles, beliefs and achievements of the people of Ancient Greece. They compare their own religion with those of the people of Ancient Greece and know about the Gods and Goddesses, such as Zeus and Aphrodite. They understand how Greek theatre worked, with its festivals celebrated by plays and its legacy of tragedy and comedy today. Through activities, such as writing from a personal perspective about the battle of Marathon, they have an insight into what life in the past was like for individuals. Pupils also have a secure understanding of other times in history such as the Victorian period, and Roman and Celtic Britain. Their skills of historical enquiry are as expected.
125. The quality of teaching is satisfactory, overall. This was also the case at the last inspection. During the inspection, good teaching was observed in Years 5 and 6. In these lessons, activities were well planned for investigations. These used information from direct teaching, with books used in Year 6 and research through pictures in Year 5. The effective questioning in Year 6 made good use of pupils' knowledge and extended their understanding while developing their skills in recording historical information. As a result of the challenge in the work set and the teacher's clear expectations, pupils concentrated well and worked hard. Similarly, in a Year 5 lesson, pupils worked well together in groups, while the teacher supported pupils with special educational needs. They raised sensible questions which helped them research the life of Victorian children and school days. They ably contrasted this with life today and were able to give reasons for their conclusions, because of the good guidance and procedures given at each stage of the development of the lesson. Examination of pupils' work indicates that teachers provide for a clear development of historical skills of enquiry, for example with Year 3 building on the skills gained in Year 2. Good management of pupils in practical tasks ensures that they concentrate well and present work neatly. Videos are used well to develop pupils' knowledge and understanding. A Year 3 class recognised that historical events can be viewed from more than one perspective after they watched a video about Boudicca, the Celts and Romans. This linked to a well-planned role play session, which allowed pupils to give their views as a Celt or a Roman.
126. Teachers regularly assess skills and knowledge and use the information gained to adjust planning. This is not precise enough for passing on individual assessments to the next teacher to enable the development of skills to be more accurately focused. The co-ordinator is absent from school and the subject is being overseen by other staff. A recent training day was partly devoted to ensuring a match between the school curriculum for history and new national guidelines. Further review is planned to take place at the end of the school year. The policy has been reviewed, but is in need of rewriting to match recent decisions and to remove obsolete statements. Resources are adequate to meet the needs of the curriculum, but there are too few computer programs for research and the artefact collection is limited.

INFORMATION TECHNOLOGY

127. Standards in information and communication technology are in line with national expectations at the end of Key Stage 1, but they are below national expectations at the end of Key Stage 2.

Standards have improved since the last inspection at Key Stage 1, but they are still too low at Key Stage 2. The number and quality of computers has improved during the last year, contributing to rising standards. Computers for the new computer room arrived during the inspection, the lack of these much needed resources having contributed to the still low standards at the end of Key Stage 2. Pupils and staff are gaining in confidence, although further work is needed. Pupils in Years 5 and 6 who do not have computers at home still have gaps in their learning and their level of knowledge and understanding is too low for their age.

128. By the end of Key Stage 1, all pupils, including those with special educational needs, are confident users of the computer. They enter text on the screen accurately and know how to include capital letters and punctuation. They print their own work. Pupils create pictures on the computer screen by selecting background colours and using the 'brush', 'pencil' and 'spray can' tools with good control of the mouse. They 'paint' vibrant pictures in the style of Matisse with mature observation and skill, experimenting confidently and discussing their work with a partner until they are satisfied with the finished picture. Pupils program a floor robot accurately to follow a predetermined sequence of instructions to travel around obstacles to reach a given point.
129. By the end of Key Stage 2, all pupils have satisfactory skills of entering and editing text. They change the colour, style and size of text with confidence to produce attractively presented 'best' copies of written work. They rarely draft writing directly onto the screen, however, or use the power of the computer to edit and improve the quality of their work. Pupils enter information into a database and know how to produce a range of graphs in mathematics and science, from which they select the most suitable for their purpose. Most pupils know how to load a CD Rom and navigate, using the arrow and back keys to search for information, listen to sound clips or view video extracts. Pupils who have computers at home describe a range of additional skills and a small number describe confidently how they use e-mail to contact their friends, surf the Internet for information and prepare presentations involving pictures and sound. Most pupils do not have these skills.
130. The quality of teaching and learning is now satisfactory at both key stages. In view of the low base from which the school has come, progress in rectifying the weaknesses found at the last inspection has been satisfactory. During the inspection, teachers in Years 2 and 3 were seen encouraging pupils to use the correct terminology, such as 'icon', 'font' and 'floppy disk' and asking them to explain what they are doing and why. Pupils are given time to experiment and to help each other. They are moved on in their learning when it is clear that a new skill has been mastered. In Year 3, teaching was satisfactory where new skills in the use of a program were taught to groups of pupils in rotation, who gathered round the computer while the rest of the class continued with written work. In Year 6, teaching was good, providing a high level of challenge for pupils who had not previously been taught to use or create spreadsheets to learn through discussion and experimentation. In a mathematics lesson, a group of higher attaining pupils was given detailed written instructions on how to enter information into a pre-prepared spreadsheet to produce graphs illustrating the results of work in probability. By the time they had printed their graphs, they had learned a lot about how a spreadsheet works, through discussion when correcting mistakes in highlighting blocks of cells. They had thoroughly enjoyed the challenge and the teacher was able to make an accurate assessment of their knowledge and understanding as they discussed their work. Teachers do not include sufficient planning for the use of information and communication technology in other subjects. Some satisfactory examples were seen in Year 2 art, Year 4 geography and Year 6 mathematics, but these are unusual.
131. Included in planning for the summer term for Year 6 pupils is a series of six visits to the local High School, where pupils are taught in small groups in the computer room and study multimedia, spreadsheets and graphs. This good initiative took place for the first time last summer with Year 6 pupils who have now left the school. Teachers say that they made very good progress and thoroughly enjoyed the experience.
132. The management of information and communication technology is satisfactory. Specific grants have been thoughtfully spent and the computer room will be in action with new computers very shortly. The school is not yet connected to the Internet, but this is planned to coincide with staff

