

INSPECTION REPORT

Flowery Field Primary and Nursery School

Hyde, Greater Manchester

LEA area: Tameside

Unique reference number: 106183

Headteacher: Mrs Y. Daly

Reporting inspector: Mr S. G. Evans
21217

Dates of inspection: 20th-23rd March 2000

Inspection number: 188836

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Junior, Infant and Nursery

School category: Community

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Main Street
Off Old Road
Hyde
Tameside

Postcode: SK14 4SN

Telephone number: 0161 368 1466

Fax number: 0161 368 8021

Appropriate authority: Governing body

Name of chair of governors: Councillor J. Fitzpatrick

Date of previous inspection: June 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr S. G. Evans	Registered inspector	Mathematics Information technology	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed?
Mr L. Kuraishi	Lay inspector		Attendance How well does the school care for its pupils? How does the school work in partnership with parents?
Mrs T. Galvin	Team inspector	Under fives English as an additional language Art Design and technology	Assessment
Mrs S. Russam	Team inspector	Special educational needs Science Geography	Staffing, accommodation and learning resources
Mr R. Evans	Team inspector	Equal opportunities History Music Religious education	Pupils' attitudes, values and personal development Provision for pupils' spiritual, moral, social and cultural development
Mrs C. Richardson	Team inspector	English Physical education	How good are curricular and other opportunities?

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The Registrar
Inspection Quality Division
The Office for Standards in Education
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Flowery Field is a large junior and infant school with a nursery class. There are a total of 422 pupils on roll, with 52 part-time nursery children. Attainment on entry is below average. Ninety four pupils are identified as having special educational needs. There are 10 pupils with statements of special educational need.

The school is on a split site. Key Stage 1 pupils and nursery children are in one building and Key Stage 2 pupils in the other. The distance between the buildings is approximately a third of a mile. Pupils come from a range of socio-economic backgrounds. A significant number of families live in socially and economically disadvantaged homes. The percentage of pupils entitled to free school meals is above average. Nine per cent of pupils are from ethnic minority backgrounds and speak English as an additional language.

HOW GOOD THE SCHOOL IS

This is an effective school with good features. The strengths of the school significantly outweigh the areas requiring development. Children have a good start in the nursery and this is built on satisfactorily by the end of Key Stage 1. Pupils make good progress in English, mathematics and information technology by the time they leave the school. The quality of teaching varies from very good to unsatisfactory. It is satisfactory overall but with a significant amount of good and very good teaching across the school. Pupils' personal development and their relationships are good. They develop good attitudes to their learning and behave well in lessons. The school is led well by the headteacher who is ably supported by the deputy headteacher and senior management team. The school provides good value for money.

What the school does well

- Pupils achieve well in English, mathematics and information technology by the time they leave the school.
- There is a significant amount of good and very good teaching across the school. This positively affects standards.
- Nursery provision is good. Children make good progress by the time they transfer into reception.
- Provision for pupils with special educational needs is good.
- Pupils' attitudes to school, their behaviour, relationships and personal development are good.
- Provision for pupils' moral and social development is good. This has a positive impact on the pupils' personal development and the relationships they form with one another.
- The headteacher, together with the deputy headteacher and senior management team, provide good leadership.

What could be improved

- Despite satisfactory progress, pupils attain below the national average in science by the end of both key stages.
- Pupils make unsatisfactory progress in information technology in Key Stage 1 because of inadequate resources.
- Pupils' attendance rates are unsatisfactory.
- Long term strategic planning is unsatisfactory.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1996. The improvements made since the last inspection are good. The school is well placed to maintain the improvements and build upon them further. Pupils' attainment and progress in English and mathematics is much improved. Levels of attainment in information technology are higher (a key issue at the last inspection). Procedures for assessing pupils' attainment in English and mathematics are significantly better. The use of the results of pupil assessment is much more effective. There is less unsatisfactory teaching (two per cent now compared with nine per cent at the time of the last inspection). The quality of mathematics teaching in Key Stage 2 was a key issue last time. The quality of teaching in mathematics has improved significantly and is now good. The role of subject co-ordinators in English, mathematics and information technology (school and national priority subjects) has improved very significantly. The improvements made since the last inspection are sufficient to maintain the high standards in the behaviour and personal development of pupils.

STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	D	E	D	C
Mathematics	D	D	D	C
Science	D	E	D	C

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

Inspection evidence indicates that current standards in English and mathematics are higher than those shown above in the 1999 national tests. Teachers make very good use of the wide range of data on pupils' prior attainment assembled by the school to identify weaknesses. They plan work very effectively to remedy these weaknesses. The quality of teaching in Years 5 and 6 is good and this contributes significantly to the raising of standards. Science is not given as high a priority as English and mathematics and although pupils make satisfactory progress attainment remains below the national average.

Standards in religious education are in line with those recommended in the locally agreed syllabus. Pupils' competence in information technology by the end of Key Stage 2 is in line with national expectations for the subject. Standards attained in other subjects are in line with those expected for primary aged pupils. Attainment, across the school, for a significant minority of pupils is adversely affected by their unsatisfactory attendance.

The school attainment targets set for literacy and numeracy are challenging and high enough.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils like school and have good attitudes to their work.
Behaviour, in and out of classrooms	Pupils' behaviour in and around the school is good.
Personal development and relationships	Pupils have good relationships with one another and their personal development is also good.
Attendance	Attendance is below the national average. The current amount of unauthorised absences is very high. Attendance is unsatisfactory.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
89 lessons seen overall	Good	Satisfactory	Satisfactory

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses. Teaching is satisfactory or better in 98 per cent of lessons. It is very good in 11 per cent, good in 43 per cent and satisfactory in 44 per cent. Two per cent of teaching is unsatisfactory. The good and better teaching has a good effect on pupils' learning. The quality of pupils' learning reflects the quality of teaching. The quality of teaching in the nursery is very good and there is a significant amount of good and very good teaching in Years 2, 5 and 6.

The quality of teaching in English is satisfactory at both key stages and good in mathematics. Across all subjects, teaching of the skills of literacy and numeracy is satisfactory. The use of information technology skills effectively supports pupils' learning. Teaching of pupils with special educational needs is good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	In the nursery the well planned curriculum covers all areas of learning appropriate to children of this age. The school provides a broad range of work that is relevant to pupils in Key Stages 1 and 2. There is an appropriate statutory curriculum in place. Extra-curricular activities are satisfactory but the number of boys involved is very low.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is good.
Provision for pupils with English as an additional language	Provision is satisfactory but there is some inefficient deployment of staff. There is also no bilingual support provision.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school teaches well the principles of right and wrong and the importance of valuing all people, caring for others and increasing self-confidence.
How well the school cares for its pupils	The school ensures pupils are cared for satisfactorily. Procedures for child protection are in place. Assessment procedures are effective in identifying pupils' strengths and weaknesses and for monitoring their progress. The school promotes attendance satisfactorily but there are weaknesses in the monitoring of attendance. The school is currently addressing this weakness.

There are effective links with parents. They receive good information about the life of the school and the progress their children make. Parental involvement in their children's learning in school and at home is satisfactory. Ethnic minority parents are under-represented among parent helpers in school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides good leadership and is ably supported by the deputy headteacher and senior management team. The subject co-ordinators for English, mathematics and information technology provide good leadership. Other co-ordinators provide satisfactory leadership.
How well the governors fulfil their responsibilities	Governors have a sound understanding of the strengths and weaknesses of the school and work with the staff in their efforts to improve educational provision.
The school's evaluation of its performance	The senior management team monitors very closely and evaluates effectively the school's performance. They know its strengths and weaknesses and take effective action to secure improvement.
The strategic use of resources	Resources are managed satisfactorily. However, there is no long term strategic planning. This is unsatisfactory.

There are adequate teachers and support staff to ensure the effective delivery of the curriculum. The quality of accommodation is unsatisfactory. Resources are generally satisfactory, with some shortages, most notably information technology resources in Key Stage 1.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Three hundred questionnaires were sent out. One hundred and seventy seven questionnaires were returned. Thirteen parents attended the pre-inspection meeting for parents.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like school.• The school enables their children to make good progress.• Their children behave well at school.• The teaching is good.• They are kept well informed about their children's progress.• The school is easy to approach with concerns.• Staff have high expectations for their children.• The school is well led and managed.• The school helps their children mature and be responsible.	<ul style="list-style-type: none">• Some parents would like homework provision improved.• School does not work closely enough with parents.• There are insufficient extra-curricular activities.

Inspectors' judgements support the parents' positive views. Homework provision is generally satisfactory but there are unacceptable inconsistencies in its use. The steps taken by the school to work more closely with parents are satisfactory but the school does recognise there is more that can be done. Extra-curricular provision is satisfactory but the number of boys involved is low.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. In the 1999 Key Stage 1 national tests, attainment was below the national average in reading, writing and mathematics. In the teacher assessment for science, results were also below average. In comparison with similar schools reading and writing were average and mathematics and science were below average. Taking the four years 1996 to 1999 together, standards were in line with the national average. During this period boys performed better than the girls did in all three subjects.
2. Inspection evidence indicates that by the end of Key Stage 1 standards reached by pupils are in line with the national average in reading, writing and mathematics. These standards are the same as at the time of the last inspection. Current standards represent an improvement compared with the national test results of 1999. A higher than usual proportion of pupils with special educational needs and a very high rate of pupil absence caused the fall in Key Stage 1 standards in the national tests in 1999. Also, the number of lower attaining pupils who joined the classes shortly before the test was significant. The school identifies these factors through very effective monitoring and evaluation of pupils' prior attainment and progress. This information is used to plan work accurately to meet pupils' varying needs. This contributes to higher standards this year. Standards in literacy and numeracy are in line with those expected of pupils aged seven. Pupils in Key Stage 1 use their literacy and numeracy skills satisfactorily across the curriculum. Standards in science are below average. The main reason for this is that teachers do not effectively use assessment of pupils' prior attainment to plan work that accurately matches their varying needs. Teachers place too much emphasis on copying out work rather than pupils making attempts independently to record their findings.
3. In the 1999 Key Stage 2 national tests, attainment was below average in English, mathematics and science. In comparison with those in similar schools standards of attainment were average. Taking the four years 1996 to 1999 together, standards were below average. Standards in English, mathematics and science are significantly higher now than at the time of the last inspection.
4. Current inspection evidence indicates that by the end of Key Stage 2 standards in English and mathematics are average and in science below average. Literacy and numeracy standards are in line with those expected nationally. Pupils use their literacy skills satisfactorily across the curriculum. Girls attain better than boys in English and have made more improvement over the last four years. There is no significant difference in the attainment of boys and girls in mathematics, but girls have improved more significantly than the boys have over the last four years. In science boys attain higher standards than girls and have done so consistently over the last four years.
5. The good and very good teaching in Years 5 and 6 has brought about the improvement in standards in Key Stage 2. The rigorous monitoring and evaluation of pupils' progress enable teachers to meet effectively the varying needs of pupils. Expectations of what pupils are to attain have risen significantly. This is reflected in the setting of challenging targets for pupils to attain.
6. Standards in religious education by the end of both key stages are in line with those recommended in the locally agreed syllabus. Standards are not as high as at the time of the last inspection. The amount of work copied from the board or worksheet reflects the fall in standards. There are insufficient examples of pupils' original writing in the variety of styles that the subject offers. At the end of Key Stage 1 standards in information

technology are below national expectations. This is despite recent improvements. The main reason is the lack of sufficient and reliable computers on which pupils can practise their computing skills. Standards by the end of Key Stage 2 are in line with national expectations. This is a very significant improvement since the last inspection. A considerable investment in time and money has included staff training and far better resources. This has contributed significantly to the improvement. Furthermore, the co-ordinator has provided valuable support and expertise and leads the subject well. In art, design and technology, geography, history, music and physical education pupils reach expected levels for their age at both Key Stages. Standards in geography and music at Key Stage 2 have improved since the last inspection. Standards in the other subjects remain broadly the same, except standards in art were higher at the time of the last inspection.

7. By the time they reach the age of five most children will attain in line with expectations for their age in language and literacy, mathematics, knowledge and understanding of the world, creative, and physical development. In personal and social development their attainment is above national expectations. Children achieve well in relation to their prior attainment by the time they are five. Children who are learning English as an additional language underachieve when under five years of age. This is because they are at the early stages of learning English and they do not have the additional support they need, for example from the ethnic minority achievement teacher or a bilingual assistant. In addition the rate of absenteeism among ethnic minority children is higher than for other children in the early years. The good general support they receive from classroom staff partially compensates for this.
8. At both key stages most pupils who are learning English as an additional language attain in line with their classmates. By the time they leave the school at 11 years of age they achieve well.
9. The school's programme of support for pupils with special educational needs is good. The school organises it effectively to identify pupils who need additional help in class. This ensures they make similar progress to their classmates. Arrangements for supporting pupils who have statements of special educational need are effective and ensure they attain well in relation to their prior achievements. Pupils who have individual education plans make good progress in meeting their targets; therefore their attainment in relation to these targets is good. The school has no gifted or talented pupils.

