

INSPECTION REPORT

Crumpsall Lane Primary School
Crumpsall

LEA area : Manchester

Unique Reference Number : 105486

Headteacher : Mr A L Robertson

Reporting inspector : Mr P Dennison
17736

Dates of inspection : 18th – 21st October 1999

Under OFSTED contract number: 706768

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

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INFORMATION ABOUT THE SCHOOL

Type of school :	Primary
Type of control :	County
Age range of pupils :	3 - 11
Gender of pupils :	Mixed
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Appropriate authority :	Governing Body
Name of chair of governors :	Mrs S Hayden
Date of previous inspection :	June 1996

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	Mathematics	Teaching
		Leadership & Management
Mrs C Dalton, Lay Inspector		Attendance
		Support, Guidance & Pupils' Welfare
		Partnership with Parents & the Community
Mr J Heap, Team Inspector	English	The Curriculum & Assessment
		The Efficiency of the School
Mr A Watson, Team Inspector	Information Technology	Staffing, Accommodation & Learning Resources
	Music	
	Religious Education	
Mrs G Peet, Team Inspector	Science	Pupils' Spiritual, Moral, Social & Cultural Development
	Design & Technology	
	English as a Second Language	
Mrs A Heakin, Team Inspector	Special Educational Needs	
	Equal Opportunities	
	Art	
	Physical Education	
Mrs K Campbell, Team Inspector	History	Attitudes, Behaviour & Personal Development
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MAIN FINDINGS

What the school does well

Standards in English and mathematics are above average in comparison with schools with a similar intake.

- Teaching is very rarely unsatisfactory and much is good.
- The school provides a welcoming and secure learning environment for all children.
- Provision for pupils' moral, social and cultural development is good.
- Pupils are well behaved and relationships are very good.
- Pupils have positive attitudes to learning.
- Provision for children under five is good.
- Children under five make good progress.

Where the school has weaknesses

Standards of attainment in religious education and information technology are below the levels expected by the end of both key stages.

- I. The school development plan lacks detail and is not clearly linked to financial planning.
- II. Teachers' planning does not always make effective use of information gained from assessments of pupils' progress to ensure that work is well matched to pupils' needs or identify the appropriate development of skills.
- III. Pupils who are withdrawn from class for additional language support are missing opportunities in other curriculum areas.
- IV. Attendance is well below the national average.

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

How The School Has Improved Since The Last Inspection

The school has made satisfactory progress since the last inspection. Under the leadership of the headteacher, the school has taken positive and effective steps to address the areas for improvement identified in the last inspection report. These include the development of policies and schemes of work for all subjects in order to improve long-term planning and provide more effective support and guidance for teachers; improving the rate of progress of pupils in the reception classes; improving the quality of spiritual development; and improving the partnership with parents and the local community. Improvements have been made to the systems of assessment and the monitoring and evaluation of the curriculum. However, although the school has made satisfactory progress in improving the quality of long-term planning, there is room for further advances in the production of an overview of the whole curriculum which would provide teachers with appropriate guidance in areas such as personal, social and moral education. The school has made satisfactory improvements to the quality of assessment procedures. However, further progress is urgently needed to facilitate the effective use of the information to assist individual pupils reach their potential.

The quality of teaching has improved since the last inspection report which indicated that teaching was sound or better, although 18% was unsatisfactory. The development of schemes of work has supported improvements in teaching. The previous inspection indicated that standards of attainment and pupils' progress in geography and the rate of pupils' progress in the reception classes were unsatisfactory. These issues have been addressed satisfactorily. Pupils in the reception class make good progress. Pupils' attainment and progress in geography is now satisfactory.

The school has set clear targets for improvement and the targets for 1999 were surpassed. The school is in a sound position to make further progress.

Standards in subjects

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

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

The information shows that standards in English and mathematics were below the national average, although above the average in comparison with schools with a similar intake. Standards in science were well below the national average but in line with the average in comparison with schools with a similar intake.

Pupils' performance in the 1999 assessments showed an improvement on the previous year. In English, the percentage achieving the expected National Curriculum Level 4 or above rose from 57% in 1998 to 64% in 1999. In mathematics the percentage achieving Level 4 has risen from 56% in 1998 to 84% in 1999; and in science the numbers rose from 57% to 90%. The number of pupils achieving more highly at National Curriculum Level 5 has also increased in all three subjects.

On the evidence of the inspection, attainment by the end of Key Stage 2 is in line with the national average in English, mathematics and science.

Standards of attainment in information technology are below the national expectation. Standards in religious education are below the expectations of the locally agreed syllabus for religious education.

Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Good	Good	Satisfactory
Mathematics	Good	Satisfactory	Good
Science		Satisfactory	Satisfactory
Information technology		No direct teaching observed	Satisfactory
Religious education		No lessons observed	Satisfactory
Other subjects	Good	Satisfactory	Satisfactory

The quality of teaching is sound overall and has a positive impact on pupils' progress. During the inspection, 99% of teaching observed was satisfactory or better and 8% was very good or better. Only one unsatisfactory lesson was observed and none was poor. Teaching of the under fives was good or better in 81% of lessons observed. It was very good in 25% of lessons. In Key Stage 1, teaching was good or better in 45% of the lessons observed and very good in 9% of them. In Key Stage 2, teaching was good or better in 43% of the lessons observed and very good in 2% of them.

In the teaching of the children under five, the main strengths are the very good relationships between adults and children; good planning and the teachers' excellent knowledge of the curriculum for under fives and of how young children learn. Support staff make a very valuable contribution to pupils' learning. In Key Stages 1 and 2 the teachers generally have appropriately high expectations of behaviour and attainment. They expect pupils to maintain concentration and lessons proceed at a good pace. They make good use of questioning to develop pupils' understanding and they give clear explanations. Group work is organised skilfully to enable some groups to work independently thus enabling the teacher to give intensive support to others. Where teaching is less successful, learning objectives are not clear and work is not well matched to pupils' capabilities.

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

Other aspects of the school

Aspect	Comment
Behaviour	Generally good throughout the school.
Attendance	Unsatisfactory. Attendance is well below the national average
Ethos*	There is a positive ethos. Pupils have good attitudes to learning, relationships are very good and staff work hard to maintain and improve standards of attainment.
Leadership and management	The headteacher provides clear leadership. The governors are supportive. The school development plan does not clearly identify priorities.
Curriculum	The curriculum provided for children under five is good. The school provides a relevant curriculum in Key Stages 1 and 2 but there are significant shortcomings in information technology. The locally agreed syllabus for religious education is not being fully implemented.
Pupils with special educational needs	Pupils with special educational needs and those for whom English is an additional language are provided with additional support, especially in language development. However, their withdrawal from lessons means that they miss opportunities in other areas of the curriculum.
Spiritual, moral, social & cultural development	Provision is good overall.
Staffing, resources and accommodation	There are sufficient teachers and support staff. There is an appropriate range of resources to support learning, although resources to support information technology are more limited.. The accommodation is satisfactory overall but the building is in need of maintenance and redecoration
Value for money	Good

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

The parents' views of the school

What most parents like about the school	What some parents are not happy about
V. They find the staff easy to approach. VI. The school's values and attitudes have a positive effect on their children VII. Their children enjoy going to school. VIII. The school encourages parents to play an active part. IX. The school achieves a high standard of good behaviour. X. The school enables children to achieve a good standard of work.	XI. Parents who attended the meeting with the explained the absence of concerns by referring to the arrange to discuss any problems as they arise.

Inspectors' judgements generally support parents' positive views. However, the standards of attainment in religious education and information technology are below the standards expected by the end of both key stages.

KEY ISSUES FOR ACTION

In order to build on the progress already achieved and raise further the standards of work and the quality of education the headteacher, governors and staff should:

1. improve attainment and progress in information technology by
 - providing more opportunities for pupils to learn, practise and consolidate skills
 - providing more opportunities to use information technology to support learning across the curriculum
 - improving the resources available to support work in this area of the curriculum;
 (*Paragraphs 12, 37, 39, 66, 78, 82, 83, 139 - 146*)

1. improve attainment and progress in religious education by ensuring that the school fully meets the requirements of the locally agreed syllabus;
 (*Paragraphs 13, 37, 39, 66, 83, 147 - 152*)

2. review the school development plan to ensure that it clearly identifies and addresses the priorities facing the school, sets appropriate targets and links clearly with financial planning;
 (*Paragraph 71*)

3. develop a coherent whole school plan for the curriculum to support teachers' planning and provide for continuity and progression in the development of skills; improve the consistency with which teachers use their knowledge of pupils' attainment to plan work which is well matched to their needs;
 (*Paragraphs 43, 45, 67, 113, 125, 138, 144, 152, 173, 179, 180*)

4. review the provision of learning support to ensure that the pupils involved retain equality of access to the whole curriculum.
 (*Paragraphs 39, 134, 197*)

In addition to the key issues above, the following less important weaknesses should be considered in the action plan. These are indicated in paragraphs 26, 39, 82, 105, 114, 172, 181, 44 and 69.

- a. work with parents to improve pupils' attendance and punctuality;
- b. develop library skills;
- c. complete the planned review of provision for pupils with Special Educational Needs and the development of Individual Educational Plans.

INTRODUCTION

Characteristics of the school

1. Crumpsall Lane Primary School is situated in North Manchester. The pupils come from an area of mixed socio-economic circumstances where relatively few families in professional occupations live. There is a range of attainment on entry to the school, although overall, the level of attainment is below the expectations for children of this age. Children are admitted full-time to the nursery in the September prior to their fourth birthday if this falls between September and February, and in January if their birthday is between March and August. Pupils transfer into the reception class in the September or January of the year in which they reach five years of age. There are 396 pupils on roll, taught in 13 classes. In addition there is a nursery class with 45 children attending full time. At the time of the inspection 19 of the pupils in the reception class were under five years of age. Average class size is 30. There are 67 pupils on the school's register of special educational needs (17%) broadly in line with the national average; none of whom have a statement of Special Educational Need. The number of pupils eligible for free school meals is 36%. This is above the national average for primary schools. The number of pupils for whom English is an additional language (48.5%) is very high.
2. The school aims to create a happy, purposeful and secure environment in which children are highly motivated, have respect for themselves and others and realise their maximum potential as learners.
3. The school's recent priorities have been to improve the school environment; to raise standards in English, mathematics and science; and to involve parents from minority ethnic groups more fully in the life of the school. Future priorities include a review of the provision for pupils with special educational needs and the development of information technology.

Key Indicators

Attainment at Key Stage 1¹

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

Year	Boys	Girls	Total
1998	27	33	60

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	17	17	18
	Girls	30	33	30
	Total	47	50	48
Percentage at NC Level 2 or above	School	77	82	79
	National	80	81	85

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	17	18	22
	Girls	32	31	32
	Total	49	49	54
Percentage at NC Level 2 or above	School	80	80	89
	National	81	85	86

1

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

Attainment at Key Stage 2²

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

Year	Boys	Girls	Total
1998	27	32	59

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	13	16	16
	Girls	21	17	18
	Total	34	33	34
Percentage at NC Level 4 or above	School	58	56	58
	National	65	58	69

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	-	-	-
	Girls	-	-	-
	Total	-	-	-
Percentage at NC Level 4 or above	School	-	-	-
	National	-	-	-

Attendance

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

		%
Authorised Absence	School	7.2
	National comparative data	5.6
Unauthorised Absence	School	0.8
	National comparative data	0.5

Exclusions

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

	Number
Fixed period	0
Permanent	0

Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	8
Satisfactory or better	99
Less than satisfactory	1

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

1. On entry to the nursery, levels of attainment for most children are below expectations for their age. This is confirmed by the results of baseline assessment. Many of the children coming into the nursery class have restricted language acquisition and poor social skills. A high percentage of children are learning English as an additional language. Children in the nursery and reception classes make good progress in all areas of learning and by the time they are five years of age, they achieve the desirable learning outcomes in language and literacy, mathematics, personal and social development, knowledge and understanding of the world; creative development and physical development.
2. Pupils' performance in the 1998 end of Key Stage 1 National Curriculum assessments was in line with the national average in reading and writing and below the national average in mathematics. Teacher assessments indicate that attainment was in line with the national average in science. The results in reading, writing and science were well above average in comparison with schools with pupils from similar backgrounds. Results in mathematics were above the average in comparison with schools with pupils from similar backgrounds. The results of the 1999 assessments show a decline in comparison with 1998 which is accounted for by differences in the two groups of pupils.
3. The school population is very transient, with a quarter of pupils in Year 2 who did not start in the reception class, and a quarter of pupils in Year 6 who did not start in Year 2. This makes comparisons year on year more difficult.
4. On the evidence of the inspection, standards by the end of Key Stage 1 are in line with the national average in reading and writing, mathematics and science. By the end of the key stage, pupils read a range of texts with fluency and understanding. They use capital letters and full stops appropriately in their writing, with simple words spelt correctly. They develop their ideas logically in a sequence of sentences. In mathematics, pupils are able to carry out written calculations accurately and most have a sound knowledge and understanding of number facts. There has been an improvement in the standards attained in mathematics due to a greater focus on the subject as the National Numeracy Strategy has been introduced. In science, pupils can conduct simple investigative tests. By the end of Year 2 they can identify criteria for sorting materials and know that materials can be changed by heat or cold.
5. Pupils make sound progress throughout Key Stage 1, in English, mathematics and science. Most pupils are competent in the early skills of reading and are developing a range of strategies for attempting unknown words. Their writing shows an increasing fluency and control, with simple punctuation being used accurately. In mathematics, they develop their understanding of the number system, their skills of mental arithmetic and their mathematical vocabulary. In science, they develop their knowledge and understanding of life processes, materials and physical processes and make sound progress in experimental and investigative science.
6. Pupils' attainment as measured by end of Key Stage 2 National Curriculum tests in 1998 was below the national average in English and mathematics and well below the national average in science. In comparison with schools with pupils from similar backgrounds, attainment was above average in English and mathematics and in line with the average in science. Test results in 1999 however, showed a considerable improvement on the results for 1998.