training next year. An audit of staff knowledge and skills has highlighted areas for development and individual support by the co-ordinator is raising staff confidence. A shared technology project with the local High School has enabled the school to receive valuable technical support and a discount on a 'whiteboard', installed in the computer room to enhance class teaching. The co-ordinator appreciates that older pupils have gaps in their learning, but has not altered the national scheme of work in order to meet their needs. Consequently, the scheme does not accurately reflect what is being taught. Records have been started this term to note individual skills, but there is no attempt to assess the advanced skills that some pupils bring from home and to plan to move these pupils on in their learning.

MUSIC

133. Standards at the end of both key stages are above those expected nationally for pupils of this age. By the end of Key Stage 2, pupils have good skills in composing and performing and practise very well as a group to develop and refine their work. They listen with interest to each other's compositions and evaluate them with maturity and sensitivity, using the correct musical language with confidence. Pupils create their own pictorial score, which they follow accurately. They have a good knowledge of musical form and recognise the sequence of repeated passages when listening to music written by other groups. They keep their own percussion part well in class performances and sing with good tone, rhythm and pitch. This is an improvement since the last inspection, when standards were no better than average and pupils did not take enough responsibility for their own music making. The improvement is due to the good subject knowledge and expertise of many of the teachers. Very few pupils have individual music tuition at home or at school and there is no school choir, yet standards are good. Pupils at the end of Key Stage 1 play percussion instruments very well in groups. They listen carefully, watch the conductor closely and follow a pictorial score accurately, anticipating their turn to play.
134. The quality of teaching and learning at both key stages is good. This is also an improvement since the last inspection. There is good teaching of keyboard skills and Year 5 class lessons taken by peripatetic specialists. Teachers plan their lessons creatively from the scheme of work, building effectively on previous learning. They make the most of the time available by planning to teach the composition, singing and musical appreciation aspects of music in blocks. Their high expectations produce work of quality and depth. During the inspection, the focus was on composition.
135. Very good teaching was seen in Years 2 and 6. In these lessons, the very high expectations and subject knowledge of the teachers encouraged the pupils to lift their concentration and effort to a very high level. Pupils of all capabilities, including those with special educational needs, were challenged and supported very well so that all made very good progress. Attitudes and behaviour were excellent in a Year 2 lesson, where pupils and teacher were in role as an orchestra, working as a team to produce a quality performance. Concentration was intense as pupils took up their positions purposefully, picked up their instruments carefully and prepared to play. The teacher's own expertise on the violin set a high standard for pupils and a tape of Chinese music added breadth to the pupils' musical appreciation. Pupils develop language skills well as they express their feelings in response to the music. Teaching in Year 6 successfully develops the roles of performers and audience to a high level. Progress is evaluated effectively by the pupils as they listen to tape recordings of their initial performances and compare them to the current level of performance after several practice sessions. Very good relationships are developed between the pupils as they support each other to provide the best possible performance. They are very aware of the quality of their learning and proud of their compositions.
136. Satisfactory links are made with other subjects, such as science, when pupils in Year 3 experiment with making a wide range of sounds using their mouths only. Numeracy skills are reinforced when pupils explore the combinations of making a four beat bar with half and whole beats. In dance and arts weeks, held in the summer term, pupils have opportunities to link their learning of music from other cultures with art, dance and geography. Pupils recently enjoyed an illustrated presentation by visiting professionals on the history of jazz and pop music. There are no computer programs available to support work in music, but these are planned for when the new computer suite is installed in the near future.

137. The management of music is satisfactory. Since the last inspection, a national scheme of work has been introduced successfully. This ensures a balanced curriculum and makes the best use of the limited time available. There are now fewer opportunities for pupils to learn to play a musical instrument than there were at the last inspection, but staff expertise is now much better and the standards of teaching and learning for all pupils have improved. The co-ordinator has a realistic development plan for the subject, with the main focus being to introduce an effective system of assessment of what pupils know, understand and can do. The only records kept that illustrate pupils' knowledge and skills are tape recordings of their compositions. There is no other information from which teachers can plan lessons that meet the identified needs of pupils and from which their progress can be checked. This weakness, which was identified at the last inspection, prevents further improvement of the good standards.