Pupils' attitudes, values and personal development

10. In the discussions with pupils during the inspection, the vast majority said they liked their school. Many named their favourite subjects and activities and gave good reasons for their choice. The youngest children have no difficulty in coming into school and leaving their parents or carers. Parents answering the inspection questionnaire strongly endorsed the view that the pupils enjoy school and are happy in it. Pupils' attitudes to their work are mainly good.
11. They concentrate well, listen attentively to the teachers and each other. Participation in discussion is usually informed and lively. Pupils particularly enjoy practical activities and investigations and most teachers provide well for these. Only when the tasks they are set provide insufficient interest or challenge, particularly for higher attaining pupils, does their concentration waver and their efforts slacken. These findings closely reflect those of the last inspection, indicating that the school has worked hard to maintain high standards of attitude and behaviour by the pupils.

12. The school provides a range of sporting, gymnastic and musical activities at lunchtime and after school, as well as the “Before and After School Club” where pupils meet socially and do homework. These add to pupils’ enthusiasm for school.
13. Pupils’ behaviour in class is most often good. There are clear rules on the classroom walls which pupils know well and observe. The pupils appreciate the recognition given to outstanding effort or behaviour through the Walls of Excellence and the Golden Book. Around the school behaviour is generally good. Pupils play well together at playtime and lunchtime. There is good adult supervision and no aggressive or harassing behaviour was observed. Parental comments indicated instances of bullying but there was no evidence of this during the inspection. Pupils get on well with each other irrespective of gender or ethnicity. The school’s policy on anti-bullying and harassment is strongly reinforced at every opportunity, especially in Circle Time¹ lessons and assemblies. Currently there is one pupil excluded from the school.
14. Adults provide good role models for the pupils to imitate. There is good evidence that pupils respect the values and beliefs of others. They listen carefully to their teachers and other pupils, particularly in religious education lessons and assemblies. They show good understanding that other pupils’ beliefs and traditions may be different from their own. For example pupils listened carefully when a Muslim pupil described Ramadan and the Eid festival and then a Christian pupil spoke about receiving bread and wine in Communion.
15. Relationships are good. The vast majority of pupils like and respect their teachers. They respond well to good teaching and are anxious to succeed and make progress. In group work pupils co-operate well discussing issues sensibly, handling and sharing materials and equipment with respect. Pupils show some initiative in managing their own learning for example in using the Internet, sometimes at home.
16. There are few formal opportunities for pupils to assume particular responsibility within the school but there is a strong emphasis on all pupils taking responsibility for their actions and behaviour. Pupils are helpful and polite, holding doors open for adults and cheerfully undertaking tidying tasks in the classroom and around the school.
17. Most pupils are keen to attend school but overall attendance remains below the national average. As well as a substantial number of sicknesses and family holidays taken in term time, authorised absence includes pupils on extended visits abroad.
18. Staff encourage parents to co-operate with the school to ensure regular attendance. The school completes registers twice daily at the start of each session and meets statutory requirements but does not follow up unexplained absences promptly. Unauthorised absences are significantly higher than those included in the annual return.
19. Links with the education welfare officer are established. She visits the school on a regular basis to discuss matters of concern about pupils’ welfare but does not always check attendance registers.
20. The school has drawn up an action plan to monitor attendance more rigorously and to raise awareness for good attendance through staff training and improved communication with parents.

¹ During Circle Time pupils discuss a wide range of personal and general issues. All pupils agree that no interruptions should occur and only one person at a time will speak. Respect for other pupils’ views will occur at all times and therefore pupils feel confident that they can talk with ease and free from any form of interference or interruption from other pupils.

HOW WELL ARE PUPILS TAUGHT?

21. The quality of teaching ranges from very good to unsatisfactory. It is satisfactory overall. There is a significant amount of very good and good teaching that has a positive effect on pupils' learning and the progress they make. Teaching is satisfactory or better in 98 per cent of lessons. It is very good in 11 per cent, good in 43 per cent and satisfactory in 44 per cent. Two per cent of teaching is unsatisfactory. There is less unsatisfactory teaching than at the time of the last inspection. Overall, the quality of teaching is broadly the same.
22. The quality of teaching for the under fives is good. Teaching in the nursery is very good and this has a significant effect on children's learning. This teaching is based upon very good planning which identifies clear learning targets in all areas. Groups of children are organised and resourced very well and this fosters the purposeful working atmosphere and very good behaviour of the children. Children show high levels of concentration, initiative and independence for their age because the staff encourage this. There are very good assessment procedures for tracking children's progress and staff use these successfully to plan the next step in children's learning. The regular volunteer helpers provide useful support for teaching and learning. The good progress in language and literacy and mathematics continues in the reception classes where teachers' planning identifies clear learning targets for whole class and group work. In the other areas of learning planning is less precise and assessments of children's achievements are less systematic. This slows children's progress.
23. At Key Stage 1 the quality of teaching is satisfactory, ranging from very good to satisfactory. Teaching is good in mathematics, geography and physical education. It is satisfactory in English, science and information technology. Insufficient lessons were observed in religious education, art, design and technology, history and music to make an overall judgement. Teaching at Key Stage 2 is good in mathematics, information technology and physical education. It is satisfactory in English, science, religious education and music. Too few lessons were observed in art, design and technology and history to make an overall judgement.
24. Across the school, teachers work hard to plan and prepare lessons. The planning shows what is to be taught and learnt. In the better lessons teachers share this with the pupils at the outset of the lesson and evaluate it at the end. They generally make effective use of pupil assessment to ensure that activities match pupils' varying needs and prior attainment. They clearly use it to best effect in English and mathematics lessons. They use a range of appropriate teaching methods. These include whole class teaching, group and individual work. They use time and resources in lessons efficiently. They have secure subject knowledge in most subjects. Some teachers are less secure in their knowledge of information technology. Teachers manage pupils' behaviour well. A strength of the teaching is the good, caring and supportive relationships staff have with the pupils. Support staff provide good support for pupils' learning. They receive good briefings before lessons and have a clear understanding of their role.
25. The overall quality of the marking of pupils' work is satisfactory. Most work is marked and in the best practice, either through oral or written feedback to pupils, teachers place an emphasis on what pupils need to do next to improve their work further. This does not happen consistently across the school.
26. Support in whole class lessons for pupils with special educational needs is good. It is effective in enabling pupils to participate fully and with confidence in all learning tasks. Trained learning support staff are particularly effective and make a valuable contribution to the quality of teaching and learning. Teachers make good use of individual education

plans to inform their planning and match the work they provide to the pupils' individual needs.

27. The overall quality of teaching of pupils who learn English as an additional language is satisfactory. It varies between satisfactory and good. In some lessons, the planning for pupils who are learning English as an additional language does not focus sufficiently on their needs. For instance, in language and literacy lessons in Year 2 the learning targets identified for these children by the ethnic minority achievement teacher reflect the class teacher's targets for what all pupils should achieve in the lesson. The specific targets for pupils who are learning English as an additional language are not identified. This adversely affects their learning in the lesson.
28. The following are examples of how good quality teaching positively affects pupils' learning:
- Children's learning was good in a lesson in the nursery involving paper bag puppets. The quiet purposeful working atmosphere was the result of very good staff relationships with the children, the very effective organisation of the lesson and the very good management of the children's behaviour. This meant the children completed a lot of work. Children had the opportunity to co-operate with one another in a role-play situation so their learning in social skills was good. There was very focused teaching exemplified by very skilled questioning that reinforced the children's previous learning. The teacher's very good understanding of how young children learn meant their learning in extending their talking skills was good.
 - In a Year 2 numeracy lesson about shopping for items of sports equipment the teaching and learning were good. The brisk pace of the lesson meant pupils had to think quickly and this increased the rate at which they completed mental calculations. The teacher's enthusiasm motivated pupils so they were keen to answer questions. The teacher insisted pupils listened carefully. They responded appropriately and therefore knew exactly what to do. This meant they wasted no time and completed a lot of work.
 - The teacher taught well in a poetry lesson in Year 2 and the pupils' learning was good. Skilled use of questioning made pupils think carefully about the text. There were open-ended questions for the higher attainers and specific questions for lower attainers. This meant all participated in the lesson. Pupils thought carefully about the questions and responded with sensible answers. The teacher's poetry reading was very expressive. Pupils when they read received encouragement to copy the teacher's style. Pupils tried very hard to do this and made good progress by the end of the lesson.
 - In a Year 5 numeracy lesson the planning clearly showed what was to be taught and learnt. This was shared with pupils and they were clear what they had to do by the end of the lesson. They worked throughout the lesson with this in mind. Their progress by the end was good. The teacher's secure subject knowledge meant pupils were taught correctly about how to make a number ten times bigger. Pupils listened carefully to this explanation and used the knowledge accurately in their calculations.
 - A literacy lesson in Year 6 on "Computella" by Hazel Edwards was taught well and pupils' learning was good. The choice of text interested the pupils and they were keen to complete their work. High expectations of behaviour meant pupils put up their hand to answer a question and waited patiently. Because of this, they wasted no time through unnecessary interruptions during the introduction. Pupils work independently very quietly and present their work very neatly. This reflected the high expectations of the teacher and meant pupils concentrated hard and produced work of a high standard.

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

29. The school provides a satisfactory range of opportunities for learning for all pupils in Key Stages 1 and 2. The good curriculum for the under fives is broad, balanced and relevant

to children's needs. The school bases it securely on the desirable learning outcomes² for children of their age and enhances it by visits into the community, such as to the park. The curriculum in the nursery is very good. This is because teachers' planning has clear learning targets for what children should learn in all the areas of learning and for groups of children who are working independently of adults. Reception staff plan effectively together to provide the same curriculum opportunities for children in the same year group who are in different classes. However, children who are in the early stages of learning English as an additional language do not have equality of opportunity to take advantage of the curriculum experiences they are given because of the lack of additional specialist support for them. This adversely affects their learning and progress. The good quality support they receive from classroom staff partially compensates for this. There is good curriculum planning for language and literacy and mathematics in reception. The school could further improve the curriculum in reception and children's learning by providing clear targets for the planning of all the areas of learning. The scheme of work for the under fives shows the skills to be developed. The school could improve this further by showing the progression in skills from nursery to reception.

30. The school plans its curriculum to provide good breadth and balance. There are particular strengths in literacy and numeracy at both key stages and information technology Key Stage 2. The school's necessary emphasis on literacy and numeracy has resulted in some subjects having reduced time allocations. The school is to review this in the light of changes to the National Curriculum due for implementation in September 2000. Teachers thoughtfully plan links between subjects, for example art and literacy, and plan effectively together across the parallel classes in each year group. The curriculum meets statutory requirements satisfactorily and includes all subjects of the National Curriculum and religious education as well as personal, health and social education. Key issues from the previous inspection were to raise levels of attainment in information technology across the school and in design technology, geography and music at Key Stage 2 by the provision of schemes of work. The school has dealt with these issues satisfactorily.
31. The school makes effective provision for personal, social and health education. Lessons include the local education authority's scheme for sex education in specific lessons and the school nurse supports the health education programme. The school does not currently have a policy for teaching drugs awareness and education. Circle time, with a planned focus, is an important part of the personal and social education programme and links closely with religious education and work on speaking and listening. The school has given a high priority to the introduction of the literacy and numeracy strategies and these are effective in raising standards. The content and organisation of the curriculum ensure equal opportunities for learning.
32. Provision for special educational needs is good. The school provides a flexible range of support to meet the various needs of individual pupils. The most effective is in-class support from learning support assistants. Teachers have copies of pupils' individual education plans and they use these effectively to plan suitable work to meet the needs of all individuals. The school ensures that the provision outlined in pupils' statements of special educational needs is in place and reviews it annually in line with the Code of Practice³ guidance.
33. There is a satisfactory range of extra-curricular activities over the year, including daily computer clubs. There is a magazine club on Friday lunch times, with pupils from Year 2 to Year 6. Gymnastics and netball clubs take place each week and are well attended.

² Desirable learning outcomes - these are goals for learning for children by the time they enter compulsory education at the age of five. They mainly refer to literacy, numeracy and personal and social skills.