7. On the evidence of the inspection, this improvement has been maintained and attainment by the end of Key Stage 2 is in line with the national averages in all three subjects. Pupils throughout the key stage read independently from a range of texts and other material, effectively deploying their comprehension skills. By the end of the key stage, many pupils read with fluency, expression and understanding. They are familiar with a wide range of literature and can discuss favourite books and authors. They are able to compose sustained, well organised pieces which generally demonstrate accurate sentence construction, punctuation and grammar. In mathematics, the majority of pupils have a good understanding of place value; can use the four basic operations well; have an awareness and knowledge of shapes and their properties. In science, pupils have a sound knowledge of life processes and living things. They can group and classify materials and have a good understanding of physical processes. They can set out their investigations and record their findings systematically.
8. Pupils of all levels of attainment make sound progress through Key Stage 2 in English, mathematics and science. They develop a growing confidence in reading. Those who find reading more difficult, are reading appropriate individual books and also benefit from well planned group reading activities as part of the literacy hour. Pupils develop their writing skills across the curriculum in a number of subjects. In mathematics, they develop an appreciation of the number system and measures and make good progress in developing their mental strategies. In science, pupils develop their factual knowledge and understanding as well as their scientific investigative skills, although there are limited opportunities for them to carry out their own investigations.
9. Progress in information technology is unsatisfactory in both key stages. Attainment is below the national expectation at the end of each key stage. Pupils make limited use of computers to support their learning in other subjects and although the majority are competent in using the keyboard and the mouse to control programs, their skills in saving and printing their work are limited. The range of work planned does not cover all aspects of the programmes of study, particularly controlling and modelling.
10. Progress in religious education is unsatisfactory in both key stages. Attainment is below the expectations of the locally agreed syllabus at the end of each key stage. Insufficient time is allocated to the subject at each key stage for the effective delivery of the agreed syllabus. Overall, there is insufficient written and illustrative work completed, to adequately consolidate learning. As a result, significant areas of the agreed syllabus are not being covered in sufficient detail.
11. Pupils of all levels of attainment make sound progress in art, design and technology, geography, history, music, and physical education in both key stages.
12. Standards in literacy are sound at both key stages. Speaking and listening skills are sufficiently developed to enhance learning across the curriculum. Pupils listen carefully, follow instructions and are able to ask and answer questions as part of class or group discussions. Pupils are also able to make effective use of their reading and writing skills to support work in other subjects. However, research and study skills are underdeveloped and pupils do not make effective use of the school library. Numeracy is sound throughout the school and mental arithmetic skills are satisfactory. Skills of information technology however, are under developed.
13. Pupils who have special educational needs are recorded on the school special needs register. They achieve standards in line with their abilities and make satisfactory progress.
14. Pupils for whom English is an additional language make good progress in the acquisition of English. Their progress in other subjects is generally satisfactory although their withdrawal from some lessons impedes their progress in subjects such as science.
15. The school regularly analyses test results and records of progress to ensure that standards of attainment are maintained and improved. The sound standards in English, mathematics and science reported at the time of the previous inspection, have been maintained or improved. In 1996, for example, 47% of pupils achieved Level 4 or above in English at the end of Key Stage 2; 48% achieved Level 4 or above in mathematics and 62% achieved Level 4 or above in science. In 1999 these percentages had increased to 64% in English, 84% in mathematics and 90% in science. The school has set clear targets for improvement and the targets for 1999

were surpassed.

16. The development of schemes of work; support for teachers from subject co-ordinators and regular monitoring of progress have all contributed to the school's success in raising standards. The previous inspection indicated that standards of attainment and pupils' progress in geography and the rate of pupils' progress in the reception classes were unsatisfactory. These issues have been addressed satisfactorily. Pupils in the reception class make good progress. Pupils' attainment and progress in geography is now satisfactory.
19. **Attitudes, behaviour and personal development**
20. The standards of good behaviour and good learning attitudes reported at the last inspection continue to contribute positively to standards of achievement, relationships and the quality of life within the school.
17. Children under five make good progress in personal and social development. They settle quickly into the nursery and are happy, secure and developing confidence. They form positive relationships with staff and other children. They learn to share equipment and take turns. This good progress is maintained in the reception class. The children understand and accept the classroom routines and their behaviour is good.
22. In both key stages, pupils, including those with special educational needs or those for whom English is an additional language, continue to have a good attitude to learning. They show interest in their lessons and respond enthusiastically to their teachers. This desire to learn is an important element in the progress achieved. In Key Stage 1 pupils work hard when working individually and collaborate well in group work. They are eager to answer questions and contribute in class plenary sessions by discussing their work. Most pupils persevere with their work but occasionally, lower ability pupils' lack concentration to persevere with tasks unless closely supervised. At Key Stage 2 this enthusiasm is continued in all lessons, and evident in the way pupils are eager to discuss field trips, for example Year 5 were very keen to discuss their trip to Styal and explain the things learned. What and how they learned about the various projects is well written and presented, although some work in books is less well presented.
18. School is an orderly community and the good standards of discipline reported at the last inspection have been maintained in both key stages. Behaviour is good during lessons and playtimes and particularly good at lunchtime when pupils enter and take their place at table and converse very sociably together whilst waiting their turn to collect their lunches. They are aware of the school rules and the system of sanctions and rewards is clearly understood and approved of by the pupils. They respond to the positive ethos in the school and know that unacceptable behaviour is not tolerated. There have been no exclusions and no incidents of bullying were observed during inspection. Books and equipment are handled with care. All pupils are generally polite, friendly, courteous and show respect to each other, their teachers, welfare staff and visitors to the school.
19. The quality of relationships within school remains very good and continues to have a very positive impact on progress and attainment. At both key stages relationships are especially good between all pupils regardless of ethnic backgrounds. They continue to support each other in their learning activities. For example in Key Stage 1 when working individually they spontaneously offer assistance to each other when unsure of how to spell words. When given the opportunity they work collaboratively and productively together. For example, Key Stage 2 pupils co-operate well sharing space and equipment in physical education. Pupils are interested in each other's performance and respond well to suggestions from other pupils. This was noted especially in a physical education lesson when, after a pupil demonstration, suggestions were made on how the performance could be improved.
20. The development of personal and social skills is good. This is reflected in pupils' evident self-confidence. At Key Stage 1 they are willing to discuss with each other and adults their work and their own daily lives. They are interested in each other's opinions and ideas for example a lunchtime conversation was most engaging when they discussed jobs and what they would like to be when they grew up. They show respect for each other's feelings, beliefs and property. At both key stages pupils respond positively to opportunities for them to take responsibility for example to return the register and to ring the bell outside when the indoor bell sounds to end playtime. Older pupils help the caretaker to fill up paper towel dispensers; some take responsibility within classrooms and others as library monitors.

Attendance

26. Attendance is unsatisfactory as it is well below the national average for primary schools, and is slightly below the attendance levels reported at the previous inspection. This can partially be accounted for by pupils returning to their family's country of origin for long periods, and by other family holidays. This causes some variation in attendance levels between classes. The rate of unauthorised absence is slightly higher than the national average. The great majority of pupils arrive at school in good time, although a small number are regular latecomers.

QUALITY OF EDUCATION PROVIDED

Teaching

21. The quality of teaching is sound overall and in many lessons it is good. It has a positive impact on pupils' attainment and progress, especially in English and mathematics. It is less effective in religious education and information technology. During the inspection, 51% of teaching observed was good or better and 8% was very good. Only one lesson was unsatisfactory and none was poor.
22. The quality of teaching has improved since the last inspection report which indicated that teaching was sound or better, although 18% was unsatisfactory. The development of schemes of work has supported improvements in teaching. The school has successfully introduced the National Literacy Strategy and work in mathematics is already based on clear aims which reflect those of the National Numeracy Strategy. The teaching of literacy is good in Key Stage 1 and sound in Key Stage 2. Teaching of numeracy is sound at Key Stage 1 and good at Key Stage 2.
23. Teaching of the under fives is good overall. In the lessons observed it was never less than satisfactory and in 80% of the lessons observed it was good or better. In a quarter of the lessons it was very good. In the teaching of the children under five, the main strengths are the very good relationships between adults and children; good planning and the teachers' excellent knowledge of the curriculum for under fives and of how young children learn. The activities provided are stimulating and relevant. They are carefully planned to enable children to learn through first hand experiences which provide interest and motivation. The staff have appropriately high expectations of the children, both in achievement and social skills, and the children are respected and valued. Support staff work closely with the teachers and make a very positive contribution to children's learning.
24. In Key Stages 1 and 2 teaching is satisfactory overall. In Key Stage 1, 45% of the teaching observed was good or better. It was never unsatisfactory, and in one out of ten lessons it was very good. In Key Stage 2, 43% of teaching was good or better and 2% was very good. Only one unsatisfactory lesson was observed.
25. Teachers use a variety of teaching techniques and organisation strategies which enable the pupils to learn in the most appropriate way. The teachers generally have appropriately high expectations of behaviour and attainment. They expect pupils to maintain concentration and lessons proceed at a good pace. They make good use of questioning to develop pupils' understanding and they give clear explanations. Group work is organised skilfully to enable some groups to work independently thus enabling the teacher to give intensive support to others. Classrooms are well organised and good use is made of the resources available to provide interesting tasks which motivate pupils.
26. Where teaching is most effective it builds on previous learning, work is introduced in a lively and stimulating way and tasks are provided to meet the differing needs of pupils. Teachers make good use of questioning techniques and effective use of review sessions to reinforce and evaluate learning and understanding, for example when recapping on the work done in the literacy hour. Pupils' work is usually assessed and marked constructively on a day-to-day basis and they are provided with good feedback on their progress through verbal comments. The work provided appropriate challenge and was well matched to pupils' abilities.

27. Where teaching is less successful, learning objectives are not clear and work is not well matched to pupils' capabilities. The assessment of pupils' attainment is not always used effectively to plan future work. Pupils' work is usually assessed and marked constructively on a day-to-day basis and they are provided with good feedback on their progress through verbal comments. The staff have developed a common system of planning the curriculum. This is not however being used consistently by all teachers to ensure that planning effectively addresses clear learning objectives, against which pupils' attainment can be assessed.
28. Much of the additional support for pupils with special educational needs or for whom English is an additional language is done in groups withdrawn from classes. The quality of teaching is never less than satisfactory and much is good. The special educational needs staff work well to provide low attaining pupils with effective educational support focused predominantly on developing literacy and numeracy skills and aim to link with the literacy and numeracy work which is taught in the classrooms. The school has prioritised special educational needs provision as a major issue and is aware of the need to develop the role of the class teachers in meeting the special educational needs of pupils in their classes. This will involve greater liaison with support staff and ensuring that work in class is always well matched to pupils' needs. The specialist teaching and support of pupils for whom English is an additional language is sound. Teachers understand the cultural and language needs of the pupils and develop good relationships with them. Teachers are well prepared and have high expectations of the pupils. They do not however always make full use of opportunities to extend pupils' understanding of English and sometimes grammar is taught using words that are not understood by the pupils. This reduces the effectiveness of the teaching and slows pupils' progress.
29. From the time pupils start in the nursery class, the school encourages parents to support their children's learning at home. The amount of homework given to pupils is increased as pupils progress through the school. This takes a variety of forms including reading activities, mathematics and following up classwork in curriculum areas such as history, geography and science. Homework is generally used effectively to support learning across the curriculum.

The curriculum and assessment

30. The curriculum provided for children under five is good. Children are provided with a broad range of well planned activities which help them to acquire appropriate skills and understanding by the age of five. The curriculum is based on the six areas of learning recommended for children of this age and there is appropriate emphasis on literacy and numeracy as well as personal and social skills. Planning for all areas of learning is very good, as is the match of activities to the needs of the pupils. The curriculum for the young children is based on purposeful first hand experience and moves on into the early stages of Key Stage 1 as pupils become ready. Pupils are well prepared for this transition. The teachers and nursery nurses in the nursery and reception classes work hard to produce a rich and stimulating learning environment in which pupils are provided with opportunities to become independent learners.
31. The school provides a relevant curriculum in Key Stages 1 and 2 but there are significant shortcomings in its breadth and balance. The curriculum the school offers at both key stages covers successfully the majority of subject of the National Curriculum, the exception being information technology. In information technology, aspects of control, sensing and modelling are not covered. The locally agreed syllabus for religious education is not being fully implemented and the amount of time being spent on it in some classrooms does not follow the guidelines of the locally agreed syllabus. In the Key Stage 2, pupils are not presented with sufficient opportunities to study religious education and this is allied to the length of school day which is shorter than most schools of its type.
32. There are satisfactory arrangements for teaching sex education and for building awareness of the dangers of misusing drugs. Sex education for Year 6 pupils is supported adequately by the school nurse and is part of a range of appropriate health issues covered by the science curriculum. There is a satisfactory policy for the development of personal, social and moral education. This provision is mainly through a variety of subjects, but lacks an overall scheme of work which would ensure broad and balanced coverage.