PHYSICAL EDUCATION

138. Pupils' work in physical education is of the standard expected nationally at the end of both key stages. In some of the activities seen during the inspection, standards were higher, particularly in dance and gymnastics. With the exception of one lesson, in Year 1, class teachers were not taking physical education lessons during the inspection. Most of the teaching was undertaken by visiting specialists such as local education authority staff and coaches. One lesson, in Year 5, was taught by the headteacher who had been taking this class for a series of gymnastics lessons. It was not possible to see the full range of physical education activities during the inspection as they were not all taking place. At Key Stage 1, only dance was seen.
139. By the end of Key Stage 1, pupils achieve above average standards in dance. They have good co-ordination and timing. Pupils stretch, bend backwards, forwards and to the side from a standing position. They freeze still as a statue on command and use their fingers expressively, for example to show sharpness. They know the importance of warm up and understand the effect that exercise has on the body. At the end of Key Stage 2, dance standards are also above average. Pupils develop sequences of movements to express ideas such as in relation to the story of Medusa. They critically evaluate their own work and that of other pupils. In gymnastics, pupils achieve a good standard in floor and apparatus work. They travel close to the ground, incorporating rolls, stretches and balances with good control and co-ordination. They move confidently over, along and under apparatus, performing movement sequences to include bridge shapes and rolls. They readily transfer sequences on the floor to the apparatus, making adaptations where necessary. Younger Key Stage 2 pupils, in Year 3, have effective skills in passing and catching a netball, with awareness of how to shadow or evade an opponent. On leaving the school, 85 per cent of pupils in last year's Year 6 were able to swim 25 metres unaided. The standards found at the last inspection have been maintained.
140. The overall quality of teaching and learning is satisfactory at both key stages. During the inspection, due to the use of outside specialist expertise, much of the teaching was of a higher standard. Very good lessons were seen in dance in Year 6 and in gymnastics in Year 5. These lessons were taken by a member of the local education authority staff and the headteacher respectively. A short section of a Year 2 dance lesson, taken by a visiting teacher, also indicated very good teaching. The one lesson taken by a class teacher, in Year 1, was unsatisfactory.
141. In the very good lessons seen, the teachers had very clear learning objectives on which they focused throughout the lessons. This, supported by their very good subject knowledge, ensured that pupils developed the understanding and skills intended. The lessons proceeded at a brisk pace, ensuring that no time was lost and the full involvement of all pupils was maintained. In the Year 5 gymnastics lesson, the teacher was keenly aware of pupils' differing needs. A talented pupil was used to demonstrate high quality work and was suitably challenged by the lesson's activities. Those with special educational needs were praised for good work and effort, boosting their self esteem and leading to them achieving further success. The management of pupils and resources was very good. In the Year 6 dance lesson, the teacher's enthusiasm was infectious, sweeping the pupils along in the interest this generated. As in the Year 5 lesson, the teacher was sensitive to the needs of lower attaining pupils and those with special educational needs. Much

encouragement was provided, ensuring that these pupils persevered and made effective progress.

142. In other effective teaching, lessons are well organised and the teacher is clear about what the pupils are to learn. Subject knowledge is secure and this enables skills to be taught effectively, such as dodging with the ball in a netball skills lesson in Year 3. In a Year 4 lesson taken by a visiting coach, sufficient attention was given to matters of safety and instructions were clear. Time was lost, however, as pupils queued for their turn to use apparatus. Opportunities were missed to develop skills as teaching points for improvement were not made, such as in the quality of landing after a jump. The class teacher, present in a supporting capacity, made some teaching points on the quality of rolls with individuals. In a Year 1 dance lesson, teaching and learning were unsatisfactory because instructions were not specific enough, opportunities to make teaching points were lost and the management of the pupils was weak. Far too much time was wasted as pupils changed for the lesson, with no indication given that the pupils should be quiet or hurry up. This poor start to the lesson meant that the pupils' attention was lost before they had moved to the hall. As a result of these factors, too little learning took place in this lesson.
143. The physical education curriculum is good and is better than at the last inspection. It is enriched by the contributions of outside specialists. A dance festival takes place at the end of the school year. A weekend residential visit for Year 5 pupils provides experience of outdoor and adventurous activities. The headteacher, who is the co-ordinator, places great emphasis on the importance of physical education in pupils' personal and social development. He has supported other teachers in developing their expertise in physical education by taking a demonstration gymnastics lesson and also by taking lessons for individual teachers to observe. The checking of teaching and learning is satisfactory and is addressing weaknesses as they are identified, such as in the amount of time spent by pupils queuing in gymnastics lessons. This is an improvement since the last inspection. There is no system for assessing pupils' progress in physical education. This means that information from assessment cannot be used in the planning of work or to adjust the curriculum where necessary.

RELIGIOUS EDUCATION

144. Religious education is subject to separate inspection according to Section 23 of the School Inspections Act.