³ This gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development.

The choir and recorder club stimulate pupils' musical interests. The school provides specific coaching activities for a set period of time for younger pupils to join in football. This is an area the school plans to develop further. It regularly arranges visits to places of interest and these provide additional opportunities to enhance pupils' learning and personal development.

34. There are good links with local schools. Curriculum links with the technology school are particularly strong. Pupils from Years 5 and 6 carry out experiments in science, use the computer suite to plan presentations and have lessons in mathematics. These links contribute well to the carefully phased induction into the school and are valuable learning experiences for the pupils. They move to the secondary school well prepared and with confidence about the next stage in their education. There is good preparation for children coming into the nursery and when they move into reception by carefully phased stages.
35. Pupils' effective links with the community enrich the curriculum. Grandparents come in to talk with pupils and there are regular visitors to the school to work with pupils. For example, Manchester Giants and Manchester United coaching teams and other qualified coaches work very successfully with pupils throughout the school. The "Family Numeracy Project" and "Before and After School Clubs" are welcome resources which have an impact on pupils' learning and capacity to learn as they extend their personal and social development. The school produced a literacy display for Hyde Town Hall's education exhibition and the knowledge that their work was available for visitors to see enhances pupils' feeling of self-worth and attitudes towards learning.
36. The school's provision for pupils' spiritual and cultural development is sound. That for moral and social development is also good. This corresponds with the finding of the previous inspection. The previous report noted as a key issue that there were no extra-curricular activities in music. Key stage choirs and a Year 6 recorder group now provided these.
37. Assemblies fulfil the statutory requirements for acts of worship and are well used to reinforce the school's values and aims. In one assembly the teacher told the story of "The Soul Bird". This described how individuals' actions for good or bad affected their personal development. She drew pupils well into discussion as they suggested good attributes such as sharing, kindness and consideration for others. The teacher pointed to the way that the school had collectively contributed to appeals for Kosovo and other charities. Religious education lessons also often contribute significantly to pupils' spiritual development. For example, some pupils considering different creation stories reflect on the mystery of existence. Others hear about the religious beliefs and traditions of different faiths as pupils tell of their own experience. Insufficient opportunity is given to pupils to express their own ideas and opinions in their writing.
38. Pupils' good behaviour in the classroom, playground and around the school demonstrates that they have a clear sense of what is right and wrong. The school strives constantly and successfully to promote right attitudes, relationships and self-control. Parents are very appreciative of this. There are straightforward rules of behaviour in each classroom and pupils respond well to the system of rewards and sanctions. Pupils especially value the "Golden Book" which records outstanding achievement. A positive influence in promoting right behaviour is the incorporation of "circle time" into religious education. The moral teaching of religion supports the school's approach to its own issues of right and wrong.
39. The school has a good sense of community. Pupils mix well together, play harmoniously and collaborate well when working in groups. Older pupils sometimes go to the infant playground to play with the younger pupils. In the dining hall pupils are well behaved and polite, offering for example to fetch cutlery for the visitor. Pupils' social development is

well promoted through the extra-curricular activities that are organised and the excursions to places of local historic and cultural interest. There are good relationships between pupils and adults and amongst the pupils themselves.

40. Pupils experience a range of world cultures through the curriculum. In history they learn about the civilisations of Ancient Egypt, Rome and the Vikings. In religious education they study the traditions and culture of Judaism, Islam and Hinduism. They also learn about their own heritage by studying photographs of old Hyde. They compare their lives today with those of 100 years ago by role playing Victorian washdays using the good range of Victorian utensils. In art and music they study the work of great painters and composers. The school makes insufficient use of the diversity of the cultures of its own families to broaden pupils' experience of living in a multi-cultural society. There are few visits to school by artists, musicians or drama groups.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. The school is a caring and calm establishment, which has sound procedures for ensuring the wellbeing and safety of its pupils. As a result the children are happy, confident and trustful in establishing friendly relationships with adults and with one another. Parents responding to the questionnaire strongly agree that their children like to come to school and that they are happy or very happy at the school. All staff make it a priority to provide pupils with an established and successful school routine. The school pays good attention to pupils' educational and emotional needs and provides appropriate support.
42. The teachers and support workers are sensitive to the children's needs and provide suitable opportunities for them to discuss any concerns or problems. They take account of pupils' medical needs. A caring environment, sensitively supervised by the school staff ensures adequate care for sick and vulnerable pupils.
43. The staff know the children and their families well and establish constructive relationships from the start. Staff in the nursery provide good role models and promote very good attitudes. They carefully record children's achievements and celebrate their success through praise, a range of rewards and certificates. The class teachers and midday staff monitor and record personal and social development of pupils and those who behave well receive certificates and recognition in the weekly assemblies.
44. The school promotes behaviour through a system of mutually agreed simple classroom rules, incorporating them in the discipline and behaviour policy. It has recently reviewed this policy, which awaits ratification by the governing body. All pupils know that regular poor behaviour will necessitate a meeting with parents. A system of incentives for good behaviour is in place and majority of parents and their children understand the sanctions for inappropriate behaviour. There is no unkindness or harassment and children from different social and ethnic backgrounds are taught to respect one another. The school carefully observes minor incidents of unacceptable behaviour and prompt intervention by the staff prevents future repetition.
45. The staff have a firm commitment to the use of outside agencies and have developed a good understanding of what other professionals contribute. They make effective use of support and advice from a range of sources where children have medical problems and where there are emotional, social, behavioural or learning difficulties. The school makes good use of the reading support agency to improve targeted pupils' reading. This enables them to make good progress and develop self-esteem.
46. The school complies with the local child protection procedures. These provides clear instructions about action to be taken and agreed inter-agency procedures. Staff are alert to the issues and there is a designated child protection person who has received training

in the past and is aware of the need to update her skills and knowledge. Midday staff are sensitive for the need to be alert for child abuse but the school does not disseminate formal training in child protection procedures to the staff including the midday staff in the junior school. There are satisfactory arrangements for first aid and the staff are aware of the procedures in case of an emergency. There are sufficient numbers of qualified first aiders but some need to renew their certificates.

47. Although the governing body has not ratified the school's health and safety policy, the staff are aware of the need to be vigilant and most safety procedures are in place. There are suitable routines for sickness, more serious injuries, regular safety checks and appropriate attention to safe practices in lessons. Staff promote hygiene effectively as part of the curriculum and there is generally good attention to safety matters. All adults are aware of their responsibilities in providing a safe environment.
48. There are no records for risk assessment, fire drill practices or annual inspection of the electrical equipment. The school caretaker is not aware of the local authority's job description and the school has not clearly defined her role. This creates confusion about her responsibilities in terms of security and maintenance of the school buildings. A number of health and safety issues have been drawn to the attention of the headteacher.
49. Procedures for monitoring attendance and punctuality are unsatisfactory. However, the school has drawn up an action plan to monitor attendance more rigorously and to raise awareness for good attendance through staff training and improved communication with parents.
50. The procedures are good for assessing children's achievements for the under fives. The school completes initial assessments of children's learning in the nursery and reception teachers use the local education authority assessment. Teachers use these assessments to provide work that accurately matches children's varying needs. Teachers use the initial assessment in reception to group children for language and literacy and mathematics. There are very good day-to-day assessment procedures in the nursery and staff use these to plan effectively the next step in children's learning. The procedures in reception could be improved by undertaking regular assessments in the other areas of learning and this would enhance children's learning.
51. In both key stages assessment procedures are good overall and the use of these to inform the next step in pupils' learning is satisfactory. There are good procedures in English and mathematics. For example, there are biannual reading tests in each year group and optional national tests take place in English and mathematics in Years 3 to 5. This information is used effectively to track pupils' achievements across the school, to group pupils in lessons and to set pupils by ability in Year 6. Additionally, teachers set group targets for pupils and review them regularly. The picture in other subjects is variable. Assessment procedures in science are under-developed and in information technology they are developing well. There are no formal assessment procedures in religious education and as this is a core subject it is unsatisfactory. In the other subjects of the National Curriculum the school's system for recording pupils' significant achievements at the end of a series of lessons is used inconsistently by teachers. This system is new and the school will review it towards the end of the academic year. Improvement since the last inspection is good. Assessment was a key issue in the last report and school has attended well to the areas identified.
52. Across the school, the procedures for assessing the progress of pupils who are learning English as an additional language are good. The ethnic minority achievement teacher has recently introduced target setting for some of these pupils, for example targets have been set for Year 1 pupils and for individual pupils in Key Stage 2. However, the use of the assessment procedures to inform the next step in pupils' learning is unsatisfactory.

For instance, the work for these pupils in language and literacy in Years 1 and 2 does not focus precisely on their individual needs. Moreover, the school is not meeting the needs of the children who are in the nursery and reception classes. This is because many of these children enter the school with low levels of confidence and competence in English and they do not receive the additional specialist support they require.

53. The recording and reporting of pupils' progress is satisfactory. Teachers regularly update formal records of pupils' progress and across the school pupils choose a piece of work each year to add to their profile. The annual reports to parents on their children's progress are satisfactory but they do not contain targets for development. The newly appointed headteacher is aware of this and at a recent parents' consultation evening teachers discussed pupils' targets with parents of children in their classes. The annual governors' report to parents meets statutory requirements on reporting pupils' attainment.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

54. The quality of the school's partnership with parents is sound. Most parents are satisfied with the education provided and the standards achieved by their children. They strongly agree that the teaching and behaviour are good and that this enables their children to develop positive attitudes to school and make satisfactory progress. The majority of parents feel that the school keeps them well informed about their children's progress and works closely with them. A small minority of parents feel that the school does not keep them well informed about their children's progress. Evidence gathered during the inspection through meetings with parents and work sampling does not support this view.
55. Some parents feel that the school does not provide an interesting range of extra-curricular activities. Inspectors noted that the school provides a satisfactory range of activities outside school hours but the involvement of boys is very low. The inspection findings confirm that parents and carers have easy access to the staff and that, in line with the previous inspection, the school sends regular letters home about school activities.
56. The school encourages parents to take part in their children's learning and a number of them assist in classrooms by hearing readers or helping with other activities such as work with small groups of children, accompanying them on educational visits or help with a baking project. There is little evidence of parents from the ethnic minority community being involved in the day-to-day life of the school. Some parents help their children with homework and make positive comments in their children's homework diaries. Parents of children with special needs participate properly in their children's education plans and the school provides them with the opportunity to take part in periodic reviews.
57. There are two open evenings each year as well as many opportunities for informal meetings between parents and teachers. The school sends regular letters to the parents/carers informing them about school events. The majority of parents are satisfied that they can approach the school at any time and that the school deals effectively with their suggestions and complaints. The school generally operates an open door policy and this enables parents to express their views and make enquiries about their children's wellbeing and progress. The headteacher was observed talking to parents on many occasions during the inspection week. Responses to the parental questionnaires were generally very positive.
58. Satisfactory links between parents and school contribute to pupils' positive attitudes to school. Easy access to the class teachers and the headteacher ensures prompt attention to complaints and suggestions and helps resolve behaviour problems. A small but successful parents' association organises school functions for fund raising and social events. It makes a positive contribution to the resources and ethos of the school. The

school has established a very good link with parents through the successful "Family Numeracy " project. It is rightly very pleased with the positive impact it has on parents and pupils. It increases parents' understanding of what goes on in the teaching of numeracy and it positively affects pupils' standards of attainment.

59. The current school prospectus is thorough and written in plain English. The information for parents of nursery children contains contribution made by young children and is very well presented and translated into the Bangladeshi language, which is much appreciated by the parents.
60. The governor's annual report to parents contains the required statutory information and is well written. Pupils' annual progress reports to parents are brief and do not contain targets for future learning nor do they provide sufficient information on what parents can do to help their children to make progress. However, teachers inform parents about the targets for their children's learning at the parent/teacher consultation meetings.
61. There are effective and flexible induction procedures for new pupils in the school. At an introductory meeting the school establishes mutual expectations and responsibilities in respect of behaviour, attendance and needs for additional educational support. The school encourages parents of early years' pupils to come into the school and stay with their children for a settling in period. This helps strengthen parent/teacher relationships.
62. Relationships with parents remain satisfactory and the school has sustained them since the last inspection. Responses to the questionnaires were generally positive. Many parents have signed home-school agreements and there exists an effective working relationship between the majority of parents, carers and the staff. This enables them to share information about children's attitudes to learning and the progress made.

HOW WELL IS THE SCHOOL LED AND MANAGED?