33. Pupils have equal access to the available curriculum in Key Stage 1. However, there are significant shortcomings in Key Stage 2, where pupils with special educational needs or for whom English is an additional language are regularly withdrawn from lessons such as art, religious education and science to work on language activities. There is little evidence that the work that they miss is made up at a later date. In most respects pupils are soundly prepared for the next age of education. However, there are shortcomings in some of their knowledge, skills and understanding in information technology, library and religious education.
34. The emphasis on developing Literacy and Numeracy is appropriate and a satisfactory amount of time is given each day to these areas. Teachers' planning is consistent with to the Literacy Strategy and pupils benefit soundly from the style and approach adopted. Weaknesses in the library mean that pupils' use of literacy skills is not as broad as it ought to be. However, there are many examples in books and displays which show that pupils are being provided with adequate opportunities to use literacy across the curriculum. For example, in history when writing about chimney sweeps in Victorian times; in art, pupils produced written accounts of how they worked like the sculptor, Henry Moore and in Year 6 when they produced a newspaper. An appropriate start has been made in the implementation of the Numeracy Strategy. Curriculum development in Literacy and Numeracy has had a positive impact on improving standards of attainment and pupils' progress.
35. Schemes of work are in place for all subjects, but the quality of these is variable. For example the national strategies for literacy and numeracy provide good guidance, however the scheme of work for information technology is only in draft form and needs to be completed. The scheme of work for religious education is not being fully implemented and in some classes there is no evidence of work taking place, or only a small amount. As a consequence, this mixed and inconsistent provision provides insecurities in the continuity of teaching and the progression of pupils' learning. These curriculum weaknesses in religious education and information technology have resulted in unsatisfactory progress at both key stages.
36. Planning in Key Stages 1 and 2 has some shortcomings. Planning for work in English is based on the requirements of the national literacy strategy and is usually effective. Planning for mathematics is based on the National Numeracy Strategy. This again is generally effective. Medium term planning is produced by the teachers responsible for each year group. This gives a clear overview of the work to be covered although at times the learning objectives are too general to provide a clear focus for activities. Short term planning is done by individual class teachers and there is inconsistency between classes. Some teachers identify clear learning objectives for their lessons, against which pupils' attainment can be assessed, although this good practice is not consistent throughout the school. At times insufficient attention is paid to identifying clear learning objectives and work is not always well matched to pupils' ability and needs. As a consequence, in some lessons observed, the work lacked sufficient challenge, especially for the higher attaining pupils, whilst on other occasions, work was too demanding for some pupils.
37. The curriculum is enriched by a wide range of extra curricular activities. For example, there is a range of sporting and musical activities which many older pupils take part in. Sports teams compete successfully in matches with local schools, for instance in cyclo-cross and athletics. Visits and visitors play a regular part in school life. For example, several professional writers took part in the school writing week and there are performances from actors and musicians. Each year group has visits into the locality and further afield to broaden pupils' experiences and illuminate the curriculum. For example, to Styal, Chester and Uppermill. In Year 6, pupils engage in an activity week which involves visiting three locations and develops work in subjects such as physical education and art.
38. Overall, procedures for assessment and record keeping are satisfactory. Careful assessments of their attainment in all areas of learning and personal development are carried out when the children start in the nursery, and this information, along with day-to-day teacher assessments is used effectively to support curriculum planning and ensure that work is well matched to pupils' needs and abilities. As they enter the reception class, children are assessed using the Local Education Authority's Baseline Assessment. In Key Stages 1 and 2, the main instrument of assessment is the 'assessment week' which takes place once a term, in the week prior to the parents' consultation evenings. This method provides a satisfactory amount of information about pupil attainment and progress, but comes too late in the term for the information to be used effectively for planning purposes. The deputy headteacher is the assessment co-ordinator and she involves herself in managing procedures. For example, she appropriately examines the procedures, and the information gathered, in the week

after assessment week and looks for patterns over time. She is also developing a computer system which will enable her to track individual pupils more effectively. However, there is limited evidence of assessments being used to help define clear objectives which will assist pupils to move on to the next appropriate stage of learning as rapidly as possible. Nevertheless, good practice is to be found in the school, most particularly in the nursery.

39. Pupils who have special educational needs are recorded on the school special needs register. They achieve standards in line with their abilities and make satisfactory progress though this is not formally monitored. Individual educational plans including clear targets are not in place and therefore progress cannot be monitored accurately. The school has allocated a week in January for all teachers to be released to work with the special needs team in writing individual educational plans. This will establish an effective assessment and recording system indicating the progress of pupils who have special needs. The LEA is supporting the school in this development.
40. The previous inspection report highlighted two Key Issues in this area. The school has made satisfactory progress in improving the quality of long-term planning in the majority of areas of the curriculum. Nevertheless there is room for further advances in the production of an overview of the whole curriculum which would provide teachers with appropriate guidance in areas such as personal, social and moral education. Secondly, the school has made satisfactory improvements to the quality of assessment procedures and these are having a limited effect on curriculum planning. However, further progress is urgently needed to facilitate the effective use of the information to assist individual pupils reach their potential.

Pupils' spiritual, moral, social and cultural development

41. The overall provision for the spiritual, moral, social and cultural development of the pupils is good.
42. Spiritual development is satisfactory. This represents an improvement since the previous inspection when it was unsatisfactory. The school provides opportunities for satisfactory daily acts of worship when pupils are encouraged to celebrate each other's achievements and each assembly has a short time for reflection and a prayer. In lessons, pupils have opportunities to enjoy the work of artists, writers and musicians. There are opportunities for pupils to appreciate the natural environment as part of their work in geography. Studies in religious education provide opportunities for pupils to gain an insight into the values and beliefs of others.
43. The school's provision for moral development is good. The school has clear principles for establishing the pupils' understanding of what is right and wrong. Any incidents of misbehaviour are dealt with swiftly and appropriately. Moral issues are discussed in lessons, for example in the literacy hour when pupils in Year 1 considered whether it was fair to keep a dolphin in captivity and in Year 5 lesson when pupils discussed the traits of story characters that they found unappealing. Classes establish their own rules at the start of each school year. Pupils are aware of the rules and show respect for them. Adults within the school set good examples to the pupils and provide good role models. Pupils develop a sense of fair play through competitive games in physical education and playing together at break times.
44. Provision for social development is good and is effectively promoted through story time and class time during which pupils are encouraged to think about their relationships with one another. Pupils are helped to develop politeness and consideration for others in their lessons. In most classes pupils have the opportunity to take responsibility. Pupils return the registers to the secretary and all pupils contribute to tidying up after class lessons. Older pupils have increasing responsibility, for example, for ensuring that younger pupils move safely and sensibly on the stairs. Pupils are encouraged to think about the needs of others through their support of charities such as the Children's Heart Foundation, Childline and the local children's hospice, Francis House. The annual activity week at the end of Year 6 provides valuable opportunities for team work and the social development of the older pupils.

45. Provision for pupils' cultural development is good. Pupils have opportunities to develop an understanding of the cultural heritage of this country through art, music and literature and through visits to places such as the Halle Orchestra and the Lowry Museum. Music makes a significant contribution to the development of pupils' cultural understanding. Last year pupils in Year 5 enjoyed a visit from a Tudor music workshop and the school has instruments from a range of different cultures. In classes, teachers take opportunities whenever possible to look at the culture of other countries and in Year 1 African clothes are included in the display of clothes for the clothes topic. Pupils in Year 2 learnt more about aspects of English culture when they visited Uppermill. In religious education pupils learn about the faiths of others. The school has regular visitors from the Christian and the Jewish faiths. Pupils have visited the local Mosque.

Support, guidance and pupils' welfare

52. Overall the school takes good care of its pupils. They are well supported by teaching, non-teaching, and the many specialist staff. Relationships are warm and nurturing, and pupils are confident, secure and happy. Staff know pupils well, even though there are increasing numbers of pupils joining and leaving the school, and respond to their personal, social and emotional needs appropriately. For children under five, procedures for their admission to the nursery, and transition from the nursery to reception are well structured and sensitively planned to meet individual children's needs. These children soon settle, and quickly grow in confidence. An example of this was a mixed school assembly presented by the reception class. Pupils are appreciative of others' achievements, and support one and another, both within class and throughout school. Older pupils respond well to the wide range of responsibilities given to them. Most pupils are confident with, and confide in, teachers, support staff and lunch time staff. Pastoral support is strong in the school. Pastoral records and achievement folders progress through school with each pupil.
53. Procedures are in place for the tracking of pupil progress. The monitoring of academic progress for the under fives is good, and for Key Stages one and two is satisfactory. In nursery and reception the use of baseline testing, ensures the effective monitoring of individual pupil progress, and informs individual, group and curriculum planning. In Key Stages one and two regular testing ensures that monitoring is satisfactory, but the available information is not consistently used to inform curriculum planning. Procedures for monitoring the academic progress of pupils with special educational needs are unsatisfactory, but are to be reviewed in the immediate future. These pupils do not yet have individual education plans, and are therefore not being set individual targets. Group targets are being set independently by specialist support staff. Pupils with special educational needs, and pupils with English as a second language form a significant population within the school. These pupils are well supported by class support staff and specialist staff, who make a very positive contribution within the school. The academic progress for pupils who have English as a second language is satisfactorily monitored, and procedures for the keeping of pupil records are also satisfactory. The high proportion of specialist and support staff provide culturally appropriate support across the school. However whilst pupils with EAL make good progress in English, the formula for allocating support to pupils with EAL sometimes leads to inequalities in provision, and in access to other subjects.
46. Statutory requirements for recording and reporting attendance are met. There are rigorous procedures for monitoring attendance in place, implemented through the headteacher, the school secretaries and the Educational Welfare Officer. Good attendance is promoted throughout school, with individual and class achievements being rewarded on a weekly basis. In spite of this attendance levels are below average, and the school targets for attendance are not being achieved. This is partially as a result of a small number of pupils involved in extended family visits abroad, however the taking of 'normal' family holidays during term time is also a significant feature.

47. Procedures for the monitoring and promotion of good behaviour and discipline are good, as noted in the previous inspection, and result in a consistently good standard of behaviour throughout. Parents have also expressed approval at the standard of behaviour maintained. The whole-school system, recently slightly amended at Key Stage one to introduce more immediate sanctions, together with individual class systems, are well known to pupils, who work hard to achieve both class and individual rewards. There is consistency of application across the school, and continuity of implementation throughout the day between teaching, non-teaching, and ancillary staff. Close liaison and consistent recording are a significant feature of this highly effective, well established system. There is little evidence of bullying in the school. Discussion with pupils indicates that they are confident in approaching staff in cases of harassment in the knowledge that prompt action will be taken.
48. The school has a comprehensive, whole staff approach to child protection issues characterised by very detailed guidance being given to teaching and non teaching staff, clear internal lines of communication to the head, and an established recording system. The headteacher, as the designated person has received the prescribed Local Education Authority training, and has consolidated his inter agency contacts. The whole-staff team approach in this matter ensures confident staff and comprehensive, effective, internal procedures.
49. The school gives high priority to health and safety issues and has adopted Local Education Authority policies and procedures covering day-to-day risk assessments, in terms of buildings, equipment and security. The governors' premises sub-committee, together with the headteacher and the caretaker undertake regular inspections. The condition of the building receives constant attention, the major current focus being on the junior annexe, which whilst being structurally safe, is waiting for interim repairs and renovation. The key issues relating to the surface of the school playground and the condition of the boys toilets, referred to in the previous inspection, have both been dealt with satisfactorily. Whilst staff make every effort to maintain the buildings to a high standard, the age and condition of part of the premises makes this a difficult task.
50. Provision for individual pupil health and safety throughout school is good. Safety is carefully monitored within lessons and throughout the day. Pupils' individual health and dietary needs are well provided for, including the provision of Halal meals. The school operates a healthy eating policy and regularly communicates with parents over any individual concerns. Within the curriculum, pupils are informed on such matters as drugs awareness, hygiene and sex education through health and specialist speakers. Staff are clear about first aid procedures including the storage of equipment and medication. Procedures for recording accidents for pupils and staff are consistently followed, including liaison with parents when necessary. Pupils are effectively supervised at all times including the lunch break.

Partnership with parents and the community

51. The school's involvement with parents and the community was identified through the previous inspection as an area for development. Since then there has been a focus on opening up channels of communication with parents, on increasing parental involvement in their children's education, and on encouraging more parental involvement in school life. Much progress has already been made, and this aspect of school life is satisfactory overall, with some good features. Parents who attended the meeting with inspectors and those who responded to the questionnaire were supportive of the school.
52. The quality of information which the school provides for parents, both on an individual, and on a general level, is good. Parents have participated in workshops on literacy, numeracy and homework, and have been consulted on the Home-School Agreement. Individual class/year group curriculum meetings held at the beginning of each term inform parents of topics, homework, and resources needed for that term. Termly newsletters, with contributions from each year group also provide similar details. Information concerning developments, activities, events and general school issues are regularly distributed to parents. Parents' evenings are held twice a year, and annual reports are detailed and set targets. Parents of pupils with special educational needs are involved in reviews, but the absence of individual education plans means that the involvement of parents in working towards formally identified targets is not taking place. Parents and pupils are clear about homework requirements. At Key Stage 2 homework is set regularly, and there is a significant increase in Years 5 and 6.