63. The headteacher has been in post since the start of this term. She has a good understanding of the strengths and weaknesses of the school. She has a clear vision for future developments in order to bring about further improvements. The leadership and management of the school are good. The headteacher is ably supported by the deputy headteacher. There is a very effective senior management team structure in place. There is a shared commitment within the school and the governing body to bring about further improvement. A good team spirit exists throughout the school. The school is well placed to build upon the good improvements made since the last inspection.
64. The quality of the school aims is satisfactory but they need updating. The school meets its aims well. There is a positive ethos reflected in the good relationships and equality of opportunity within the school. The ethos of the school positively affects standards as it did at the time of the last inspection.
65. The school very effectively monitors, evaluates and supports teaching and curriculum developments in the core subjects of English, mathematics and information technology. It has thus responded well to national initiatives. The co-ordinators for English, mathematics and information technology provide good leadership in implementing the National Literacy and Numeracy Strategies and the National Grid for Learning initiative. The role of other co-ordinators is less well developed but satisfactory overall.
66. The co-ordinator for special educational needs provides good leadership. The special educational needs co-ordinator monitors and evaluates the work of colleagues and the use made of individual education plans across the whole curriculum. There is a good policy for special educational needs, which is clear, up to date and well presented. Since

the time of the last inspection the school has maintained its high quality provision for pupils with special educational needs.

67. The teacher with responsibility for co-ordinating the provision for pupils who learn English as an additional language is a new appointment within a very recent local education authority initiative. She provides satisfactory leadership. The school analyses the performance of pupils from different ethnic groups. This year the ethnic minority achievement teacher has implemented good procedures for assessing pupils' needs and tracking their progress across the school but the school does not use these effectively to plan the next step in pupils' learning. The ethnic minority achievement teacher has received suitable advice from the local education authority and she attends network meetings regularly.
68. The governing body meets regularly and fulfils its statutory requirements. There is a sound understanding of roles, such as that provided by the governor with responsibility for literacy and numeracy. The governing body provides advice and encouragement during its meetings. There is an effective system of committees to oversee various aspects of school life. The governors are kept informed by the headteacher about the life of the school and the standards and quality of education pupils receive. Governors visit the school regularly and have first hand experience of how the school runs. The ethnic minority does not currently have representation on the governing body nor in the staff of the school. The school values the support it enjoys from parents and other members of the ethnic minority community. It has yet to consider how to involve them more closely in the life of the school.
69. School development planning is satisfactory. The school development plan identifies in detail areas for development during this year and in outline, future plans for the next four years. There is not a close enough link between budget planning and school development planning. There is no clear long term strategic financial planning. The recent auditor's report also identified this weakness. Within this report there are several other weaknesses in the school's financial arrangements that need attention from the governing body. This makes long term financial planning unsatisfactory. Funding for the school does not take account of the split-site nature of the school. This works against the school as it has a significant number of duplicated expenses.
70. The school does not use effectively the specific grant for pupils who are learning English as an additional language. This is because it does not regularly review the teacher's deployment to ensure it adequately meets the needs of pupils who are learning English as an additional language. The school does not have a bilingual support assistant to help pupils who are in the early stages of learning English. Children and pupils who speak little English make slower progress than their classmates because of the absence of a bilingual support assistant. In addition the rate of absenteeism among ethnic minority children is higher than that of other children in the early years.
71. The school ensures it allocates its grants for staff training to support targets in the school development plan and in this way relates them directly to pupils' learning. There is appropriate induction support for the newly qualified teacher and good support for teachers new to the school. The system for appraisal is in line with national guidance.
72. The school's day-to-day administration runs smoothly, carried out by friendly and efficient administrative staff. There is a developing use of new technologies to support school administration but the absence of an information technology link between the two buildings hinders this.
73. The school has a generous number of suitably qualified staff to meet the needs of the curriculum. Responsibilities for curriculum areas are effectively shared amongst the staff.

The practice of having subject co-ordinators at each key stage helps develop an overview of curriculum provision throughout the school. Achieving this has been challenging, as the school is on a split site where the Key Stage 1 and Key Stage 2 buildings are a significant distance apart. The school generally uses its support staff to good effect with the exception of the early years' classes, where the level of support for pupils' learning is inadequate. The amount of administrative support is satisfactory. Lunchtime supervisors have good relationships with the pupils and this makes an important contribution to the smooth running of the school at this time. Catering staff prepare a selection of nutritious meals each day which the pupils very much appreciate. The caretaker and cleaning staff maintain the building to a generally satisfactory standard of cleanliness.

74. The accommodation is extensive but is generally in an unsatisfactory condition. Its age and design necessitate a high level of maintenance undertaken very regularly in order to keep it at an acceptable standard. Classrooms are of an adequate size. The newly established information technology suite in Key Stage 2 is a good resource but is in need of ventilation. The two halls are used for a variety of purposes during the day including assemblies, physical education lessons and lunches. Both buildings lack adequate safe storage space for furniture and learning resources. The quality and location of both libraries is unsatisfactory. They are inaccessible to pupils as they are sited in two mobile annexes away from the main school buildings. There are some aspects of the mobile classrooms that are unsatisfactory. Access to some is dangerous.
75. The variety of displays throughout the school reflects the activities, work and achievements of the pupils. The quality and presentation of displays are variable. In Key Stage 1 classrooms good, effective display of pupils' work enlivens the learning environment. However, in spite of the efforts made to celebrate spring, the main reception area is not a warm or welcoming environment. In Key Stage 2 pupils' work is less effectively displayed in some classrooms. However, at the time of the inspection, the main reception foyer very effectively displayed pupils' history work about the Victorians. The Key Stage 2 building is not fully accessible for wheelchair users.
76. The school grounds are extensive but not well maintained. Playgrounds and areas of hard standing are in a poor state of repair and the playing fields are very uneven. There is a very pleasant area of planters and a gazebo next to the Key Stage 1 mobile classroom block. Children under five have a suitable, if somewhat small, dedicated play area with appropriate equipment available to develop further their physical skills. Not all subjects have adequate resources for teaching and learning. They are unsatisfactory in geography and mathematics at Key Stage 2 and in information technology and history at Key Stage 1, and reference and research materials for scientific investigations throughout the school but especially at Key Stage 2. With the exception of books and materials for teaching the literacy strategy, the remainder of the English resources, especially the library stocks, are unsatisfactory. There are insufficient bilingual books in the classroom and libraries to reflect the languages of the different ethnic groups within the school.
77. The remaining subjects have adequate materials, including books. The recently established information technology provision in Key Stage 2 is good and enables pupils to gain competence and confidence in their skills, knowledge and understanding of modern technology.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

78. The headteacher and staff, in conjunction with the governing body, should:

- raise attainment in science at both key stages by:
 - assessing pupils' work more frequently and using the results to ensure work accurately matches the varying needs of pupils;
 - improving the way pupils record their work;

(Paragraphs 2, 51, 119, 125, 127 and 128)

- raise attainment in information technology at Key Stage 1 by:
 - continuing with the recent very good strategies for teaching the subject;
 - improving significantly the resources for information technology, when funds permit;

(Paragraphs 6, 76 and 150)

- build on current practice and take further steps, particularly in relation to monitoring unauthorised absences, to improve pupils' attendance;

(Paragraphs 17 - 20)

- The headteacher and governors should improve long term strategic planning to ensure that plans include:
 - proposals to show how the budget might be managed over the next three years;
 - developments placed in order of priority; and
 - targets that have clear unambiguous outcomes which state exactly what they want to achieve.

(Paragraph 69)

79. Other issues which the school should consider:

- improve the efficiency with which it deploys staff supporting pupils who speak English as an additional language; (Paragraphs 27, 29, 70 and 81)
- plan a programme of resource improvements in the library provision, including book stock, history at Key Stage 1 and geography and mathematics at Key Stage 2; (Paragraph 76)
- address the health and safety issues notified to the headteacher; (Paragraph 48)
- examine ways of increasing representation of ethnic minority groups on the staff, among parent-helpers and on the governing body. (Paragraphs 40, 56 and 68)
- put in place a programme of work relating to teaching about the dangers of drugs. (Paragraph 31)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	89
Number of discussions with staff, governors, other adults and pupils	27

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	11	43	44	2	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	448
Number of full-time pupils eligible for free school meals	0	142

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	10
Number of pupils on the school's special educational needs register	0	94

English as an additional language	No of pupils
Number of pupils with English as an additional language	44

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	37
Pupils who left the school other than at the usual time of leaving	33

Attendance

Authorised absence

	%
School data	7.9
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	35	32	67

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	24	27	28
	Girls	28	27	26
	Total	52	54	54
Percentage of pupils at NC level 2 or above	School	78 (88)	81 (90)	81 (89)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	25	29	30
	Girls	27	28	24
	Total	52	57	54
Percentage of pupils at NC level 2 or above	School	78 (90)	85 (89)	81 (87)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	30	36	66

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	17	23
	Girls	24	23	27
	Total	42	40	50
Percentage of pupils at NC level 4 or above	School	64 (44)	61 (37)	76 (51)
	National	70 (65)	69 (58)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	10	12
	Girls	18	16	19
	Total	28	26	31
Percentage of pupils at NC level 4 or above	School	42 (51)	39 (51)	47 (51)
	National	68 (63)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	31
Chinese	0
White	416
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	18.0
Number of pupils per qualified teacher	23.4
Average class size	31.6

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	142.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	1
Total aggregate hours worked per week	32.5

Number of pupils per FTE adult	13
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FTE means full-time equivalent.

Financial information

Financial year	1998-99
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	£
Total income	730,196
Total expenditure	727,987
Expenditure per pupil	1,586
Balance brought forward from previous year	30,900
Balance carried forward to next year	33,109

Results of the survey of parents and carers

Questionnaire return rate 53%

Number of questionnaires sent out	300
Number of questionnaires returned	177

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	27	3	1	0
My child is making good progress in school.	62	32	4	1	1
Behaviour in the school is good.	53	39	5	1	2
My child gets the right amount of work to do at home.	40	41	14	3	2
The teaching is good.	70	29	0	0	1
I am kept well informed about how my child is getting on.	61	30	7	1	1
I would feel comfortable about approaching the school with questions or a problem.	72	23	4	1	0
The school expects my child to work hard and achieve his or her best.	73	26	1	0	0
The school works closely with parents.	47	37	13	2	1
The school is well led and managed.	48	42	2	3	5
The school is helping my child become mature and responsible.	54	40	3	1	2
The school provides an interesting range of activities outside lessons.	30	36	19	5	10

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

80. The provision for the under fives is good and has a significant effect on children's learning and progress. Children enter the nursery with a range of social and early learning skills and for many children these are well below the level expected for this age. Through very good provision they make very good progress. This is a strength of the school. However, on entry to the reception classes many children are still achieving below the level expected for their age across the range of their work. The local education authority's initial assessment of children's achievements confirms this. Children make good progress overall in all the areas of their work. By the time they reach the age of five most children will attain in line with expectations for their age in language and literacy, mathematics, knowledge and understanding of the world, creative and physical development. In personal and social development their attainment is above national expectations. This judgement is made according to the criteria established by the desirable learning outcomes for this age group.
81. Children who are learning English as an additional language make unsatisfactory progress. Many of them enter the nursery with low levels of confidence and competence in English. Although class teachers provide them with good curriculum experiences and general support they do not have the additional support they need from, for instance, a bilingual assistant or the ethnic minority achievement teacher. This adversely affects their progress because they do not have equality of opportunity to take advantage of the curriculum experiences they are given.
82. The quality of teaching is good overall. Teaching in the nursery is very good and this has a significant effect on children's learning. The nursery bases this teaching upon very good planning which identifies clear learning targets in all areas, for example for adult focus activities and for activities in which children work independently. It organises and resources all the groups very well and this fosters the purposeful working atmosphere and very good behaviour of the children. Children show high levels of concentration, initiative and independence for their age because this is encouraged by the staff. There are very good assessment procedures for tracking children's progress and staff use these successfully to plan the next step in children's learning. The regular volunteer helpers provide useful support for teaching and learning. The good progress in language and literacy and mathematics continues in the reception classes where teachers' planning identifies clear learning targets for whole class and group work. In the other areas of learning planning is less precise and assessments of children's achievements are less systematic. This causes slower progress in some subjects compared with the progress nursery children make. Teaching in reception is satisfactory overall and it is good in one in three lessons.
83. There is good provision in personal and social development. Teaching and support staff work effectively together as a team and are caring, supportive and encouraging, for instance in praising children's achievements. Adults are good role models. They listen with genuine interest to what children have to say and speak with courtesy and consideration. This promotes children's self-esteem and confidence and fosters the development of good relationships with adults and each other. This underpins the good behaviour of most children in reception. However, a few children show challenging behaviour and at these times additional trained support is necessary. This is not always available because the classes do not have full-time classroom support. This means that occasionally children's learning is disrupted whilst the teacher deals with the unsatisfactory behaviour of individuals. The pace of the lesson slows down, adversely affecting the learning of all the children. Most children co-operate well with each other in

pairs and groups, take care of and share equipment with one another. They are beginning to take responsibility for their own resources and are developing initiative and independence in their choice of activities. For instance, they make choices about the activities they undertake in group work. In the nursery and reception children settle quickly and happily into daily routines, such as registration or snack time. They are developing a good awareness that some actions are right and some are wrong and are learning to care about the world around them.