53. There have been significant developments in strengthening the links between school and many parents of pupils from the large number of ethnic minority groups. A number of parent helpers and new staff, including classroom assistants, are members of minority cultures and they, plus teaching staff, continue to actively promote increased parental involvement in many aspects of school life. They are also able to interpret and translate where necessary. Many religious festivals from a variety of faiths are now celebrated in school. This increase in the involvement of mothers from the Asian communities is reflected to a lesser extent within the general school population. There is a small but steady cohort of parent helpers, particularly in nursery and Key Stage 1.
54. The home-school association was re-formed some four years ago and is a formal organisation with a successful fundraising subgroup. A range of successful social and fundraising activities organised throughout the year are very well supported. This year they have funded the refurbishment of the Key Stage 2 libraries, and contributed towards the landscaping and planting around the playground.
55. Arrangements for involving parents in the preparation of the under-fives for nursery and reception are well planned, structured, and sensitive to individual children's need. Detailed written guidelines and staggered entry assist a smooth entry for both children and parents. Many children move from the on-site playgroup, and most children move from nursery to reception, so continuity is maintained.
56. The school is part of a cluster of three high schools and feeder primaries. Pupils and parents benefit from a comprehensive programme of induction, and 'taster' visits to the principal high school, commencing in Year 5.
57. Within the curriculum, pupils benefit from a number of speakers from outside agencies, including the police, fire service, and health and specialist professionals. External specialist sports coaching in lacrosse is currently enjoyed by Year 5 in addition to a range of other sports activities. Ministers (both parents) from the Church of England and the Methodist churches lead assemblies at special festivals, and other faith festivals are celebrated. Across the curriculum pupils also participate in a significant number of external visits. Links with the immediate community are satisfactory and continue to develop. Relationships with the neighbouring older persons' complex are strong as the school provides access through the grounds and the choir regularly performs for them. Recent participation in the local carnival brought sponsorship from local traders and participation in the local park association has further enhanced relationships with the local community. Pupils regularly support national and local charities of their choice.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

58. The headteacher provides clear educational direction for the school. Collectively the, headteacher, staff and governors contribute effectively to the quality of education provided and to the standards achieved by the pupils. They have established a positive ethos for the school. The school has a clear set of aims. These are clearly expressed and understood and are reflected in all aspects of the school's work. There are appropriate expectations of the pupils in terms of their personal and academic development. The school provides pupils with security, order and the opportunity to succeed.
59. Since the last inspection, there have been a number of new governors appointed. The governors are kept well informed about developments in school and some of them are regular visitors. They provide effective support for the school and are developing their management role. They have established committees to oversee and meet the requirements of their statutory responsibilities. However, the school is not fully meeting the requirements of the locally agreed syllabus of religious education or all the elements of the National Curriculum information technology programme.

60. Under the leadership of the headteacher, the school has taken positive and effective steps to address the areas for improvement identified in the last inspection report. These include the development of policies and schemes of work for all subjects in order to improve long - term planning and provide more effective support and guidance for teachers; improving the rate of progress of pupils in the reception classes; improving the quality of spiritual development; improving the partnership with parents and the local community. Improvements have been made to the systems of assessment and the monitoring and evaluation of the curriculum. However, although the school has made satisfactory progress in improving the quality of long-term planning, there is room for further advances in the production of an overview of the whole curriculum which would provide teachers with appropriate guidance in areas such as personal, social and moral education. The school has made satisfactory improvements to the quality of assessment procedures. However, further progress is urgently needed to facilitate the effective use of the information to assist individual pupils reach their potential.
61. The school has set clear targets for improvement and the academic targets for 1999 were surpassed. The school is in a sound position to make further progress.
62. The provision for pupils with special educational needs is managed effectively. The school fulfils the requirements of The Code of Practice in having a Special Needs Register, consulting parents, and holding annual reviews. The school has not yet developed individual educational plans for pupils who are recorded at Stage 2 and above on the register, but this omission has been noted and is being addressed in the school action plan.
63. The co-ordinator for literacy provides sound leadership and the National Literacy Strategy has been implemented effectively. A positive start has been made in the implementation of The National Numeracy Strategy.
64. The headteacher and governors have a clear view of the school's needs and priorities and the school is in a satisfactory position to make further progress. The whole staff were involved in a review and evaluation of the school's strategic plan and the curriculum review cycle at the beginning of this school year. The strategic plan provides clear indications of the structures to be established to review aspects of the school. The review cycle identifies priorities for 1999/2000. However the development plan is lacking in sufficient detail. There are no links to finance and no indications of who is responsible for the actions to be taken. There are no strategies to monitor and evaluate the impact of the plan on the work of the school. Thus, whilst the school development plan informs the work of the school, it is not fully effective.
65. The headteacher monitors the quality of teaching and learning through informal classroom observations. Curriculum development is monitored through the regular cycle of staff meetings and from the curriculum plans submitted to the headteacher and subject co-ordinators. In consultation with staff and governors, curriculum co-ordinators have produced whole-school policies and schemes of work which support teachers in teaching the National Curriculum. Coordinators are responsible for managing their subject and providing curriculum support. They monitor their curriculum area informally through examining teachers' planning. Opportunities for them to monitor and support teaching and learning by visiting classrooms are being developed.
66. Daily administration and financial management are good. The administrative staff work hard to assist the smooth day-to-day working of the school which has a positive effect on the quality of learning and standards of achievement.

Staffing, accommodation and learning resources

67. The school has a sufficient number of appropriately qualified and experienced teachers, with a good balance of those recently trained and more experienced. Together they possess the wide range of expertise necessary to meet the demands of the National Curriculum and the needs of children under five, including provision for literacy and numeracy. The match of number, qualifications and experience of the support staff to the demands of the curriculum is good and they make a significant contribution to the quality of education of all pupils. Specialist support staff make an effective contribution to the progress made by pupils with special educational needs or for whom English is an additional language.
68. Arrangements for the professional development of staff are sound. There is an appropriate balance between the needs of the school and those of individual teachers. Since the previous inspection, all members of staff, with the exception of the newly qualified teachers, have been appraised. The headteacher has introduced a system of personal staff interviews. Responsibilities for co-ordinating the individual subjects and aspects of the curriculum are appropriately allocated and clearly defined. The school has a satisfactory programme for the induction of new members of staff through a mentor system. Temporary teachers covering for long-term absence are well integrated into the team through appropriate induction procedures so that pupils experience security and continuity in their work. All the adults in the school community, including voluntary helpers, work together as an effective team and this makes a significant contribution to the quality of the pupils' education and development.
69. The accommodation is satisfactory overall, but flaking paint and crumbling plaster indicate the need for immediate maintenance and redecoration. Staff try hard to alleviate this with displays of pupils' work which help to create a pleasant and stimulating learning environment. Classrooms are adequate, although not spacious. There are two halls which are used effectively for physical education and music lessons as well as assemblies and dining. The caretaker and cleaning staff work hard to maintain the comparatively old building in a good state of cleanliness. The nursery accommodation is good and the outside area is attractive and well equipped. However, children under five in the reception class do not have access to outdoor play activities. Two attractive, new library areas have recently been created in Key Stage 2, although the range of both fiction and reference material is still limited for the number of pupils on roll.
70. The previous inspection report highlighted problems with the playground surface and the condition of the toilets. Both these problems have been successfully addressed. The playground has been re surfaced and also improved with planted areas. The school does not have a grassed playing area but good use is made of a local park for sports activities.
71. Learning resources are of sufficient quantity and satisfactory quality in most areas of the curriculum. They are well organised and accessible to staff and pupils. However, resources to support learning in information technology are limited, although the use of resources for information technology at the local library is a useful addition source for the school. Plans are also at an advanced stage for links with the local high school which will provide additional resources in this area. The school makes good use of visits within the immediate locality and further afield to complement school based learning. These have included visits to places of worship, museums and field centres.
72. Resources to support work in history, geography and design and technology have been improved since the previous inspection. However, there are limited artefacts to support work in history and religious education.

The efficiency of the school

73. Overall, the school makes good use of the money it receives. Educational initiatives are appropriately identified and finance is allocated according to priority. Coordinators receive an annual budget and they are rightly accountable for its deployment. The income per pupil is £1488, which is below the average level for similar types of school. Prudent and accurate budgeting has ensured that the school has always operated with a small surplus and has maintained levels of staffing and resources which are generally satisfactory. A current, and highly appropriate, priority is the re-decoration of the school: this will be achieved in the near future and will improve the overall learning environment. Funds have been carefully saved for this purpose. Funding specifically allocated for pupil support and staff development are used effectively.

74. Day-to-day financial control is satisfactory. Administrative procedures are efficient and office staff contribute appropriately to the smooth running of the school. The recently completed audit reports that financial administration is generally sound, but provides the school with recommendations for improvement. These recommendations are being implemented, but the important issue of a written scheme of delegation is not yet completed.

75. The use of teaching and support staff and their expertise is sound, including those who are supporting pupils with special educational needs and those pupils who have severe deficiencies in language. Generally, the use of accommodation is satisfactory but the use of learning resources are inconsistent. In the majority of subjects, available resources are used well, however there are shortcomings in the use of equipment for information technology and in the use of the library. These inefficiencies have a direct impact on pupils' unsatisfactory learning and low levels of attainment in library skills and information technology.

76. Pupils start school with below average levels of attainment and from unfavourable social backgrounds. They make satisfactory progress overall and achieve levels of attainment which are in line with expectations, but are better than those found in schools with pupils of similar backgrounds. Pupils behave well and display good attitudes towards learning. The quality of teaching and overall provision is satisfactory. However, there are weaknesses in information technology and religious education and in the use of assessment. The cost of educating pupils at the school is below the national average. Overall, therefore, the school gives good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

77. Pupils are admitted full-time to the nursery in the September prior to their fourth birthday if this falls between September and February, and in January if their birthday is between March and August. Pupils transfer into the reception class in the September or January of the year in which they reach five years of age. At the time of the inspection there were forty five pupils on roll in the nursery and twenty four in the reception class, nineteen of whom were under five. On entry to the nursery, levels of attainment for most children are below expectations for their age. This is confirmed by the results of baseline assessment. Many of the children coming into the nursery class have restricted language acquisition and poor social skills. A high percentage of children are learning English as an additional language.
78. The previous inspection reported that standards of attainment in the nursery were good and that children made good progress. However, this was not continued in the reception class. The good standards in the nursery have been maintained and those in the reception class have been improved. All children, including those with special educational needs or for whom English is an additional language now make good progress in both the nursery and reception classes. By the time they are five, most children achieve the desirable learning outcomes in personal and social development, language and literacy, mathematics, knowledge and understanding of the world, physical development and creative development.
79. The educational provision for children under five is good. Children are provided with a broad range of well planned activities which help them to acquire appropriate skills and understanding. The nursery and reception classes are well resourced. They are both well managed to ensure best use of the resources and staff to progress learning. The children's attainment and progress is monitored through initial assessment on entry and by staff's daily observations during lessons. These assessments are used well to plan appropriate work which is well matched to children's needs and abilities. Children benefit from a well thought out curriculum that covers the six areas of learning appropriate to the age group. The children work first towards the specific learning goals known as the desirable learning outcomes and as they achieve these, move on to the recognised elements of the National Curriculum in the reception class. There is close liaison between the nursery and reception class teachers and pupils are very well prepared for the transition into the reception class. Few pupils enter school directly into the reception class.
80. All staff have a very good knowledge of the curriculum for under fives and of how young children learn. Staff have high expectations of behaviour and appropriate expectations for attainment.
81. Children approach their work and play with enthusiasm and show good powers of concentration and perseverance. They are secure and at ease with adults and with one another.
82. Teaching is never less than satisfactory and in eight out of ten lessons observed it was at least good. In a quarter of the lessons observed it was very good. Teachers and classroom support staff work together as a very effective team. The expertise and experience of the nursery nurses in the nursery and reception classes is recognised and used well. They make a very significant contribution to children's learning. The good teaching is characterised by thoughtful and sensitive relationships with pupils and a teaching style that is direct and well organised.
83. The children make good progress in personal and social development. They respond well to the opportunities they are given and enjoy learning. The children settle quickly into the nursery and are happy, secure and develop in confidence. They form positive relationships with staff and other children. They learn to share equipment and take turns. This good progress is maintained in the reception class. The children understand and accept the routines such as how many can work in each area and of more formal session procedures when they work with the teachers or nursery nurses. Their behaviour is good and they are gaining in confidence and self esteem. In both nursery and the reception classes, children are keen to be involved and behave well.

84. Teaching of personal and social education is very good. All staff provide pupils with a very good example and have appropriately high expectations of children's behaviour. They encourage them to concentrate and persevere with activities and the children respond well. Class procedures and rules are reinforced throughout so that the children know exactly what is expected of them. The management of the classrooms is good and resources are easily accessible to the children. This results in the children developing independent working habits and skills. In the nursery, all children have school lunch and staff make very good use of this opportunity to develop personal and social skills.
85. By the time they are five most children are likely to achieve what is expected for their age in language and literacy. All children, including those with special educational needs or for whom English is an additional language make good progress. In both the nursery and reception class there are opportunities for children to listen to stories and to participate in book sharing sessions. The children know that pictures convey meaning and are aware that words do also. They handle books appropriately and listen to stories and some choose to read or to spend time in the writing area. Some nursery children recognise their name and initial sounds. Reception children know most letter sounds and are beginning to read and write familiar words. The majority of children under five are making good progress in listening skills. They listen to instructions and questions although some younger children's response is restricted.
86. The teaching of language and literacy is very good. Many children arrive in the nursery with under-developed listening and speaking skills, and many are learning English as an additional language. They are encouraged to talk about what they are doing in all activities and staff talk to them and ask questions to promote their language skills. Staff urge the children to listen carefully and praise their contributions in discussions and this motivates the children's involvement. Stories are read well and this helps the children to concentrate and enjoy them. Opportunities are provided for role play where staff intervene appropriately to extend the play and develop children's vocabulary and understanding. In the nursery, for example, very effective use was made of the 'hairdressing salon' to develop speaking and listening skills and also to introduce children to the importance of the written word through the use of an 'appointment book'. Staff in the reception class provide a good range of appropriate activities to develop language skills. Good examples included the use of puppets and models to engage children's interest and develop their confidence in speaking. Children who are learning English as an additional language receive good support. Children learn to wait for their turn to speak and listen to other pupils. The children respond well to stories and rhymes. They responded with great enthusiasm to the story of 'The Owl Babies'. Pupils have regular access to writing materials and books and are encouraged as emergent writers.
87. Children make good progress in their mathematical development. In the nursery they learn to use the appropriate mathematical vocabulary. Staff make sure that whenever possible they encourage the children to use the everyday events and equipment to re-enforce their confidence in using numbers. All the children have a stimulating and relevant experience of counting numbers and patterns carefully matched to their age and experience. In the reception class, they further develop these skills. Through established routines and planned activities, children learn to match, sort, order, sequence and count. Children recite number rhymes with enthusiasm and they are used effectively to develop their understanding of mathematics. Children learn to recognise and write numbers to ten. They are able to use language to describe the position of objects and their size and quantity. They can identify simple shapes and create patterns. They sort objects into sets using a range of criteria including size, shape and colour. By the time they are five years old, for the majority of children, the level of attainment is what is expected for their age.
88. The teaching of mathematics is good. There is a good range of appropriate activities in both the nursery and reception class. Careful consideration is given to what the children can learn in self-chosen activities as well as in directed tasks. Good use is made of learning resources and of time available. Children have many opportunities to learn and reinforce their number skills and understanding and to develop the language of number. Work in the reception class is based on the National Numeracy Strategy with very effective use of whole class activities which are introduced in an imaginative way to capture children's interest. A good example being the work on tall/short which enabled children to compare their heights. Group activities are well matched to children's needs and abilities.