84. The quality of teaching in language and literacy is good and this has a positive effect on children's learning. The initial assessment of children's achievements in reception is used to group children and this enables teachers to focus clearly on children's needs. Teachers undertake regular assessments and use these to set targets for children to achieve in group work. In the nursery, children listen with very good attention. However, many lack the confidence and competence to join in readily in discussions and staff focus clearly on extending children's vocabulary in their conversations with and questioning of the children. In reception, staff continue to extend children's language through joining in with them in imaginative play situations, such as the puppet theatre. Higher and average-attaining children are beginning to speak in phrases and sentences, their vocabulary is increasing and they respond with simple answers when an adult questions them. Lower-attaining children still have a limited vocabulary for expressing their ideas and experiences.
85. Nursery children know that words and pictures carry meaning and are beginning to enjoy books and stories. For instance, the teacher read the story of "Rosie's walk" then one child acted as the narrator whilst a group of children enacted the story using finger puppets and props. This gained their interest and effectively promoted concentration and progress in the enjoyment and sequencing of the story. The work in the classroom gets good support at home from parents who share books and toys with their children. The home-school loan system provides the choice of books. The school extends children's reading skills well in reception through structured teaching of the early stages of reading. This is enhanced by the good support given by most parents who listen to their children reading at home. They have a good knowledge of letter sounds and the key words for the reading scheme. Higher-attaining children use these skills well to read the new books they encounter. Children of all abilities are familiar with the terms *author*, *illustrator* and *blurb*.
86. Nursery children develop early writing skills well through mark making and the formation of some letters when writing their name, for instance when they write their own stories or messages in the writing corner. They extend these skills effectively in reception where teachers provide good opportunities for independent writing and this has a beneficial effect on children's learning. Higher-attaining children use wordbooks to help them when they write brief stories, for instance about "The lion and the mouse" and average-attaining children write one or two sentences. Lower-attaining children copy a sentence with increasing accuracy. Reception children frequently use worksheets across the range of their work. Filing of the worksheets together makes it more difficult to track progress. If teachers placed a greater emphasis on the presentation of written work and ensured that the work is dated frequently they could improve the provision.
87. In mathematics teachers show a good understanding of how young children learn which includes using interesting activities and the correct technical vocabulary. In the nursery children count and make sets of numbers up to ten, use the term *more than* correctly and recognise two-dimensional shapes such as *circle* and *triangle*. Reception children use the terms *lighter* and *heavier* with increasing accuracy and count up to ten and beyond. Higher-attaining children are beginning to record the addition of numbers to ten accurately. Average-attaining children recognise and record numbers to ten and lower-

attaining children record sets of objects up to five. In a satisfactory lesson observed in reception there were weaknesses.

88. In knowledge and understanding of the world teachers make good use of resources to promote children's interest and learning and enhance this by visits into the community, such as to the park. Nursery children show developing skill in joining materials, for instance when they make paper bag puppets. Reception children plant seeds, know the conditions necessary for plants to grow and the function of some parts of the plant, for instance that the root takes water from the soil. Nursery children use the mouse with developing accuracy to work computer programs and reception children are becoming familiar with the keyboard to word process their work.
89. There is good provision for creative development, such as in music. In a nursery lesson the teacher used a wide range of instruments to add variety and pace to the lesson. She gave constant praise and encouragement and this promoted the children's confidence in playing the instruments. They recognise and name instruments, such as castanets and tambour and describe the sounds made when they are played, such as quick, slow and loud. They maintain the rhythm of simple tunes and sing them tunefully, such as "Here we go round the mulberry bush". They extend these skills suitably in reception, for instance when they play wood blocks and sing "The sleeping princess". Analysis of displays and planning show that children get many opportunities to create their own drawings and paintings. Nursery children explore colour, shape and texture when making collages using a variety of papers and materials.
90. Through good teaching children make good progress in physical development. They show increasing control and co-ordination when using a range of tools, such as pencils, paintbrushes and scissors, for instance when they draw, write and paint. They handle construction apparatus competently. In a dance lesson for reception children the clearly planned learning targets and focus on them in the teaching had a positive effect on children's learning. The teacher made good use of children's demonstrations to illustrate teaching points, for example, one child showed how she used her arms to jump higher and bent her knees to go lower. Children show a good awareness of the effect of exercise on their bodies and good control of their movements, for instance when jumping.
91. The improvement since the last inspection is good. The school has maintained the overall good quality teaching and learning identified in the last inspection. It has implemented an initial assessment of children's achievements and uses it successfully to plan the next step in children's learning. It has written an early years policy, curriculum map, and scheme of work. The scheme of work identifies skills but it would improve if it showed more clearly the progression in skills from nursery to reception.

ENGLISH

92. Results at the end of Key Stage 1 National Curriculum tests in 1999 were below the national average in reading. The proportion of pupils achieving Level 3⁴ was close to the national average. In writing the results were below the national average, the proportion of pupils achieving Level 3 being below the national average. When compared to similar schools, pupils' performance in reading and writing was broadly in line with the national average. Over four years, boys and girls perform close to the national average in both reading and writing.
93. Results at the end of Key Stage 2 National Curriculum tests in 1999 were below the national average. The proportion of pupils achieving Level 5⁵ was close to the national

⁴ The National Curriculum has been written on the basis that pupils, by the end of Key Stage 1, are expected to reach Level 2. If a pupil attains Level 3 then he or she is reaching standards above that expected for a child of his or her age.

⁵ At Key Stage 2 the nationally expected level for pupils to reach by the end of Year 6 is Level 4. If a pupil attains Level 5 then he or she is

average. In comparison with similar schools pupils' performance was broadly in line with the average. Over four years boys and girls perform below the national average. There has, however, been significant improvement since the last inspection.

94. Contributory factors to the “dip” in results at the end of Key Stage 1 in 1999 were:
- the high number of pupils with special educational needs in the year group;
 - the number of pupils who were absent for an extended period before the assessments and a number of pupils entering the school very shortly before the assessments.
95. Inspection findings are that the school has maintained the improvement and pupils' attainment is broadly in line at the end of both key stages. The school has placed a very strong emphasis on the teaching of literacy and has extended the levels of support for most groups in literacy lessons. Groupings in all classes enable a closer match between tasks and pupils' prior attainment in literacy. Pupils in the two Year 6 classes learn in three groups to ensure that pupils with lower prior attainment have the opportunity to improve their skills and understanding and those with higher prior attainment receive suitable challenges.
96. Standards in speaking and listening are broadly average at both key stages. At the end of Key Stage 1 pupils listen attentively and confidently ask relevant questions. Teachers choose their words carefully and ask appropriately open-ended questions of pupils with lower prior attainment and direct more complex questions to pupils with higher prior attainment. Pupils hold up their hand to answer questions and, although they want to participate, usually wait for their turn to speak. Pupils enjoy reading out their work, for example the new lines they have written for a poem, or reading passages from the text they are sharing. Pupils are pleased to talk about their likes and dislikes, to describe books or events, although they frequently do this with a limited vocabulary. Pupils speak politely to visitors when they hold the door open for them and welcome them with a warm “Good morning”.
97. At the end of Key Stage 2, pupils develop their speaking and listening skills appropriately. Pupils explain how a play script is set out, making relevant observations to show that they understand the similarities and differences between three texts. Pupils with higher prior attainment discuss their preferences for a modern, computerised version of Cinderella, “Computerella”, or Roald Dahl's amusing one because of its modern language and rhyme. Teachers' good questioning skills draw out pupils' responses, encouraging them to use a broader range of vocabulary to express their thoughts and feelings. Pupils reason and ask sensible, appropriate questions.
98. Standards in reading are broadly average at Key Stage 1 and Key Stage 2 as pupils build on their previous learning. At Key Stage 1 pupils make sound progress with their reading skills. They enjoy reading and learn to use their knowledge of letter sounds well when building up unfamiliar words. They read passages of increasing difficulty, showing understanding of what they read and often expressing opinions about characters or events in stories. They learn to predict the content of a book from its cover and recall the purpose of “the blurb on the back” with pleasure. Pupils know which are story (fiction) books and which are non-fiction or reference works. When sharing the text, pupils read with good expression and intonation, reflecting the good models of reading shown by the teachers. Pupils know that when someone in the story is excited, “You have to read it as if you are excited”. Pupils read poetry with expression and emphasis, taking good account of rhyming words.

99. At the end of Key Stage 2, pupils make inferences and deductions about the plots in stories they read. They have distinct preferences for the type of books they read and know the names of a limited number of authors. Many of them like one popular author because the books are funny or exciting but do not yet read sufficiently widely to give more detailed reasons or use an extended vocabulary. A few pupils with higher prior attainment choose to read more widely. For example, one girl reads Enid Blyton and Catherine Cookson. Some pupils read Roald Dahl, but the majority do not read a wide range of fiction in books of a longer length.
100. In writing, pupils' attainments are broadly average at both key stages. Teachers systematically rehearse the range of vocabulary that pupils could use in writing and this enables pupils to develop their use of vocabulary in written work well as they move through the school. Key Stage 1 pupils make good progress as they move from "practice writing" to the writing of properly spaced words in sentences. By the end of Year 2 the majority of pupils write in a legible, clear script. At the end of the key stage they write at greater length, with capital letters and full stops. Higher attaining pupils use speech marks and other punctuation. Pupils write interesting endings to stories and construct stories with a beginning, middle and end. They write good sentences with speech, question or exclamation marks, use speech bubbles and complete sentences by inserting missing words. Pupils know the rules for setting out their work and benefit greatly from the careful learning of spelling patterns
101. There are some good examples of persuasive writing at the end of Key Stage 2. Pupils learn how to set out an argument for and against a project clearly and use paragraphs and connecting words well. Pupils write simile poems and speak of "a light bulb like the fiery sun" or "my face as red as a volcano". When writing a poem about a storm, one observes, "its thunderous voice shouts and echoes furiously". Higher attaining pupils' writing is lively and thoughtful, with spelling of complex words that is normally correct. When writing their own Anglo-Saxon epic, pupils write of a character with "claws like giant daggers shining brightly in the velvet sky" and a "mouth like a Blue John cave". The spelling journals for pupils in Year 6 are an imaginative and very effective way for them to practise spellings. Regular spelling practice throughout the school is beneficial and most pupils transfer the correct spellings they have learned to their written work with consistency. Presentation of work is good overall and rules for setting out work are clearly understood and applied. Throughout the school there are some good examples of helpful comments to show pupils how to improve their work but the quality of marking is variable. Most pupils write in a legible joined script by the end of Key Stage 2.
102. From entry into school all pupils, including those with English as an additional language, make satisfactory progress in Key Stage 1 and good progress by the end of Key Stage 2. The majority of pupils with special educational needs make good progress in both key stages because of the additional support they receive. Pupils build on the learning of individual sounds and words in reception to reading with a good understanding of text in Year 2. Teachers enhance pupils' gains in learning by the use of some imaginative strategies for teaching letters, sounds and word building. Pupils consolidate and extend these skills in Years 3 and 4 although some pupils do not read books of a sufficiently challenging level. The ability to assess texts develops into critical appreciation in Years 5 and 6 when pupils clearly express views about their developing tastes. From the communication of meaning through simple words and pictures in reception, pupils learn to write for a range of purposes and with sustained thought at the end of Years 3 and 4. By the end of the key stage pupils' writing is refined according to the purpose for which it is written. The school's expectations of presentation are clear. This enables pupils to make progress as they apply these systems more widely by the end of Key Stage 2. There is clear progress in speaking and listening from the enthusiastic responses in reception to the more considered use of language in Years 3 and 4. Pupils learn to listen carefully to others' comments and suggestions. This prepares them appropriately for presenting

arguments and evaluating differences between texts. Pupils' progress is enhanced by the additional support provided in many literacy lessons but when there is no available support, some pupils' progress in the lesson is limited.