89. The children make good progress in knowledge and understanding of the world and most are likely to attain standards in line with expectations for this area of learning. A wide range of activities is provided and children are encouraged to talk about events in their lives and the environment. They recall their experiences through a range of role play situations. Floor play equipment such as airports, railways and roadways is used to enable pupils to develop their language use and to make connections with their own surroundings. They have opportunities for a wide range of early scientific experiences using materials such as sand and water and they develop an appropriate vocabulary. As part of the topic 'Myself,' children become aware of their own bodies and are able to identify and name body parts. Children are able to use the skills of cutting, joining and building using a range of materials. They have access to construction sets which they use with skill to build models such as an 'airport'. Nursery children can operate a tape recorder independently to listen to stories and songs. In the reception class they learn to use the computer and can control simple programs using the mouse and the keyboard.
90. Teaching of knowledge and understanding of the world is good. Activities are well resourced and well planned and they build on previous learning. These activities extend the children's experiences outside school. A very effective example was the work in the nursery, when children were exploring a range of bathroom accessories and discussing their use. Very good questioning as part of this well organised activity helped the children to make sense of their work and develop their understanding. In the reception class, children similarly had well organised opportunities to explore shiny and soft materials. Here again, very effective use was made of questioning to develop their knowledge and understanding. The children are encouraged to work independently with appropriate intervention by adults. The children are developing good work habits as well as increasing their knowledge and understanding of the world around them.
91. In physical development children make very good progress. Most are likely to achieve the desirable learning outcomes in this area of learning by the time they are five. In both the nursery and reception classroom the children move confidently, making sure they move around each other and furniture carefully. They handle tools such as scissors, pencils and brushes with increasing control and accuracy. Older children manage buttons and zips when putting on and taking off their coats. In outdoor play, nursery children make energetic and confident use of the climbing apparatus and wheeled toys. They have awareness of space and are developing physical control. They learn to climb and balance. They show appropriate control and use of space when riding wheeled toys. They pedal, steer and manoeuvre well. Children in the reception class can run, hop, balance and jump and are able to build simple sequences of movement in the physical education lessons.
92. The teaching of physical development is good in both nursery and reception. Staff provide many opportunities for children to develop physical skills and show the children how to use equipment safely, for example how to hold the scissors correctly when cutting. They make children aware of the need for safety when climbing, balancing and jumping from the apparatus. Staff set appropriate challenges and provide lots of encouragement to develop children's confidence and skills. Children in the nursery have very good access to outdoor play to use the climbing and balancing frame and wheeled toys. The outdoor play is well planned with skills teaching and opportunity for choice and free play. Pupils in the reception make good use of the school hall for physical education when they dance, perform simple gymnastics and play games.
93. By the time they are five children achieve the nationally expected level of attainment in creative development. Progress is good. There is a good range of resources for creative development and staff ensure that there is a good balance between the teaching of skills and free exploration. Pupils show great enthusiasm for art and are able to represent what they see and feel in a wide range of media. They explore colour and texture through painting and printing. They model with scrap materials and make collage. Children are involved and collaborate effectively in role play which is actively supported and extended by staff involvement. They have opportunities to explore music, using percussion instruments. By the time they are five they know a number of songs and rhymes and sing with enthusiasm.
94. The quality of teaching is good with many opportunities provided where children can develop their creative thinking and skills. The staff encourage the children to talk about their work and express feelings. The planning of appropriate activities, along with the use of a good range of resources, results in children being able to achieve the intended learning outcomes in this area of learning.

ENGLISH, MATHEMATICS AND SCIENCE

English

95. The results of the 1998 national tests for eleven year olds were below the national average, although above the average when compared with similar schools. The proportion of pupils attaining the higher level (Level 5) was below the national average. Taken across the three years from 1996 to 1998, attainment was below the national average and the gap appeared to be widening, due to higher numbers of pupils with special needs. Early indications from the 1999 results show a small improvement. Inspection evidence indicates that by the end of the key stage the attainment of pupils currently in Year 6 matches national expectations and pupils of all levels of attainment make satisfactory progress throughout the key stage.
96. At the end of Key Stage 1, the 1998 national curriculum test results were in line with the national average in reading and writing. When compared with results achieved by pupils in similar schools, attainment in reading and writing was well above the average. Teacher assessment in speaking and listening indicate that attainment was in line with the national average. The proportion of pupils attaining the higher level (Level 3) was close to the national average in reading, well above the national average in writing and above the national average in speaking and listening. Between 1996 and 1998, pupils' attainment rose while nationally it remained steady. The performance of boys is below that of girls in reading and writing, but most markedly in writing. This reflects the national picture. The early indications from the 1999 tests and assessments show a decline in the reading and writing results, this is due mainly to a higher proportion of pupils with language difficulties. Inspection evidence indicates that by the end of the key stage the attainment of pupils currently in Year 2 is average and they make satisfactory progress throughout the key stage.
97. Attainment in speaking and listening is in line with the national expectations by the end of both key stages. Key Stage 1 pupils listen for a reasonable length of time, show an understanding of the main points in a discussion and make appropriate responses. For example, in Year 2 they can re-tell the story of Willy and Hugh and the higher and average attainers show good understanding of the text. Overall, pupils talk sensibly about stories they have heard and provide interesting detail when describing their experiences. By the end of Key Stage 2, the majority of pupils provide thoughtful and relevant responses which indicate careful listening. For example, in Year 6 pupils discuss complex scientific topics and vocabulary in non-fiction books. The quality of talk engages the listener and ideas are suitably developed. Higher attainers give mature answers to searching questions.
98. Attainment in reading is in line with the national average by the end of both key stages. The majority of pupils in Key Stage 1 are accurate, fluent readers who understand the books they are reading. Higher attainers achieve appreciably higher standards, particularly in the way they provide detailed accounts of plot, refer to the text when describing characters and predict outcomes for the story. Lower attainers have satisfactory skills, but their ability to recount the plot of a book is brief and rudimentary. By the end of Key Stage 2, the majority of pupils read accurately, fluently and with understanding. Many respond to the humour in their books and are good at finding relevant facts on a page. Across the key stage, pupils have unsatisfactory library skills, which is partly explained by the fact that the library has only recently started to be developed and there are only simple classifications for books. The library is under-used and this adversely affects pupils' independent study skills.
99. Attainment in writing is in line with the national average by the end of both key stages. Key Stage 1 pupils write for a variety of purposes and are beginning to recognise the needs of their audience. The majority of pupils can sequence sentences and understand the use of capital letters and full stops. Higher attainers have legible and consistently sized handwriting, but their work is a mixture of joined and printed script. Their spelling is accurate, but this is not the case for the majority of pupils. The majority of lower attainers are boys who have difficulty with writing sentences, most particularly the use of capital letters. By the end of Key Stage 2, the majority of pupils successfully adapt their style to a wide range of writing opportunities. For example, narrative and descriptive pieces, letter and poetry writing and interviews. Pupils plan, draft and improve their work, but only the higher attainers provide sufficient detail for the reader. Most pupils write in paragraphs and use a range of punctuation accurately, such as direct speech, question and exclamation marks. Spelling is mainly accurate, but the lower attainers have less knowledge of spelling rules and conventions. The majority of pupils

have legible, joined and neat handwriting but only the higher attainers are fluent.

100. Overall, in Key Stage 1, pupils make satisfactory progress. However, boys progress at a slower rate than girls, most particularly in their reading and writing. The majority of pupils make satisfactory progress with their speaking and listening. Their range of vocabulary is increasing and improved listening skills are leading to more detailed re-telling of stories. In reading, higher attainers in Year 1 use an increasing range of clues when confronting new words. In Year 2, lower attainers are making significant gains, most particularly in the range of words they know and in the fluency of their reading. In writing, all pupils make, at least, satisfactory progress. This is most evident in spelling, punctuation and presentation. In Year 2, higher attainers make good progress in their ability to convey meaning to the reader. For example when they were writing about being brave, pupils showed a growing awareness of the needs of the reader.
101. In Key Stage 2, pupils make satisfactory progress. In speaking and listening the rate of progress is steady, but there is an acceleration in Years 5 and 6. This is due to an increase in the range of opportunities, such as discussions about issues arising out of non-fiction books and the identification of moral issues in the study of characters in novels. In reading, higher attainers improve well their range of vocabulary, accuracy and understanding. Lower attainers make sound improvements in their response to plot and they increasingly retain their knowledge of story lines. However, the majority of pupils make unsatisfactory progress in developing their library skills. In writing, the majority of pupils make satisfactory gains in spelling and punctuation. Average attainers are improving their paragraphing by Year 6 and lower attainers are making good progress in improving their sentence writing and accuracy of punctuation. Higher attainers in Year 6 make good improvements in the length of their writing, however this is often accompanied by weaker presentation.
102. Pupils with special educational needs make sound progress in relation to their ability. Pupils for whom English is an additional language make good progress in the acquisition of English.
103. The National Literacy Strategy is being implemented satisfactorily. There is an appropriate choice and a range of texts which provide good opportunities for discussion, analysis and the development of skills, knowledge and understanding. Reading and writing skills are used soundly in most areas of the curriculum. For example, in history, art and geography. However, pupils' capacity for independent study is reduced by library skills that are too low and by a library which is early in its stage of development and narrow in its range of books.
104. Overall, pupils have good attitudes to their work at both key stages. In Key Stage 1, pupils work hard, concentrate for long periods, behave well and form positive relationships with other pupils and adults. In Year 2, pupils persevere when tasks become difficult and this includes some lower attaining boys. In Key Stage 2, pupils maintain successfully the positive and hard working attitudes and high standards of behaviour. However, occasionally, there are shortcomings. For example, some higher attainers in Year 3 allowed their pride in performance and presentation to diminish and some Year 5 pupils lack confidence when responding in lessons.

105. Overall, the quality of teaching is good in Key Stage 1 and satisfactory in Key Stage 2. Seven per cent of lessons were very good, 43 % were good and 50 % were satisfactory. In Key Stage 1, 20 % of lessons were very good, 40 % were good and 40 % were satisfactory. In the very good lesson, particular strengths were the planning which developed a theme during the week, high expectations and the accurate use of assessment. Generally, teachers have good knowledge and understanding of the subject, they use time and resources well and their management is firm and calming. In Key Stage 2, 44% of lessons were good and 56 % were satisfactory. Many of the strengths are found in Years 5 and 6. For example, the pace and expectations are higher than in Years 3 and 4. In Year 6, pupils were given strict guidelines to finish work in appropriate amount of time whilst maintaining standards. Furthermore, teachers in the upper key stage have a clearer view of how to use assessment to help in grouping pupils and the quality of their marking is good. For instance, in Year 6 the marking of extended writing sets targets and develops a debate with the pupil that discusses present qualities and direction for further improvements. In the lower key stage marking lacks evaluation and in some classes the quality of planning is inconsistent. Generally, classes are managed well and teachers have a good knowledge and understanding of the subject. For instance, the approach to poetry in Years 3 and 4 brings out the importance of vocabulary, rhythm and meaning.
106. The curriculum is satisfactory overall and fully meets the requirements of the National Curriculum. The policy has been reviewed recently and the scheme of work follows the National Literacy Strategy. Approaches to assessment are inconsistent and this is amply illustrated in the diverse quality of marking. Formal assessment follows the school guideline of assessing in a one week block each term, just prior to parents' evenings. This comes too late in the term for the information to influence lesson planning effectively.
107. Leadership is satisfactory and the coordinator is making progress in addressing weaknesses. For example, the library is being developed, both in terms of accommodation and range of stock. It is recognised that a worrying gap in the attainment of boys and girls exists at Key Stage 1. Training has been undertaken which illuminates strategies for development, and improvements have been made to the range of books in stock; directly focused on providing boys with more titles that will interest them. These strategies have found limited success so far. Resources are generally adequate, but the range and number of non-fiction books is unsatisfactory.

Mathematics

108. In the 1998 end of Key Stage 2 National Curriculum tests, the pupils' performance in mathematics was below the national average, but above average in comparison with schools with pupils from similar backgrounds. Test results over the last three years have varied, but have been broadly in line with the national average. Boys have performed better than girls. In the 1999 tests, the number of pupils achieving Level 4 or above increased substantially from 56% to 84%.
109. Pupils' performance in the 1998 end of Key Stage 1 National Curriculum tests was below the national average. However, pupils' performance was above average in comparison with schools with pupils from similar backgrounds. Results in the tests over the last three years have varied considerably but overall have been well below the national average. Girls have performed better than boys. The results in 1999 showed a decline in the number of pupils achieving Level 2 or above from 79% to 66%. This can be explained by the difference between the two groups of pupils, with a larger proportion of pupils with special educational needs in the 1999 cohort.
110. There has been an improvement in the standards attained in mathematics due to a greater focus on the subject as the National Numeracy Strategy has been introduced. The transient nature of the school population makes comparisons year on year more difficult. However, lesson observations and the scrutiny of pupils' work during the inspection indicate that currently, standards are broadly in line with the national expectation by the end of both key stages.

111. By the end of Key Stage 1 pupils have an appropriate mathematical vocabulary. Pupils have a secure understanding of shape. They develop skills of simple data handling and can construct and interpret graphs.. Higher attaining pupils have an understanding of place value. They carry out simple calculations accurately and have a satisfactory knowledge and understanding of number facts. They understand simple fractions and can calculate halves and quarters of numbers. They are able to calculate money using decimal notation. Lower attaining pupils carry out simple calculations with two digit numbers. They are aware of the value of coins and have an understanding of the need for standard measures.
112. By the end of Key Stage 2, the majority of pupils of all abilities have a sound knowledge of place value, can use the four basic operations competently, have a sound grasp of spatial concepts and can use a variety of methods to collate and represent data they have collected. The higher attaining pupils have a good understanding of percentages and probability and can use fractions and decimals accurately. They are able to calculate angles, and can calculate area and volume. The lower attaining pupils can apply the four rules of number effectively, use a wide range of units of measure competently and can construct simple graphs to illustrate data they have collected.
113. Standards of numeracy across the school are sound. Most pupils are able to use their multiplication tables effectively and handle number satisfactorily in mental work. Pupils are introduced to the relevance of mathematics in their daily lives, although there is limited evidence of numeracy being used effectively to support work in other subjects.
114. Pupils of all levels of attainment in both key stages make sound progress. They show gains in knowledge and understanding and their ability to use mathematical skills. Pupils in Years 1 and 2 acquire an appropriate mathematical vocabulary through activities which develop their understanding of patterns, numbers and shapes. They develop their knowledge and understanding of number facts and use these to enable them to carry out written calculations accurately. Pupils throughout the school are encouraged to use and develop their skills of mental arithmetic and make good progress in this area. Pupils in Year 5 make effective use of calculators to help with problem solving activities. They develop an understanding of the properties of shapes. Pupils in Year 3, for example demonstrate a sound knowledge of shapes and are able to identify lines of symmetry in shapes and also devise their own symmetrical patterns. In Year 4, pupils develop their work in this area to investigate shapes and classify them using criteria such as the number of right angles. Year 6 pupils demonstrate a sound understanding of probability. They develop satisfactory data handling skills and are able to draw up and interpret pie charts and line graphs.
115. Pupils with special educational needs and those for whom English is an additional language make sound progress in relation to their ability.
116. The majority of pupils display positive attitudes to work at both key stages. They approach mathematics with confidence and enthusiasm. They co-operate well with their teachers, sustain concentration well for long periods. Most take pride in their work, although in some cases work is not well presented. They behave well and respond positively to challenge. When required, they collaborate well with other pupils, sharing ideas and equipment sensibly.
117. The quality of teaching in Key Stage 1 was satisfactory in 75% of lessons observed and good in the remainder. In Key Stage 2, teaching was good in 70% of the lessons observed and satisfactory in the remainder. The quality of teaching has improved since the previous inspection when it was described as sound overall with some inconsistencies in Key Stage 1. Lessons are generally well prepared and structured and reflect the aims of the National Numeracy Strategy. All lessons begin with a whole class session of mental arithmetic. Teachers make good use of equipment such as number cards and fans to involve all pupils and ensure a good pace to the activity. Classroom management skills are good and this enables teachers to use a range of teaching styles well matched to the content and needs of the work undertaken. Where teaching is good, teachers have high expectations of pupils' attainment and behaviour; lessons proceed at a lively pace and work is well matched to the needs and abilities of pupils. A good example was a Year 2 lesson on money when the teacher gave clear explanations, made very good use of questions to assess and reinforce pupils' understanding and provided a good range of group activities which enabled pupils to work at the appropriate levels and make good progress. Good use is made of plenary sessions to review and consolidate learning. In a Year 5 lesson on problem solving,

the teacher encouraged pupils to think about the strategies they needed to use and provided opportunities for them to discuss their work. Teachers have a sound subject knowledge and set clear targets for pupils. In a Year 3 lesson on symmetry, pupils were given opportunities to share their ideas, and mistakes were handled sensitively, enabling the whole class to learn. Homework is used effectively to support work in mathematics through the learning of multiplication tables and number bonds as well as to reinforce classroom work in other aspects of mathematics.

118. Teachers make good use of questioning to assess and develop pupils' understanding and provide support as necessary. Pupils receive good feedback on their work through verbal comments although written marking is not always used effectively. There are regular assessments of pupils' attainment and progress but these are not always used effectively to set clear targets for progress or to plan future work. Planning for some lessons still does not clearly identify the learning objectives and ensure that work is always well matched to pupils' needs..
119. The co-ordinator is currently absent on maternity leave. She has helped staff to make an effective start in the implementation of the National Numeracy Strategy which is having a beneficial effect on standards especially in mental work and the development of mathematical language. The school has placed an increasing emphasis on mental arithmetic strategies to develop understanding and support the raising of standards. The previous inspection identified the need for a clearer, more detailed structure in the mathematics curriculum to ensure that pupils make more consistent progress. The National Numeracy Strategy is now used as a framework for curriculum planning and the school has effective strategies in place to develop numeracy. Prior to this a scheme of work had been developed which provided the necessary structure to support improvements in the quality of teaching and resulted in higher standards of attainment, especially at Key Stage 2. An appropriate range of resources is available to support teaching and learning in the subject and the subject fully meets the requirements of the National Curriculum. Commercially published schemes provide the basis for much of the work in mathematics and these are supplemented by a range of planned activities to provide a broad and balanced mathematical curriculum which motivates pupils and sustains their interest. The headteacher monitors teachers' planning and plans are in place for closer monitoring and support of teaching when the co-ordinator returns to school.

Science

120. In the 1998 national tests for 11 year olds the proportion of pupils attaining level 4 was well below the national average although it was broadly in line with that of similar schools. The number of pupils achieving level 5 was below the national average although it was above that of pupils from similar schools. Test results in science over the last three years have been below the national average. The results of the national tests in 1999 show a considerable rise in the number of pupils attaining both Level 4 and Level 5. The percentage of pupils attaining Level 4 or above rose from 58% to 90% and the percentage of pupils attaining Level 5 rose from 8% to 38%. At the time of writing there are no national figures available with which to compare these results.
121. Although the National Curriculum test results for 1999 show a considerable improvement in pupils' scientific knowledge, this is not yet reflected in their skills in the area of experimental and investigative science. Evidence from the inspection indicates that the attainment of pupils is in line with the national average by the end of the key stage. Pupils at the end of the key stage know that microbes live on food, cause it to decay and that if the food is eaten, can lead to food poisoning. They have good recall of the work done in previous years especially in the aspect of life and living processes. They can name and place the main internal organs of the body and know that the heart pumps blood. They can talk about food chains and name the parts of a flowering plant. In the area of materials science they understand that heating and cooling materials causes them to change and that these changes can be reversible and irreversible. They can explain the terminology of evaporation and condensation but still have an insecure understanding of what it means in scientific terms or in everyday life. In the area of physical sciences, pupils are comfortable talking about forces and use the terms gravity and friction correctly. In some other aspects of physical processes they are unsure. For example, they are uncertain about why we have night and day and some pupils think that shadows are caused by reflection. In the area of experimental and investigative science pupils can talk confidently about a fair test but can give few examples of occasions when they were allowed to devise their own.

122. In 1998, teachers' assessment of 7 year olds showed that the proportion of pupils attaining the national expectations was in line with the national average, although it was well above that of pupils from similar schools. The proportion of pupils attaining at the higher level was also in line with the national average and was also well above that of pupils from similar schools. In 1999 the number of pupils attaining in line with national expectations was lower than in 1998 although the number of pupils attaining higher than the expected level was higher. The findings of the inspection are that by the end of Key Stage 1, attainment is in line with the national average. Pupils at the end of the key stage can identify criteria for sorting materials and can distinguish between man made and natural materials. They know that heat causes materials to change and that sometimes this change is reversible, for example ice, and that sometimes it is irreversible, for example an egg.
123. Progress through both key stages is satisfactory overall and in 2 lessons observed in Key Stage 2 was good. In one Key Stage 1 lesson progress was judged to be very good.
124. In Key Stage 1, pupils in Year 1 learn to sort and distinguish between clothes that are suitable for cold weather and clothes that are more suitable for hot weather. With the support of their teachers they learn to carry out simple investigations into whether materials are waterproof. Pupils in Year 2 learn through investigating that materials change when they are heated and that some melt and some don't. They develop the scientific vocabulary of solid and liquid. They learn to record their findings on a worksheet. Pupils made very good progress in a Year 1 lesson because the teacher put great emphasis on the use of the correct language and used strategies that pupils found very motivating.
125. In Year 3, pupils learn to respond to suggestions as to how to find out which material soaks up the most water. With assistance they learn to carry out simple tests and to describe and record their observations. In Year 4, pupils continue to learn from practical investigations when they test their own circuits in order establish the most appropriate way in which to make a simple switch. In Year 5, pupils learn that although all drugs have an effect on the body not all are harmful when prescribed as medicines by a doctor. During the inspection, Year 6 pupils were learning about micro organisms. This revised work that they already covered towards the end of Year 5 but pupils confirmed that they now have a greater understanding because they are able to think about the conditions that encourage the growth of micro organisms. Although attainment in the aspect of investigative and experimental science is in line with expectations for pupils at that age, pupils have few opportunities to plan and carry out their own investigations. This limits the opportunities for more able pupils to attain at a higher level.
126. In the previous inspection report, pupils' progress was described as good and sometimes very good but with limited progress in the way pupils are able to present their results. There was very little evidence in pupils' books of recording findings in a variety of ways and few examples of graphs were observed. Pupils' progress in this aspect of science is still unsatisfactory.
127. Overall, pupils with special educational needs make satisfactory progress according to their ability. The progress of pupils who receive extra help with English as a second language is adversely affected by the fact that in Key Stage 2 they are sometimes withdrawn from science lessons.
128. Pupils in both key stages enjoy science and attitudes and behaviour are good. Even when pupils in Key Stage 1 are excited by their work they remain sensible, for example when watching chocolate being melted or an egg being heated. They take pride in their written work and enjoy showing it to visitors. Pupils in Key Stage 2 also enjoy practical activities and when pupils work in pairs, such as when testing switches in circuits, relationships are good and tasks are shared fairly. When taking part in class discussions such as about the effects of drugs pupils listen politely to the teacher and to each other. They think about the subject being discussed and most pupils make a contribution.
129. Overall teaching in both key stages is satisfactory but in over a quarter of lessons observed it was at least good. In both key stages, teachers have a sound knowledge of science and expectations are high. They give pupils clear instructions and use questions effectively to elicit pupils' understanding and to encourage them to think. Teachers in Key Stage 1 plan imaginative strategies that maintain the interest and motivation of pupils. In both key stages teachers have due regard for the safety of their pupils for example, when conducting activities involving heat or when looking at decaying food. When teaching is good, questioning is used particularly well

and teachers have thought through possible questions when planning the lesson. Teachers give pupils opportunities to try out their own ideas, for example when pupils in Year 4 were testing switches in electrical circuits. In the very good lesson observed the teacher's relationship with the pupils was a significant contribution to the pupils' level of motivation. She also put a great emphasis on the development of the appropriate scientific language in order to help the pupils develop a meaningful understanding of the concept.

130. The science coordinator has developed a useful scheme to support colleagues. In her lengthy absence, due to illness, staff have worked hard to implement this and to raise standards.
131. Medium term planning is now identified only in terms of the module of work to be covered and there is no clearly identified progression of skills. As a result progress in experimental and investigative science is not ensured. Assessment is recorded each term but there is no evidence that this assessment is used to inform the curriculum. An appropriate range of resources is available to support teaching and learning in the subject and the subject fully meets the requirements of the National Curriculum.

OTHER SUBJECTS OR COURSES

139. Information and communication technology

132. There was little work in information technology taking place during the inspection. The few observations made, along with a scrutiny of pupils' work, and discussions with teachers and pupils, indicate that attainment is below the national expectation at the end of both key stages.
133. Pupils in Key Stage 1 confidently and effectively make use of a tape recorder to listen to stories and are able to control simple computer programmes using a mouse and the keyboard. However, by the end of Key Stage 1, there is little evidence that they develop skills in storing and retrieving information or that they can save or print their own work. Overall, the progress of pupils of all attainments in the development of information technology skills is unsatisfactory.
134. By the end of Key Stage 2, pupils have not been provided with sufficient opportunities to enable them to attain the expected standards, and progress is therefore unsatisfactory. The range of work planned does not cover all aspects of the programmes of study, particularly controlling and modelling. Few pupils use word processing to draft and redraft work. Their use of the computer as a research tool is under developed nor do they have sufficient opportunities to use information technology to collect and display data. They have limited skills when using the computer as a word processor and many are unable to store, retrieve and print information without help.
135. During their lesson at the Abraham Moss library, Year 5 pupils made sound progress in accessing the internet to gather information for an art lesson on Andy Warhol. With help from the instructor they were able to print their pictures and information. Pupils in Year 5 copying their stories of Cinderella were able to use the computer keys with reasonable fluency and control the mouse sufficiently to match their intentions. Higher attaining pupils were able to use the spell check. They were able to write short sentences using full stops and capitals. Lower attaining pupils had difficulty in setting up the computer, using the menu and storing information. They have difficulty creating text and without support have difficulty in amending and improving their work. In this area, the pupils' skills are underdeveloped. Some pupils make satisfactory use of CD ROM particularly during the lunch time to access information to support their learning in subjects such as history and geography. However, many pupils do not make the expected gains in knowledge, skills and understanding and progress throughout the key stage is unsatisfactory.
136. The pupils are well motivated and enjoy working on the computers. They demonstrate satisfactory attitudes to information and communication technology but when faced with difficulties turn rapidly to adults for help rather than try to solve the problems themselves. They collaborate effectively together and show enthusiasm when working with the instructor at the Abraham Moss library. They handle the expensive resources they are using with care.