103. Pupils have positive attitudes to work. Most sustain their interest throughout lessons and listen attentively, although when the introductory activities are too lengthy, some pupils become restless and fidget. Pupils work together well in group activities and respond well to the structured range of activities planned by the teacher. They have very positive attitudes to group reading sessions and look forward to these.
104. Teaching is never less than satisfactory and good in almost 50 per cent of lessons. Teachers make good use of the guidelines for the National Literacy Strategy and plan their work carefully over the parallel classes of each year group. This provides clear structures of valuable learning opportunities for all pupils and aids their progress. Teachers make good use of teaching materials and plan links with other subjects with imagination and forethought so pupils build on their learning. For example, they make good use of imaginative and positional language in dance and gymnastics. In art pupils produce imaginative charcoal drawings which reflect and interpret the language of Dylan Thomas, for example "silent black-banded night" and "the houses all as blind as moles" very effectively. Their sensitivity and response to this language, which stimulates them visually and creatively, is clearly evident in this work. Teachers use praise effectively to stimulate thought and have good questioning skills. They respond sensitively to pupils' answers, which builds pupils' self-confidence and enhances their capacity to learn. Pupils acquire new knowledge and increase their understanding systematically.
105. The curriculum is good and the subject well co-ordinated. The school has planned well for the literacy strategy. Considerable care is taken to ensure that pupils are in groups with tasks well matched to pupils' capabilities and which will interest and challenge them. Resources to support the teaching and learning in the literacy hour are satisfactory. However, the school is aware that the library is inappropriately situated in a mobile classroom and the range and quality of fiction and non-fiction in the library is inadequate. Pupils' opportunities to learn how to use library reference systems and pursue independent research are restricted.
106. The school uses the analysis and evaluation of test results to identify correctly priorities for action and to improve performance. There are good, well used resources for formal assessment of what pupils know, understand and can do.

MATHEMATICS

107. Attainment by the end of both key stages is in line with the national average. This represents an improvement at both key stages compared with the national test results in 1999 that showed standards below average. Standards were also below average in comparison with similar schools at Key Stage 1 but average by the end of Key Stage 2. Standards in the end of Key Stage 1 tests have been close to the national average over the last four years. They are similar to those reported on at the last inspection. Key Stage 2 standards have improved significantly since the last inspection when they were well below the average in the national tests. There is no significant difference between the attainment of girls and boys. Pupils who learn English as an additional language attain similarly to their classmates.
108. The reasons for the fall in Key Stage 1 standards in the 1999 national test are:
 - higher than usual proportion of pupils with special educational needs;
 - high rate of pupil absence in the year leading up to the tests; and
 - the number of lower attaining pupils who joined the classes shortly before the test was completed.

109. The good and very good teaching in Years 5 and 6 have brought about the improvement in standards in Key Stage 2. There is rigorous monitoring and evaluation of pupils' progress so teachers meet effectively the varying needs of pupils. Expectations of what pupils are to attain have risen significantly. This is reflected in the setting of challenging targets for pupils to attain. The setting of pupils in groups according to their prior attainment also positively affects standards.
110. Progress across the school is uneven. It varies from satisfactory to very good in lessons. By the end of Key Stage 1 pupils' progress is satisfactory. The rate of pupils' progress is quickest in Year 2. In Key Stage 2 pupils make good progress by the time they leave the school. Pupils make satisfactory progress in Years 3 and 4 and good progress in Years 5 and 6. Pupils who speak English as an additional language make good progress. Pupils identified as having special educational needs make good progress. The rate at which pupils progress has increased since the time of the last inspection.
111. By the end of Key Stage 1, pupils count, add and subtract accurately numbers to 20, are beginning to understand the place value of each digit in a number and have sound mental calculation skills for their age. They name and know the properties of two- and three-dimensional shapes. Pupils understand which are symmetrical patterns and where to place the line of symmetry. By the end of Key Stage 2, pupils understand the value of a digit in numbers to 1,000. They have a good understanding of percentages and area. They construct and interpret accurately line graphs and pie charts. Pupils have a good understanding of rotational symmetry and a developing understanding of Euler's theorem. They complete work on mode and median to a high standard. Teachers use mathematics satisfactorily to develop pupils' literacy skills; they use a range of mathematical language correctly. They use numeracy satisfactorily across the curriculum. The use of information technology in mathematics is satisfactory in Key Stage 1 and good at Key Stage 2.
112. Pupils' attitudes to learning are good. They enjoy their lessons, are interested and are generally enthusiastic when doing their work. They listen carefully and answer questions in whole class discussions. They work hard to complete tasks and work with sustained concentration for a length of time appropriate for their age. They work co-operatively and collaboratively when required.
113. The quality of teaching at both key stages ranges from very good to satisfactory. It is good overall. Pupils' learning extends across the same range. This too is good overall. The quality of teaching is better than at the time of the last inspection because there is now no unsatisfactory teaching. The school has addressed successfully the causes of unsatisfactory teaching. Teachers' planning is better, they are clear about what is to be taught and learnt and they have a good understanding of pupils' varying needs and plan appropriate work.
114. In a very good lesson in Year 2 pupils extended their understanding of the value of digits in numbers to 100. They used their previous learning well to calculate accurately shopping bills. The teacher planned the lesson very well to ensure pupils built on their previous learning effectively and they covered the necessary work to achieve what they set out to learn. The teacher deployed the member of the support staff very effectively to ensure pupils with special educational needs played a full part in the lesson. The staff's very good relationships with the pupils were the cornerstone for promoting good behaviour. Pupils behaved very well so no time was wasted and the brisk pace of the lesson was maintained. They listened carefully and then used the information from the teacher to make accurate calculations. The class teacher intervened effectively in pupils' learning to give appropriate prompts to extend their thinking. This led to increased speed

at which they made calculations. The presentation of the pupils' work was good. This reflected the high expectations of the teacher.

115. A Year 5 teacher made very effective use of assessment of the previous day's work to ensure the content of the lesson built upon the pupils' previous learning. In the quick-fire mental calculation work at the start of the lesson the teacher made certain all pupils, including those with special educational needs, took part. This was done through good use of "number fans" which pupils held up with the correct answer. During the time pupils were calculating the answer he quickly supported the lower attainers. Very secure subject knowledge was evident when explaining how numbers are made ten times bigger. There was effective use of humour to motivate pupils and maintain their attention. Pupils were very well behaved and this ensured they gave full attention and listened carefully. They then used the strategies explained by the teacher to make accurate calculations. The teacher shared with the pupils what was to be learnt by the end of the lesson. This meant all focused on what was to be achieved. The pupils worked with sustained concentration so they calculated accurately and completed a lot of work.
116. The subject co-ordinators provide good leadership. They provide good quality ideas and knowledge to other teachers in the school. They have a very good knowledge of what is happening within the subject and provide support to ensure improvements. They have successfully introduced the National Numeracy Strategy. To bring about even further improvements the good and very good quality teaching practices should be spread across the school.

SCIENCE

117. Pupils' attainment in science at the end of both key stages is below the national average. Pupils make satisfactory progress in relation to their prior achievement. Pupils with special educational needs generally make better progress, especially in relation to their individual education plan targets. Pupils whose first language is not English make satisfactory progress
118. The results of the National Curriculum assessments made by teachers in 1999 show that at the end of Key Stage 1 pupils' attainments are below the national averages and in line with similar schools. Evidence from the inspection concurs with these standards. At the end of Key Stage 2 National Curriculum test results in 1999 show that pupils' attainments are below the national average but in line with similar schools. Attainment over time, based on national test scores, indicate pupils achieve standards well below the national average. However, the trend in standards is improving. The number of pupils achieving Level 5 is close to the national average. Boys attain better standards than girls do. The inspection evidence confirms these standards.
119. By the end of Key Stage 1 pupils' skills in planning and carrying out investigations are satisfactory. Pupils are familiar with handling equipment, demonstrate natural curiosity through asking questions and are confident to offer suggestions about what might happen next during experiments. Many do not have a good understanding about how to modify an experiment by changing an element of a test, such as by putting some seeds in a warm place and others in a cooler place. Some pupils do not have an understanding of the features of a fair test and cannot draw conclusions from interpreting test results or evaluating scientific evidence. The higher attaining pupils give an explanation about bar charts being a record of people who like something. Their ability to record their own work is under-developed.
120. Pupils' knowledge and understanding of life processes and living things is more secure and most pupils achieve satisfactory standards in this aspect of their learning. Through their study about "ourselves" they explain how their senses enable them to see, hear and

feel objects, as well as taste and smell different foods. The youngest pupils describe how plants grow and how they are different from animals and human beings. Older pupils develop their observational skills through grouping pictures of humans according to features which are the same or different including age, hair colour and gender.

121. Pupils' knowledge and understanding of materials and their properties is weak. They can adequately describe the similarities and differences between materials used in the classroom, including plastic, wood, paper and metal and some understand why different materials are only suitable for certain functions, such as using glass for a window, but not a roof. However, they are unable to give clear explanations about their thoughts. They have some understanding of the sources of materials, including those that are natural and others that are man-made. In discussion with pupils in Year 2 they recall the origins of wood and wool and that they are not man-made but that manmade articles are created from them.
122. Pupils are less confident in their work about physical processes. They develop some understanding of electricity and its use in their daily lives. Through handling malleable materials they learn that forces distort the shape of objects. Some know that light comes from a variety of sources, including the sun and their bedside lamp and that it becomes dark at night because there is no light.
123. Opportunities for pupils to take responsibility for their learning are restricted due to many teachers performing experiments on behalf of pupils. Teachers provide too few opportunities for pupils, especially higher attainers, to extend their scientific vocabulary and use mathematical and graphic skills to record their work.
124. Within Key Stage 2 the youngest pupils study rocks. Most pupils talk about the fact that beneath all surfaces there is rock. They test rock samples to find out if they absorb water and whether or not they would be suitable for use in the construction of houses. Too few pupils provide satisfactory explanations about the meaning of fair tests, or vocabulary such as durable, absorbent or permeable. A minority are able to explain that a prediction is a reasonable guess. Pupils in Year 4 test a variety of materials used for insulation and a minority conclude that the best insulator keeps an object warm or cool for the longest period. Pupils' ability to record their work, write extended accounts and perform experiments accurately is under-developed. Pupils in Years 5 and 6 make better progress in their work, which results in some improvement in the standard of work they achieve. They attain better standards in their knowledge and understanding of life processes and living things through their study of healthy living and the importance of a balanced diet and exercise. They are familiar with groups of muscles and terms such as voluntary and involuntary muscle movement. Other pupils understand the physical processes caused by different forces including gravity, friction, upthrust, balanced and unbalanced force. Through investigation they test the weight of objects in air and water and draw conclusions from their findings. They record their work using simple charts, use appropriate vocabulary and use apparatus sensibly.
125. By the end of the key stage pupils have made erratic progress. They are confident in performing experiments and conducting investigative work but they do not demonstrate a clear understanding of the full range of scientific processes, nor are they able to describe theoretical ideas. Pupils' acquisition and use of scientific vocabulary are unsatisfactory. The recording of their work is also unsatisfactory. Teachers generally overuse worksheets and lack adequate differentiation for the ability range of pupils in each class. They provide too few opportunities for pupils to write extended accounts of their work.
126. The attitudes of the majority of pupils to their science lessons are good. They clearly enjoy positive relationships with their teachers and show them respect. They are generally motivated; most listen attentively and show pleasure in achieving success.

When pupils find their work less interesting they are fidgety and too few make good efforts to answer the teachers' questions. In one lesson a significant minority showed no interest in learning, paid little attention to the teacher and made no effort to participate in answering questions. On the occasions when teachers afford opportunities for pupils to perform investigations and experiments themselves they demonstrate high levels of enjoyment and clearly achieve great satisfaction from the opportunity to learn through discovery. When pupils had this opportunity during the inspection the quality of their learning experience was much greater than in lessons over-directed by the teacher. On these occasions they demonstrate a genuine excitement about their discoveries. Pupils in Years 5 and 6 are particularly well motivated by this approach to learning.

127. Overall the quality of teaching is satisfactory. In the best lessons, in Years 2, 5 and 6, where the teaching is good, teachers have a secure knowledge and understanding of the subject. Explanations are so effective they enable pupils to develop an understanding of scientific ideas and concepts. Teachers' questions challenge and extend pupils' thinking through their own enthusiasm for the subject. In less effective lessons the tasks provided by teachers do not adequately challenge the pupils. Teachers do not have a secure knowledge and understanding of the subject or high expectations about the quality of the work pupils should achieve. They rely heavily upon mundane, uninteresting worksheets and are unable to relate the subject to everyday situations. Opportunities for pupils to perform their own experiments are not well planned to extend their knowledge and understanding of the work. The pace of the lesson is too slow.
128. The school has adopted the guidance provided nationally for the subject together with ideas provided by the local education authority. There is a lack of rigour in assessment of pupils' work to help plan future lessons or to ensure there is consistency between Key Stages 1 and 2. There is inadequate emphasis upon promoting high achievement. Resources for science are adequate. Teachers place too much reliance upon the use of worksheets and their own materials.
129. Since the time of the last inspection standards in science have been consistently below nationally expected levels but standards are improving. The improvement since the last inspection is satisfactory despite science not being a school priority.