137. Little direct teaching of information technology was observed but when this did occur in Year 5 it was satisfactory. Subject knowledge was secure and the work proceeded at a satisfactory pace. The coordinator withdraws small groups of pupils for direct teaching and this is to be further developed with the allocation of a time share for primary schools at the Abraham Moss High School in the new year. There is little evidence of direct teaching of IT skills. There are few examples of planning for information technology lessons and little mention of use of IT on plans for other subjects. Too little time is devoted to the subject and computers are not always used well. There is no detailed progression of skills and at present methods for assessing and recording pupils' progress and attainment in IT through the school are unsatisfactory. During the period of the inspection there was little evidence of information technology supporting pupils' work in other areas of the curriculum. Overall, there is insufficient access to the computer for the majority of pupils.
138. There is a computer and printer in each class room up to Year 4. The newer computers for Years 5 and 6 have been set up in the library areas to form a small computer suite. This is a recent innovation and staff are not yet making full use of this facility partly because of the difficulties associated with supervision of a group of pupils outside the classroom. Good use is being made of the computer facilities at the local library and plans for the development of ICT links with the local high school are at an advanced stage. These should considerably enhance the facilities available to support the development of skills in ICT.
139. The co-ordinator provides enthusiastic leadership and has good subject knowledge. However, he has not yet had the opportunity to address the difficulties facing the school in this area. The school has a policy in place and there is a draft scheme of work based on national guidelines. These are detailed, helpful documents which offer clear guidance to all staff. The subject is identified as a priority area in the school development plan next term and the co-ordinator will have some non-contact time to support staff and monitor attainment and progress.

Religious Education

140. No lessons were observed in Key Stage 1. In addition to the lessons observed at Key Stage 2, evidence was taken from discussion with teachers, the record of teacher's planning and scrutiny of work from last year. This evidence indicates that attainment at the end of each key stage is below that expected in the locally agreed syllabus. Insufficient time is allocated to the subject at each key stage for the effective delivery of the agreed syllabus.
141. In the lessons observed at Key Stage 2, pupils of all levels of attainment made satisfactory progress. Pupils in Year 3 have an understanding of the importance of John the Baptist to Christians. The pupils in Year 4 have a sound understanding of Hanukah and higher attaining pupils have a satisfactory understanding of the major events in the life of Moses. Year 6 pupils have a satisfactory knowledge and understanding of Guru Gobind Singh and his role in Sikhism. Higher attaining pupils are able to relate the main events in the story to facts which are already known. However, there is a lack of sustained progress over time in both key stages. In most year groups, class teachers spend around thirty minutes per week on the subject. Overall, there is insufficient written and illustrative work completed, to adequately consolidate learning. As a result, significant areas of the agreed syllabus are not being covered in sufficient detail at either key stage. The pupils' progress is consequently unsatisfactory in both key stages.
142. The majority of pupils are well motivated and have a positive attitude to religious education. However, when the pace of lessons slows some of the pupils, including those of higher attainment, lose concentration. Relationships are good and the pupils show respect for each other's point of view.
143. The quality of teaching observed in Key Stage 2 was satisfactory. Teachers provide clear explanations of the work and provide some opportunities for pupils to discuss the moral implications of religious stories. The subject is enriched through visits to local churches and mosques. These and visitors to the school make a significant contribution to religious education.

144. There are no common assessment procedures, or agreed systems for recording, pupils' attainment and progress. The curriculum is not being monitored adequately to ensure compliance with statutory requirements. Since the last inspection the spiritual aspect of the subject is still underdeveloped. There is also still a need to improve resources to challenge more effectively the higher attaining pupils.

152.

Art

145. During the inspection it was only possible to see two art lessons, both in Key Stage 2. Judgements are based on these; teachers' planning; the many examples of pupils' work on display around the school and the artwork collected by the co-ordinator and made available to the inspectors.

146. Pupils including those with special educational needs make satisfactory progress in both key stages. They demonstrate growing skill and understanding of a variety of media including three dimensional work.

147. In Key Stage 1, pupils express themselves through drawing and painting and modelling, and use simple techniques with developing control. By the end of the key stage, they demonstrate an understanding of colour mixing, and the selection of appropriate materials. Pupils are able to use different materials to produce interesting collage. They are aware of different textures and use pencils, paint and chalk to draw seascapes and landscapes. Year 2 pupils study Aboriginal art and reproduce Aboriginal style designs. A good example of effective display work shows pupils' impressions of their trip to Upper Mill illustrated with 'moving' pictures of the different views of the locality from a canal boat.

148. In Key Stage 2, pupils' work shows an increasing control over a range of materials, tools and techniques. Pupils are introduced to shade and texture and learn about tone and colour. Pupils study the work of other artists and apply this to their own work. Pupils in Year 3 know the primary and secondary colours, they draw and paint flowers from observation and are able to sketch good self-portraits. A piece of work entitled 'Designer Dragon' shows that pupils can work co-operatively to produce a single piece of work. Year 4 pupils increase their knowledge of African culture and also improve their artistic skills when they make African masks from papier-mache. They illustrate their 'Fairytale Times' and design Crumpsall Lane passport covers. Their work on mosaics relates directly to their topic of The Romans. Pupils in Year 5 and 6 produce some good work. They are introduced to the works of known artists including Henri Matisse, Vincent Van Gogh, Andy Warhol and Henry Moore. Pupils use the work of these artists to inspire their own art. At the end of Key Stage 2, pupils produce good observational drawings of hands; these are accompanied by pupils' own poetic descriptions of hands. They can work in groups to make interesting collage, and their Medusa masks relate appropriately to the class topic of Ancient Greeks. These pupils can plan their work and identify the possible problems before they start. They are also able to make objective evaluations and acknowledge the skills they have acquired.

149. Pupils have a positive attitude to their work in art. Pupils demonstrate enjoyment and independence in carrying out art activities and approach their work with confidence and enthusiasm. They are well behaved. They listen carefully and follow instructions; concentrate; are well motivated and keen to do their best work.

150. The quality of teaching observed in Key Stage 2 was good. Teachers are well prepared and give clear explanations of the tasks required of the pupils. The pace is lively and classes are managed effectively. Teachers make sure that all pupils in the class get the attention they need and give appropriate prompting when necessary.

151. Resources are adequate and the use of sketchbooks throughout the school shows evidence of pupils' progress and the development of their skills. Art is strongly linked to other subjects such as history, geography and maths. Displays around the school are attractive and also reinforce pupils' learning. The newly appointed co-ordinator is hoping to arrange for artists to visit the school and has identified assessment as a priority for improvement. There is a whole school policy for art and a scheme of work which provides clear guidance for staff.

159. **Design and technology**

152. During the inspection no design and technology lessons were observed, judgements therefore are based on evidence provided by the school, scrutiny of work and discussions with staff and pupils. This evidence indicates that pupils make satisfactory progress in both key stages and that standards are broadly in line with those found in most schools.
153. In Key Stage 1 pupils tasted bread in order to choose the most appropriate bread to use in a sandwich of their own design. Pupils in Year 2 have made puppets. By the end of the key stage pupils have had experience of working with a range of materials and have been introduced to the skills of designing and evaluating.
154. In Key Stage 2 pupils have used levers and linkages in order to make moving pictures. They have designed a range of uses for an empty bottle, including a puppet and a pencil holder. They have developed their understanding of structures through making Viking houses from wood. They have extended their understanding of mechanisms through working with construction kits and electrical components in order to make working models of fairground rides. When Year 5 pupils made biscuits they learnt about food hygiene before making their own.
155. Discussion with pupils about the work they did last year and with pupils in Year 3 who have been finding methods of making strong structures from paper indicates that pupils attitudes to design and technology are good and that they enjoy the practical activities.
156. Because no lessons were observed during the inspection it is not possible to make a judgement on the quality of teaching. Teachers' planning and pupils' work indicate there is appropriate coverage of the curriculum.
157. The previous inspection reported that there were insufficient construction materials to support work in design and technology. The school has developed the provision of design and technology resources and these are now adequate to support the curriculum. There is a clear policy statement in place and the school has adopted the national scheme of work. The co-ordinator has good subject knowledge and provides clear and enthusiastic leadership in the subject.

165. **Geography**

158. During the inspection, only two geography lessons were observed in Key Stage 1, and none in Key Stage 2. Judgements are based on the scrutiny of pupils' work in the previous year, discussions with pupils and teachers, and an examination of teachers' planning and displays of work around the school.
159. All pupils at both key stages, including those with special educational needs make satisfactory progress in developing subject knowledge and skills. The standards observed in both key stages are in line with those expected for the age group. This shows a definite improvement since the previous inspection which reported attainment and progress to be unsatisfactory at both key stages.
160. Early in Key Stage 1 pupils recognise and talk sensibly about features of their own environment. They are aware that the world extends beyond their own locality. Through using 'World Space' computer program they are beginning to understand that other places may be different and that weather conditions in other countries may be different at the same time as those they experience. Pupils are introduced to globes and maps to locate places of particular interest to them. For example, they compared their classroom with photographs of classrooms in West Africa and they read stories from Australia and other parts of the world. In Year 2, pupils make good progress in recognising similarities and differences between their own and different localities and have an increasing awareness of the surrounding environment. For example in their 'Journeys' topic they visit Upper Mill and use videos, pictures, postcards and maps to identify physical and human features of the area. They can discuss the similarities and differences between Crumpsall and Upper Mill. They recognise transport links on maps and photographs and are acquiring geographical language, which consist of terms like viaduct, features, river, road and canals to explain their work.

161. By the end of Key Stage 2, pupils can identify rivers on a world map. From aerial photographs and maps they can identify river sources and tributaries and use them to trace the course of a river from its source to the sea. They know and use geographical terms like meander, tributary, estuary and confluence. They recognise the physical importance of trees to river valleys in terms of erosion and know that some streams and rivers run underground. In their field study of the river Bollin, Year 5 pupils used appropriate techniques to measure the temperature of the river at different points and measured the speed of flow. Good use has been made of their literacy skills to communicate what they had learned in their project work on rivers. Scrutiny of previous work suggests that pupils extend geographical knowledge and skills in their comparative study of a desert and a rain forest environment. They investigate environmental change through air, water and noise pollution. Pupils conduct their own research into local supermarkets involvement with recycling.
162. In the two lessons observed at Key Stage 1 pupils enjoyed their work. They were interested and keen to answer questions and eager to discuss what they had learned from their field trip. Key Stage 2 pupils were also very eager to discuss their work and their written accounts were well presented.
163. The quality of teaching has improved since the last inspection when teaching was found to be unsatisfactory overall. The quality of teaching in the two lessons seen in Key Stage 1 was good. Teachers demonstrated good subject knowledge. Both started lessons with careful discussion using good questioning skills. Tasks were appropriate for the age and ability of most pupils. In both lessons, plenary sessions were used to draw the lesson together and discuss pupils work. Lessons were not observed in Key Stage 2 but the good quality of Year 5 work displayed indicates secure subject knowledge and imaginative teaching. The tasks provided are appropriately challenging and sufficient attention is paid to the National Curriculum Programme of Study.
164. The previous report identified the need to develop a scheme of work to support teaching, and to improve resources for geography. The school has successfully addressed both these issues. There is a detailed scheme of work in place which fully meets the National Curriculum requirements. There are adequate resources including maps and globes and a field trip is planned for each year group.
165. There are good long term plans which take an investigative approach involving enquiry, field work and map work. The comprehensive nature of the scheme ably supports teaching and contributes to ensuring continuity and progression in learning. Year groups plan together to ensure parity of provision, but the quality of teachers' short-term plans varies considerably. Many lack clear short-term learning objectives which target specific skills against which pupils' progress can be assessed. At present pupils' attainment and progress is assessed at the end of a unit of study, but this is not always used effectively to help plan future work.

173.

History

166. The number of lessons observed at Key Stage 1 was restricted both by organisation of the curriculum at Key Stage 1 and timetable constraints. As well as the lessons seen, judgements are based on a review of the previous year's work, displays around the school, teachers' planning and discussions with pupils and teachers.
167. The previous inspection reported that standards of attainment were below that expected at Key Stage 1 and progress was unsatisfactory. This has been improved and progress is now satisfactory in both key stages. Pupils' standards of attainment are in line with those expected for their age.
168. In Key Stage 1, pupils develop their knowledge of the past and talk with understanding about their observations using, language such as before, after, a long time ago. They are beginning to develop a sense of chronology and can sequence events using photographs and artefacts. In Year 2, pupils are beginning to have an understanding of events in the past in their study of William and Harold. They are beginning to understand and identify different ways the past can be represented. In both the Year 2 lessons observed they looked at pictures of the Bayeux Tapestry and discussed different ways of communicating an event.

169. In Key Stage 2, pupils develop these early skills and begin to develop skills of historical enquiry. Year 3 pupils have acquired an insight into the life of Victorian England and show empathy in their written work for the problems poor children faced. In addition to using documentary and photographic evidence they were introduced to the idea of a primary source when a grandparent came into school to answer questions of what school had been like when she had been seven years old. Year 4 pupils demonstrate an ability to interpret historical evidence and decide whether evidence was fact or opinion. They have good knowledge and understanding of Boudicca as a key figure of British resistance to the Roman invasion. Some pupils in Year 5 have a good knowledge of life in Tudor times especially of the effect the closure of the monasteries had on people's lives. They can compare the arguments for and against and understand why eyewitness accounts of events can differ. In Year 6 pupils develop their skills of historical enquiry, attempting to ask questions to find out historical information.
170. Pupils respond well in history lessons. Most are interested in the subject and they listen attentively, respond sensibly to questions or when contributing to discussion. They are keen to answer questions, however they do not always demonstrate the same willingness to ask questions in order to extend their knowledge and understanding of topics being studied.
171. Quality of teaching has improved since the last inspection. At Key Stage 1 teaching was never less than satisfactory and some good teaching was seen. The best teaching was seen when the lesson was presented enthusiastically and skilful questioning used to establish different ways of recording events in the past. The modern camera used on the recent field trip was compared with the way events were recorded in the Bayeux Tapestry. At Key Stage 2, the teaching in half of lessons observed was good. Teaching in the remainder was satisfactory apart from one unsatisfactory lesson. Where teaching was good teachers presented lessons in a lively and interesting way, for example when a plenary session used drama to 'interview Queen Boudicca'. Teachers had a secure knowledge of the subject and provided well planned tasks to extend knowledge and understanding and skills of historical enquiry. Where teaching was unsatisfactory there was a lack of specific learning objectives and limited opportunities for pupils to develop the key historical skills of interpretation and enquiry.
172. During the last inspection it had been noted that the school had identified the need for a detailed scheme of work and a closer monitoring of attainment and progress. There is now a detailed scheme of work which covers all key elements and fully meets the requirement of the National Curriculum. This scheme of work provides a good basis for teachers' planning. However, the quality of short term plans varies considerably. In some classes there are no clear learning objectives for the teaching of specific skills. At present pupils' attainment and progress is assessed at the end of a unit of study, but this is not always used effectively to help plan future work. The subject makes a good contribution to pupils writing skills and to their personal and social development.
173. History is included in a programme of extra non-contact time for subject co-ordinators to monitor the subject throughout school. The co-ordinator provides sound leadership and has targeted priorities for improvement. Learning resources have improved but there is still limited use of resources to support the analysis of differing interpretations of historical events. Good opportunities are provided to extend pupils' knowledge and understanding by visits to museums and places of historical interest.

181.

Music

174. The majority of the pupils, at both key stages, work at levels appropriate for their age, and most, at all levels of attainment, including those with special educational needs, make satisfactory progress during their time in school.
175. By the end of Key Stage 1, pupils memorise the words and melody of such songs as, 'Say Hello' and 'Have You Got Your Talking Voice?' They make satisfactory progress in their ability to sing loud and quiet, high and low, and fast and slow. They listen carefully and are able to follow a leader in rhythmic clapping. They are able to name and play a range of untuned percussion instruments.

176. By the end of Key Stage 2, the substantial majority of the pupils are able to differentiate between wooden, metal and skin instruments. They know that sounds are produced through banging, shaking, scraping, plucking and blowing. They make good progress with rhythmic chanting of such songs as 'Boom Chikka Boom' and 'I Hear Thunder'. The higher attaining pupils are able to compose and perform a piece of music with a beginning, middle and end. Individual and small group work is good. They effectively appraise their own and each other's performances. The lower attaining and special needs pupils have a satisfactory understanding of the elements of music and can perform an ostinato.
177. The pupils are well motivated and enjoy music lessons. They work well as individuals and collaborate effectively when working in pairs or small groups. They are polite, courteous and well behaved. They show respect for their own and each other's performances. They handle with care the expensive instruments they use. They listen well in lessons and appreciate the differences in music from various cultures.
178. The quality of teaching is satisfactory at both key stages, with some good teaching at Key Stage 2. Long-term planning based on the local authority music scheme, is good but individual lesson plans lack detail. The most effective lessons are delivered at a good pace and employ a range of teaching strategies which help to sustain the pupils interest. Occasionally the content is less stimulating, the pace is slow and interest flags, particularly for the lower attaining pupils. Instruments and resources are used effectively to support the pupils' learning.
179. Pupils have a growing knowledge of music from other cultures and are given opportunities for individual and group composition. Forty two pupils benefit from specialist woodwind and string tuition from visiting musicians. Extra-curricular choir and guitar tuition for thirty pupils effectively complement music lessons. Year 6 have benefited from a visit to the Bridgewater Hall to listen to the Halle orchestra and there is an annual school choir concert. Music makes a good contribution to pupils' social and cultural development.

Physical education

180. The school provides a balanced programme of physical education. Pupils learn to play games, participate in gymnastic activities, and respond to music through dance. Pupils in Key Stage 2 have swimming lessons, and there are opportunities for adventurous outdoor activities in Year 6.
181. Pupils, including those who have special educational needs, make satisfactory progress at both key stages. In Key Stage 1, they develop control, co-ordination and balance and an awareness of space and the need to use it well as part of their physical education activities. They develop skills of catching, throwing and controlling balls and small apparatus. They respond to music through dance. They also have opportunities to develop gymnastic skills. Younger pupils can with increasing confidence, roll, jump and balance. By the end of Key Stage 1 they are beginning to work as a team and the effective use of parachute activities allows pupils to develop their co-operative skills.
182. Pupils in Key Stage 2 develop their previously learned skills and gain confidence in controlling and performing balance activities and sequences. Older pupils in Key Stage 2 can demonstrate travelling skills by crawling, walking, sliding, jumping and rolling. They can synchronise movements and mirror partners' sequences of travelling. Year 5 and 6 pupils can effectively assess their own group work and that of other groups. They can suggest improvements to each others work and accept and implement those suggestions in a very mature way. It was not possible during inspection to see a swimming lesson, but pupils in Year 3 go swimming on a regular weekly basis. The co-ordinator reports that last year five percent of pupils could swim 25 metres at the beginning of the year and seventy five percent could swim this distance at the end of the year.
183. Pupils' attitudes to the subject are good. They put in the maximum effort, are well motivated and enjoy themselves. Pupils in both key stages quickly follow instructions to put out equipment. They listen carefully and concentrate on the activities of the lesson. All pupils behave well and are keen to improve their own performance. Older pupils in particular are interested in each other's performance and appreciate each other's efforts. The opportunities provided for teamwork and a sense of fair play support the development of pupils' social skills.

184. The quality of teaching is at least satisfactory in both key stages, with some good and very good teaching at Key Stage 2. Pupils are familiar with established routines for changing into kit at the beginning of each lesson. Planning is based on the school scheme of work agreed by staff, which is supplemented with a published scheme. During indoor games and gymnastics, pupils are given the opportunity to evaluate their work and that of their peers, this is effective and results in pupils trying to do their best and taking pride in their work. Teachers have sound subject knowledge and interact well with their pupils. In the best lessons teachers regularly provide new challenges and encourage pupils to achieve higher standards, placing due emphasis on safety. All teachers give clear instructions to their pupils and in Year 6 the teacher uses appropriate questioning to remind pupils of their previous achievements. In one Year 3 class, the teacher summed up what the pupils had learned during the half term and so reinforced pupils' sense of achievement. Many teachers take the opportunity to increase pupils' confidence, and to improve pupils' speaking and listening skills during physical education lessons. The school is currently involved in a local initiative which provides specialist coaches to introduce lacrosse skills to pupils in Year 5.
185. The co-ordinator is enthusiastic and promotes physical education not only during lessons but also as part of the extra curricular activities enjoyed by the school. Each class has three lessons a week depending on the time of year these will include athletics, dance, swimming, gymnastics and outdoor activities. Pupils from Years 5 and 6 can join a weekly after school group going to the neighbouring high school for squash and cricket practise. Year 4 pupils can also join in with extra swimming after school. Last year the boys won the Under 11 County Cross Country Championship and a number of pupils participated in the knock-out cycling competition at the school with the winners going on to compete at the Manchester Velodrome. Each year the pupils in Year 6 are given the experience of a full activity week, which includes three days at Debdale Water Park where they can sail, and experience rock climbing and rafting. During the same week they visit Heaton Park and enjoy orienteering. The co-ordinator will be released during the summer term to monitor the teaching of physical education and to improve staff confidence and expertise in the subject. There is an appropriate selection of apparatus and equipment to assist teachers in their work and the school has the use of halls as well as outdoor facilities.

193.

Ethnic Minority Additional Support

186. The percentage of pupils speaking English as a second language is very high at 48.5%. Many enter the nursery or join the school as older pupils with a poor ability to communicate clearly in English. There are clear systems to identify needs and provide additional support. Whilst much of this additional support is targeted on the reception and Key Stage 1 classes, support is also provided in Key Stage 2. The school has a part time teacher for these pupils and a full time bilingual assistant who devotes all of her time to Key Stage 1 and Year 3.
187. Pupils speaking English as a second language make good progress in the acquisition of English. This is demonstrated by their progress according to the 'Stages of English Language' (SELA) criteria and the standardised tests taken at the end of Key Stages 1 and 2 where their performance compares well with that of pupils whose first language is English.
188. By the end of Key Stage 1, most pupils with English as a second language are able to take a full part in school life. Both speaking and listening skills and reading skills are satisfactory although some need help mastering grammatical concepts such as tenses. By the end of Key Stage 2 most pupils with English as a second language have a good understanding of spoken English although some do not have a very wide vocabulary and do not always understand the meaning of less commonly used words.

189. Class teachers identify pupils who need extra support. Pupils are then assessed according to the S.E.L.A. scale. Each Key Stage 1 class gets the same amount of support regardless of the number of pupils they have on the early stages of the S.E.L.A. scale which means that help is not always targeted at those pupils who need it most. In Key Stage 2 pupils are generally withdrawn from class for extra help in English. When this happens they miss lessons in other curriculum areas such as religious education and science. The bilingual assistant who works alongside pupils in class sometimes gives extra support during the literacy hour. On other occasions pupils in Key Stage 1 are also withdrawn from lessons. In both key stages, the pupils observed receiving extra help in withdrawal groups could, with in class support, have taken a full part and benefited from the class lesson.
190. There are 3 pupils in school who speak Arabic as a first language and who have almost no understanding of English. The school has made special provision for these pupils by employing a bilingual assistant to work with them for one hour each day. These pupils are benefiting from this arrangement and are making satisfactory progress.
191. Pupils work hard and they want to learn. They take pride in their work. They listen attentively and their behaviour is good
192. The quality of teaching is satisfactory. Teachers understand the cultural and language needs of the pupils and develop good relationships with them. Teachers are well prepared and have high expectations of the pupils. They do not, however, always make full use of opportunities to extend pupils' understanding of English. Sometimes, grammar is taught using words that are not understood by the pupils. This was observed during a lesson on prefixes when the word numerable was given to the pupils. Although pupils are assessed using the S.E.L.A. scale to monitor their progress in the acquisition of English, there are no detailed profiles kept of individual pupils. Too few opportunities exist for teachers and support staff to teach in partnership so that expertise of each increases and the school obtains increased value for money from the service provided.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

193. The inspection was carried out by a team of 7 inspectors including a lay inspector. During the inspection 89 lessons were observed. Pupils from each year group were heard to read and their reading ability was assessed. Pupils were asked about the work they were doing and about previous work on display. Samples of pupils' current, recent and earliest work were scrutinised in all year groups. Pupils were observed in lessons, assemblies and at break and lunch times.
194. Discussions were held with the headteacher, members of teaching and non teaching staff, governors and parents. The registered inspector held a meeting attended by parents of pupils at the school and analysed a questionnaire completed by parents.
195. Prior to the inspection the school provided a range of documentary evidence. Particular attention was paid to the school development plan and budgetary information. Attendance registers, assessment records, pupils' reports and teachers' planning were inspected.

DATA AND INDICATORS

Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	396	0	67	124
Nursery Unit/School	44	0	0	16

Teachers and classes

Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)	16.9
Number of pupils per qualified teacher	23

Education support staff (YR – Y6)

Total number of education support staff	5
Total aggregate hours worked each week	99

Qualified teachers (Nursery school, classes or unit)

Total number of qualified teachers (full-time equivalent)	1
Number of pupils per qualified teacher	44

Education support staff (Nursery school, classes or unit)

Total number of education support staff	2
Total aggregate hours worked each week	66

Average class size:	30
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Financial data

Financial year:

1998/99

	£
Total Income	714,031
Total Expenditure	693,399
Expenditure per pupil	1,445
Balance brought forward from previous year	8,453
Balance carried forward to next year	29,085

PARENTAL SURVEY

Number of questionnaires sent out:

440

Number of questionnaires returned:

47

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	23	68	2	6	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	40	53	2	4	0
The school handles complaints from parents well	13	57	13	15	0
The school gives me a clear understanding of what is taught	13	60	19	4	0
The school keeps me well informed about my child(ren)'s progress	26	51	13	9	2
The school enables my child(ren) to achieve a good standard of work	23	60	9	6	0
The school encourages children to get involved in more than just their daily lessons	17	60	15	6	2
I am satisfied with the work that my child(ren) is/are expected to do at home	21	47	17	13	2
The school's values and attitudes have a positive effect on my child(ren)	26	66	6	2	0
The school achieves high standards of good behaviour	26	60	11	2	2
My child(ren) like(s) school	43	47	6	4	0

NB Percentages of responses are rounded to nearest integer, sum may not = 100%
 Percentages given are in relation to total number of returns INCLUDING nil replies

Summary of responses

Less than 11% of questionnaires were completed and returned but parents who attended the meeting with the inspectors were very supportive of the school.