ART

130. Pupils' work is in line with that expected for their age in both key stages. They make satisfactory progress in their learning. Standards were good in the last inspection. Since then the school has effectively implemented the Literacy and Numeracy Strategies and there is less curriculum time available for art. The organisation of the school timetables meant that it was possible to see only two lessons during the inspection. The teaching observed was satisfactory. Additional evidence about pupils' work and the curriculum was gained from discussions with pupils and the subject co-ordinator, analysis of teachers' planning, sketchbooks and displays.
131. In displays around the school there are some examples of drawing and pattern work which are of a good standard. For instance in Year 3 there are black and white pencil patterns in which pupils use shading to good effect. Teachers give clear explanations and have an enthusiasm for the subject. They convey this to pupils who show enjoyment, interest and pride in their work. Through sensitive, effective support from staff pupils with special educational needs achieve well in relation to their previous learning. Pupils who are learning English as an additional language receive good support from class teachers so that they succeed in their work. Teachers teach observational skills, drawing and pattern work well. This has a positive effect on pupils' learning. For instance, Year 3 pupils produced some effective observational drawings of objects, such as trainers and

watches. These pictures show how carefully the pupils observed the objects and their good drawing skills.

132. Teachers make good use of resources, such as the work of famous artists in their lessons. This gains pupils' interest and has a positive effect on their concentration and learning. For instance, in the Year 3 lesson the teacher used the work of William Morris successfully to teach pupils about repeat patterns. Discussion with pupils shows that they have a satisfactory knowledge of other artists and the techniques they used, such as Van Gogh and Monet. Teachers link art well to work in other subjects, such as literacy and history. For instance, in the Year 2 lesson the teacher introduced the work successfully by reading the first few lines from a poem. Year 4 pupils produce pastel portraits linked to their work on the Tudors.
133. Teachers place a suitable emphasis on basic skills and the correct use of subject vocabulary and this promotes learning well. For instance, in the Year 2 lesson the teacher encouraged pupils to observe daffodils from different viewpoints and draw carefully what they observed. This promoted pupils' understanding of the term. The teacher could have improved their observational skills further by encouraging them to talk at greater length about the shapes and patterns they could see. The pupils' behaviour is good because teachers have firm yet friendly discipline control and this is based upon the good relationships that they have with the pupils. The use of information technology to support pupils' learning is developing appropriately. Pupils use literacy and numeracy skills satisfactorily, for instance through talking and writing about the work of famous artists and in work on pattern, shape and perspective. The quality of displays could be improved from satisfactory by ensuring that pupils' creative work appears consistently in displays instead of the templates that the school sometimes uses. Additionally pupils' work could be displayed more attractively by making greater use of three-dimensional objects and artefacts. This would enhance pupils' self-esteem and learning and the accommodation.
134. The co-ordinator supports teaching and learning soundly and gives useful advice to the staff. For instance, she has discussed skills development in the different elements of art with them. Teachers plan together well to provide the same curriculum opportunities for pupils in the same year group who are in different classes. These factors have a positive effect on teaching and learning. The co-ordinator was devising a scheme of work at the time of the last inspection and this has not been completed. The lack of this scheme and monitoring of planning and teaching across the school means that the school does not ensure the progression of skills from year group to year group. Assessment of pupils' achievements mainly takes place informally in lessons and formal assessment is not used consistently across the school. The use of sketchbooks, introduced since the last inspection, partially compensates for this. The regular use of sketchbooks records pupils' progress within some aspects of art, such as drawing. The improvement since the last inspection is unsatisfactory.

DESIGN AND TECHNOLOGY

135. Pupils' work is in line with expectations for their age in both key stages and their learning and progress are satisfactory. This includes pupils with special educational needs and pupils who are learning English as an additional language. During the inspection it was possible to observe only one lesson. Further evidence comes from discussions with the co-ordinators and Year 6 pupils and from analysis of pupils' work on display.
136. In the lesson seen, Year 1 pupils show suitable skill in cutting and sticking materials together to make cards which have a sliding mechanism. Analysis of displays show that Year 2 pupils plan, make and test a vehicle which has moving wheels and carries a teddy bear safely. Year 5 use a CD-ROM to find out about bridges and make examples of the

different types of bridges using a variety of materials, such as wood and clay. Discussion with Year 6 pupils shows that they have had satisfactory experiences in the subject in the past, for instance food technology was covered in Year 5. They have designed and made a CD-ROM using the computer equipment at the local High School. Across both key stages teachers encourage decision-making skills, pupils evaluate their work appropriately and make useful links with history and science.

137. In the one lesson seen teaching was good. The clear instructions, learning targets and good resources gained pupils' interest and motivated them to learn. They listened well to the teacher's explanations and carried out the work sensibly. The staff and volunteer helper questioned pupils effectively, encouraging them to make decisions about their work and experiment with different sliding mechanisms in order to make a pop-up card. The good organisation of the group work and the firm yet friendly management of pupils' behaviour promoted their good concentration and behaviour effectively. Relationships amongst pupils and between pupils and adults are very good and they discuss children's ideas in a supportive way.
138. Leadership and management of the subject are good. Assessment takes place mainly informally in lessons and teachers use it to enable pupils to evaluate the products they have made. They do not implement formal procedures consistently across the school. The improvement since the last inspection is good. The last inspection identified the need to teach design and technology as a discrete subject and for a scheme of work. The school has attended to these requirements well.

GEOGRAPHY

139. By the end of both key stages pupils attain standards expected for their age. Pupils make satisfactory progress and those who have special educational needs or whose first language is not English, make similar progress to their classmates. Younger pupils study the environment and how their own locality can be made a safer place in which to live. They make good use of the locality to study traffic flow. Pupils have undertaken a survey of traffic movement and parked vehicles. They develop their awareness of danger on the roads and become familiar with Highway Code road signs and markings, including double yellow lines and traffic calming measures. Other pupils in the key stage compare and contrast the area in which they live with the Inner Hebrides. They study similarities and differences of life styles and systems of transport, record their findings in lists and express their personal views about where they would prefer to live.
140. In Key Stage 2 younger pupils study world weather and different climatic conditions. They understand that some countries are hotter or colder than England and that our weather is warmer in the summer than in the winter. In Year 4, pupils study world locations in greater depth and develop their knowledge and understanding of life in India and the Indian sub-continent. A significant number of pupils draw upon their own experiences of having visited Bangladesh and this adds a valuable dimension to the learning of their classmates. By the end of the key stage, pupils have studied other geographical topics, including the water cycle, rivers and mountains. In these elements of the subject they make satisfactory progress. However, their competence in using fieldwork skills is under-developed in spite of having some experience of learning geography outside the classroom environment. Teachers do not plan visits well enough with particular learning targets in mind. Pupils do not currently participate in a residential field trip.
141. Pupils talk enthusiastically about being taught geography. They show a great willingness to answer questions and demonstrate their level of learning. They are particularly eager to express their enjoyment in participating in practical tasks. They take pride in having

their work praised and displayed within the classroom or general areas of the school. They listen carefully and show respect for the views and opinions of others.

142. Teaching is satisfactory. Teachers have a satisfactory knowledge and understanding of the subject, they plan lesson activities suitably and there are appropriate expectations about the standard of work required of pupils. However, they place too little emphasis on the value of encouraging pupils to produce extended pieces of writing, or their own accounts of their work. Teachers' planning indicates they organise their lessons effectively and ensures they reinforce literacy and numeracy skills through developing vocabulary and using opportunities to compile data. The quality and use of ongoing assessment of pupils' work is still under-developed.
143. The school is revising its policy for geography and is in the process of developing a scheme of work to support and guide teachers' planning. Assessment procedures and the use made of them by teachers to inform their planning are unsatisfactory and there is no portfolio of pupils' annotated work kept by the school to help teachers monitor the progress pupils are making. The co-ordinator has only been responsible for the subject for a short time but has a very clear view about the future development of the subject and the need to improve resources substantially and the use made of out of school learning opportunities and modern technology.
144. Since the time of the last inspection standards have been maintained and pupils continue to make satisfactory progress. The school is well placed to raise attainment in the subject with the introduction of a more comprehensive scheme of work, assessment procedures, supported by the enthusiastic leadership of the co-ordinator.

HISTORY

145. Only two lessons could be observed during the inspection, both in Key Stage 2. These, together with evidence of pupils' books and discussions with pupils and teachers, indicate that pupils make satisfactory progress for their age. This is in line with the finding of the previous inspection. At Key Stage 1 pupils' work in their books and on display shows their knowledge of the Great Fire of London and the work of Florence Nightingale. In the classrooms there are large-scale representations of the former. Younger pupils understand the passage of time through time-lines showing the relative ages of their parents and grandparents. Good displays of domestic household implements of a hundred years ago well illustrate their knowledge of the contrast between former times and the present. The pupils appreciate the changes in daily life that have happened as a result of modern developments.
146. At Key Stage 2, pupils studying Roman Britain show good development of history skills as they research information about Roman roads. Some produce original booklets, others investigate methods of construction using sand and flat stones. In the final session of the lesson there is a good level of discussion as the groups report their findings. Other pupils researching information about child labour in Victorian times show good recall of previous learning. They express a strong preference for living in the present day. They compile brief biographies of Lord Shaftesbury explaining his influence in legislating against the employment of children in factories and mines and his founding of the "Ragged Schools". A Year 6 class has a good display of artefacts made in connection with its study of Ancient Egypt. Pupils with special educational needs and those with English as a second language participate fully in learning and discussion and they make sound progress.
147. Most pupils enjoy history and are keen to learn. In lessons seen pupils worked with interest and commitment. They responded particularly well to practical investigation and were eager to report their findings. Their attitudes and behaviour were good. In group

work there was productive collaboration between the pupils who were anxious to complete the task successfully.

148. In one lesson the teaching was good. In the other it was satisfactory. In the good lesson the teacher organised a wide range of activities giving different approaches to the topic. The pupils benefited from hearing the others' discoveries. In the other lesson higher attaining pupils did not receive sufficient challenge in their task, which was to copy sentences from a worksheet into their books. Scrutiny of pupils' work over time shows that they get too little opportunity to produce original writing or artwork. They copy down much of the written work and spend time unproductively in colouring worksheet illustrations. Teachers do not sufficiently aim the work appropriately to match pupils' levels of attainment. There is no writing in different styles. Teachers miss opportunities to contribute to the development of pupils' literacy skills. Their planning of lessons is sound, based on nationally produced material. Marking of pupils' work is variable with limited constructive comment. There are no formal procedures for assessing and recording pupils' progress.

INFORMATION TECHNOLOGY

149. Pupils' attainment in information technology is below national expectations by the end of Key Stage 1 and in line with expected levels by the end of Key Stage 2. Progress by the time pupils leave school is good. This includes pupils who learn English as an additional language and pupils who have special educational needs. Standards in information technology are rising throughout the school and are better than at the time of the last inspection. The higher standards result from a number of factors. Teachers' planning ensures work becomes harder as pupils move through the school and develop the skills they learn in an appropriate order. Teachers satisfactorily plan and organise the use of information technology in lessons. This ensures pupils have increased access to computers on a regular basis. A considerable investment in time and money has included significant staff training that has improved confidence and competence among staff. There are excellent links with the local secondary school information technology department. The use of their facilities and expertise contributes very significantly to the high standards at the end of Key Stage 2. The co-ordinator leads the subject very well, has clear plans for its continued development, particularly at Key Stage 1 and the ability, support and commitment to implement them.
150. Many of the positive features that contribute to high standards at Key Stage 2 are present in Key Stage 1 but are ineffective because Information technology resources at Key Stage 1 are unsatisfactory. This is the reason pupils do not do as well as they can. The computers are old and break down frequently and there are not enough computers. Both these factors mean pupils do not have sufficient access to computers to practise and develop their computing skills. This significantly slows their progress. The distance between the Key Stage 1 and Key Stage 2 buildings makes it very difficult for Years 1 and 2 to use the computer suite in the Key Stage 2 building.
151. At Key Stage 1, pupils use simple word processing programs to type and with help they save and print their work. For example, they produced work entitled "The Flowery Field Times". Year 2 pupils wrote pieces of work called "All about me". They made good use of the "backspace" when completing this work. Some know how to program robotic toys to follow a given set of instructions. Pupils get very few opportunities to explore an adventure game and find out the consequences of different decisions.
152. Throughout Key Stage 2, pupils gain confidence and competence working with computers. They organise, amend and present ideas using information technology and save data and retrieve stored information using straightforward lines of enquiry. For example, Year 4 pupils in a geography lesson produced high quality work about

Chembakolli. Year 4 pupils used processing to improve the text in their work entitled "Through the wardrobe". Pupils in Year 6 use a spreadsheet on the computer to calculate the mean of given figures. They also analyse data using information technology. They analysed their "table test" scores. Year 3 pupils log on and open a database. They add information to create the field. They use the information to construct a bar graph. Pupils access the Internet competently. Year 6 pupils made a CD-ROM about themselves and about the Ancient Egyptians. Pupils operate a screen turtle and manipulate sound using the computer.

153. Pupils' attitudes to information and communication technology are good. They are interested in their work, listen carefully to instructions and answer questions eagerly. They handle equipment with care. Pupils work together effectively by supporting and teaching each other new skills. They extend their learning by attending the very popular computer club.
154. The quality of teaching and learning is good. Within each year group there is a teacher who has information technology expertise and these teachers lead information technology lessons. This use of specialist teaching positively affects standards. The teachers demonstrated their secure subject knowledge in Years 3 and 4 lessons. The secure subject knowledge resulted in clear explanations and instructions. There was correct use of subject specific language. Teachers circulate around the class to support and monitor the pupils' work. They are then in a position quickly to identify errors or offer help when pupils are hesitant. They make good use of ongoing assessment to ensure pupils build satisfactorily on previous learning. There is good, firm, yet friendly management of pupils' behaviour; resulting in good behaviour and no interruption in the pupils' learning. Pupils are interested, concentrate well and follow instructions promptly because of the good quality teaching. Pupils are motivated by the work and are keen to experiment. This extends computing skills and builds up their confidence in the subject.

MUSIC

155. Pupils' attainment is in line with expectations for their age at both key stages. This represents an improvement on the finding of the previous inspection when pupils' attainment at Key Stage 2 was noted as unsatisfactory. Pupils now make satisfactory progress in the skills of listening and appraising music as well as singing and playing classroom instruments. During the inspection no composition or improvising work was seen. Currently Year 6 pupils' musical experience is limited to a weekly song practice for the whole Key Stage. The school plans to broaden this after the national tests have taken place. Pupils with special educational needs and those with English as a second language work well and often make a significant contribution when playing an instrument.
156. In the weekly singing practice Key Stage 1 pupils sing a good number of songs with satisfactory tone and diction. The choir successfully leads the singing of some verses in the songs. In assembly pupils confidently sing unaccompanied with a satisfactory sense of pitch. In class they perform action songs with good rhythm and energy. The youngest pupils give good explanations for the difference in sound between woodblocks. They know that size, shape and type of beater are the reasons. They also know that these instruments can keep the beat in a song. Three pupils successfully play the instruments as the rest sing and act out the story of "The Sleeping Princess".
157. At Key Stage 2 pupils experience and make satisfactory progress across a good range of activities. Many have gained a sound knowledge of the basic musical terms and understand their meaning. For example they contrast loud and soft singing, crisp and smooth phrasing in response to the appropriate signs in the music. Younger pupils listen to a lively taped performance of "River, river". They move rhythmically around the classroom in time to the music. They quickly pick up the tune from the tape and sing it

successfully. Several pupils learn to play correctly excerpts from the song on tuned percussion instruments. Older pupils listen to Beethoven's "Ode to Joy". They follow the printed notation and correctly interpret the musical terms used. A number play the first phrase of the melody on instruments. All the class quickly learn the song and enthusiastically join in singing along with the tape. Other pupils listening to the same piece use worksheets well to analyse the composer's orchestral variations on the theme. They show a satisfactory knowledge of orchestral instruments. One pupil with special educational needs correctly identified the double bass as playing the theme.

158. Pupils' attitude to music and their behaviour in lessons are good. They are keen to join in and particularly enjoy instrumental work. Listening to music of an unfamiliar type such as Beethoven, they overcome initial uncertainty and ask to hear it again. They are keen to express their opinions and sometimes show good insight in their answers. One pupil said the music made her feel "strong and confident". They appreciate each other's performances and often applaud them.
159. Teaching is satisfactory overall. In one lesson it was good and in another very good. In the best lessons teachers provide a good variety of practical activities to maintain pupils' interest and motivation and also communicate their own enthusiasm well. Since the previous inspection the school has invested in a range of tuned and untuned percussion instruments. It has also provided a commercially produced scheme of work. It has not yet adapted this to provide a fully coherent course across the key stages. Teachers prepare their lessons satisfactorily and make good use of the resources. Their knowledge is secure and this impacts effectively on pupils' learning. Management of lessons is sound but activities for the whole key stages lack dynamism. The school has recently appointed a specialist to teach one day a week. At this early stage, it makes insufficient use of her expertise, confining her work to Year 4.

PHYSICAL EDUCATION

160. Pupils make at least satisfactory progress over time. Overall levels of attainment at the end of both key stages are broadly in line with national expectations. The school has maintained standards since the previous inspection.
161. Year 1 pupils follow the instructions of a radio broadcast well. They mime the action of turning keys in a lock accurately and skip around the room, stopping when the music stops to unlock doors. They bend and stretch to demonstrate cleaning and polishing movements and use large, swirling steps when painting a big picture. Pupils comment sensibly on the movements of their classmates. When working in pairs, they mime kicking or throwing a ball to each other, or playing hide and seek, well. Year 2 pupils respond to the teacher's encouragement to "feel yourself quiver in the sun" when they curl up small as butterflies before emerging from a cocoon. They stretch up slowly, leading with hands and shoulders as they push their way out, arms quivering, faces showing delight as the warmth of the sun helps them to unfurl their wings. Pupils make great efforts to link their movements together, graceful hands swerving with the music as the butterfly finally flutters to rest. Pupils sit and listen thoughtfully to the music, suggesting points where the butterfly soars and then rests on a flower.
162. Pupils in Year 3 give a murmur of approval when the teacher describes their warm-up activity and move on to practising wide and narrow shapes on the floor. They learn to make shapes by transferring their weight from one part of their body to another and use the space well. Pupils demonstrate their ideas to the rest of the group and this encourages everyone to try harder and improve their shape. Pupils get mats and benches out very sensibly and build up interesting sequences of wide and narrow shapes as they move around the hall. The teacher gives pupils full responsibility for clearing away at the end of the lesson and they do this very efficiently. Year 4 pupils walk and

swing with a partner as they practise movements from a country dance. They mostly follow the teacher's instructions to change direction well and move into and out of circles to find, and swing, a partner. Pupils are asked to define the problem the movements are causing. They suggest solutions to the problem of finding a partner quickly and try out the idea of one girl. This successfully solves the problem and pupils are able to continue the dance to the final courtesies. Year 6 pupils enjoy a five-week football coaching course and work under the skilled supervision of a coaching team from Manchester United. Boys and girls practise skills in moving without the ball, passing and dribbling, before engaging with pleasure in mini-games. Pupils with special educational needs gain in self-esteem and confidence when they succeed in the activities and show that they, too, can tackle or score goals. Pupils work well together and observe the rules carefully.

163. Pupils in both key stages, including those with special educational needs and English as an additional language, make good gains in the learning of skills in lessons and at least satisfactory progress in physical education over time. In dance they learn to respond to changes of mood in music and to create sequences of movements to tell a story. Pupils learn to evaluate what they have done and further improve their work. At Key Stage 2 pupils learn to control and link their movements in gymnastics and dancing. In football they learn new skills of ball control and improve their ability to play as a member of a team when using these skills.
164. Pupils' attitudes and behaviour are good in both key stages. Pupils of all ages are interested in what they do and make good attempts to carry out the teacher's instructions. The minority who have to spend a little time watching others because they have not been concentrating well, are pleased to return to the lesson and benefit from the break. Pupils with special educational needs are able to play a full part in the lessons because of the sensitive support of the adults involved.
165. Teaching is good. Teachers' and coaches' expectations of behaviour and what should be achieved in the lessons are good. Instructions are clear so that pupils understand what they have to do. Lessons are well organised so that there are periods of intense activity and times of rest. There is a good emphasis on safety in the lesson and groups are generally well managed. Just occasionally a few pupils do not follow instructions quickly enough and teachers have to spend time keeping these pupils on task. Teachers make good use of praise to motivate pupils.
166. Planning is good and the school makes good use of the skills of professional coaches to improve pupils' skills in a wide range of games. Gymnastic and netball clubs are well organised and the netball team has been very successful in recent competitive events. In addition to other specific activities, for example cricket coaching, pupils in Year 5 go swimming and the majority of pupils achieve the required National Curriculum level during the year. Resources and facilities are suitable for the current curriculum but the poor drainage of the field restricts its use for team games.

RELIGIOUS EDUCATION

167. The previous report found that pupils' attainment was good at both key stages. The finding of the present inspection is that attainment is satisfactory with some good features retained. These include a good knowledge of Christianity by pupils and meaningful comparison of the similar aspects of different religious traditions. Other positive features are the good incorporation into discussion of the experience of non-Christian pupils and the emphasis on contemporary issues such as harassment and bullying. In the lessons observed during the inspection pupils' attainment was in line with the targets of the Tameside Syllabus. In two lessons it was above but in one it was unsatisfactory.

168. Scrutiny of pupils' books reveals some weakness in their written work. They copy too much from the blackboard or worksheets and spend too much time in "colouring in" outline illustrations, particularly the older pupils. Religious education therefore does not make the contribution to pupils' literacy development that it should. There are insufficient examples of pupils' original writing in the variety of styles which the subject offers.
169. Only one lesson could be observed at Key Stage 1. In it pupils discussed and put on the type of clothing worn in Jesus' time. They gave good reasons why the clothes should be loose fitting and why a headdress and sandals were necessary. The pupils acted out imaginary scenes of Jesus and his disciples. The pupils' books and classroom displays show a range of knowledge and activities, including Jonah and the Whale, Noah's Ark and Daniel in the Lions' Den. There are also good displays of Eid cards and the Diwali Festival.
170. At Key Stage 2 Year 6 pupils carefully consider similarities and contrasts between the biblical account of creation and an aboriginal version from Australia. This makes a good contribution to their spiritual and personal development as they ponder these deep issues. For example, considering the Bible story of Adam and Eve, one pupil asks, "Why did God create the Tree of Knowledge if He didn't want them to eat its fruit?" Other pupils discuss the importance of food in religious symbolism. They compare the meanings of the ingredients of the Jewish Seder meal, the Islamic Halal laws and the Christian taking of bread and wine in Communion. In this they demonstrate good knowledge and recall of previous learning. Pupils with personal experiences of religious observance make valuable contributions to the discussion.
171. Pupils enjoy religious education lessons. They are genuinely interested in learning about others' beliefs and practices. They listen carefully to the teacher and each other and show respect for ideas and beliefs which are not their own. They are eager to enter into discussion and put forward their own opinions. Attitudes and behaviour are uniformly good. Pupils with special educational needs and those whose first language is not English make a full contribution to lessons.
172. During the inspection the teaching observed was mostly good. Only one Key Stage 2 lesson was unsatisfactory. Here the teacher's input was insufficiently informative and the task set of colouring in a stained glass window offered no challenge to pupils' thinking or progress in their learning. Expectations of what they could achieve were too low. In the good lessons teachers' skilled questioning draws thoughtful and knowledgeable answers from the pupils. For example pupils know the sequence of events leading up to the crucifixion of Jesus. One pupil knew why there were three crosses on the hill. Introductions to the lessons' topics are informative and stimulate pupils' interest well. Teachers' knowledge is secure and lessons have a good balance of information and activities. Learning objectives are clear and shared with the pupils. Assessment is by observation of pupils' response in lessons and marking of their work. This is inconsistent across the classes. Assessment is not a feature of teachers' planning and there are no formal procedures for recording pupils' attainment and progress.
173. Teachers' planning is sound. They receive good support in their planning from the very detailed and comprehensive scheme of work, based on the Tameside Syllabus, drawn up by the two co-ordinators. This ensures full coverage of the syllabus topics and also development of pupils' knowledge and understanding. There are few visits to non-Christian places of worship, or visits to school by religious leaders.