

INSPECTION REPORT

St Chrysostom's CE Primary School

Chorlton-on-Medlock

LEA area: Manchester

Unique Reference Number: 105491

Headteacher: Mr I W Furniss

Reporting inspector: Peter Hill

Dates of inspection: 4th-7th October 1999

Under OFSTED contract number: 706769

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior school

Type of control: Voluntary Controlled

Age range of pupils: 3-11

Gender of pupils: Mixed

School address: Lincoln Grove
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Appropriate authority: Governing Body

Name of chair of governors: Mrs. G. Hatch

Date of previous inspection: May 1996

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| Team members | Subject responsibilities | Aspect responsibilities |
|--------------------------------|--|--|
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| Jennifer Farmer, Lay Inspector | | Attitudes, behaviour and personal development Attendance Pupils spiritual, moral, social and cultural development Support, guidance and pupils' welfare Partnership with parents and the community |
| Margaret McNeil | English History | Teaching Staffing, accommodation and learning resources |
| Melvyn Hemmings | Geography Mathematics Design and technology Music Religious education Under fives | Attainment and progress The curriculum and assessment |

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MAIN FINDINGS

What the school does well

- Spiritual, moral, social and cultural development are very good and main strengths of the school.
- The school has an exceptionally good ethos.
 - Teaching is good with a substantial amount of exceptional and very good teaching.
- Pupils make good progress.
 - There is excellent teamwork between support staff and teachers.
- Leadership and management are very good.
 - Pupils with special needs make good progress and are managed very well.
 - Pupils for whom English is an additional language are very well supported.
 - Pupils are well catered for in the nursery.
- Standards are rising and attainment is better than in schools with a similar intake.

Where the school has weaknesses

- The school does not yet meet all the requirements of the National Curriculum for information technology

The school has many areas of strength. It is aware of the weakness in information technology (IT) and is clearly addressing this through its comprehensive IT development plan. The level of resourcing, pupils, levels of attainment and teachers IT expertise are all rapidly improving.

How the school has improved since the last inspection

The school has been very successful in meeting all the Key Issues for action identified in the last OFSTED report. Standards are clearly being raised throughout the school. The curriculum is well planned and there is balanced coverage of the attainment targets. There has been very good progress in short-term planning. This clearly identifies targets for pupils' learning. Subject managers have clearly defined roles, including monitoring the coverage and standards within their areas. The senior management team regularly reviews standards. There has been very good progress in systems for the assessment of pupils' progress and the school has maintained, and even improved, its provision for pupils' personal and spiritual development. The governing body, despite being under-strength, has developed clear procedures for monitoring pupils' standards of attainment and is actively involved in the management of the school.

Standards in subjects

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

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

| | | | |
|---------|---|---|--|
| Science | E | C | |
|---------|---|---|--|

Observations during the inspection week indicate that standards in both mathematics and English are almost in line with those found nationally and that there has been considerable improvement in standards in science. When compared with standards achieved by pupils in similar schools, standards are above average overall and well above in English.

Quality of teaching

| Teaching in: | Under 5 | 5 - 7 years | 7 - 11 years |
|------------------------|---------|-------------|--------------|
| English | Good | Good | Good |
| Mathematics | Good | Good | Good |
| Science | Good | Good | Good |
| Information technology | | Good | Good |
| Religious education | | Good | Good |
| Music | | Very good | Very good |
| Physical education | | Good | Good |
| History | | Good | Good |
| Nursery | Good | | |

Teaching is good overall. It is excellent or very good in over 25% of lessons, good in a further 50%, and satisfactory in 20%. In only a small percentage of lessons was there unsatisfactory teaching.

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

Other aspects of the school

| Aspect | Comment |
|---|---|
| Behaviour | Good throughout the school. |
| Attendance | Well below national averages. However, pupils enjoy school and the school is making considerable efforts to increase pupils' levels of attendance. |
| Ethos* | Exceptionally good. There is a high commitment to raising standards, very good relationships between staff and pupils, and all pupils are highly valued. |
| Leadership and management | Very good. There is an excellent team spirit throughout the school. The headteacher ensures that the school is at the forefront of educational initiatives. He is exceptionally well supported by the deputy head and the rest of the senior management team in running the school. |
| Curriculum | Very good. It is enhanced through a wide range of extra curricular activities. |
| Pupils with special educational needs | Very good provision is made for pupils with special educational needs. They have full access to all aspects of school life and make good progress. |
| Spiritual, moral, social & cultural development | Very good and a strength of the school. |
| Staffing, resources and accommodation | The school is well staffed, with an above average level of support staff. Resources for supporting teachers in their work are very good. Accommodation is mainly spacious and is well maintained and used. |
| Partnership with parents and the community | This is very good and a strength of the school. |
| Value for money | Very good. |

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

| What most parents like about the school | What some parents are not happy about |
|---|--|
| <ul style="list-style-type: none"> • Those parents that responded indicated a very high level of satisfaction with the running of the school and the education that it provides for their children. • 100 percent of parents agreed or strongly agreed with the following: <ul style="list-style-type: none"> They would find it easy to approach the school with questions or problems to do with their child(ren) The school gives them a clear understanding of what is taught The school enables their child(ren) to achieve a good standard of work The school encourages children to get involved in more than just their daily lessons Their child(ren) like(s) school | <p>Although only a small number of parents responded, either through the meeting or the questionnaire, no parents identified any areas within the work of the school that they are not happy with.</p> |

Only a small number of questionnaires were returned and only 7 parents attended the parents' meeting. The response in the meeting and through the questionnaire was very positive as were the comments made to the inspection team by those parents spoken to during the week.

· **KEY ISSUES FOR ACTION**

In order to raise educational standards, the governors, headteacher and staff should:

I. Raise standards in information technology by:

1. ensuring National Curriculum requirements are met; (Paragraph 142)
2. further enhancing teachers' confidence and expertise in the subject. (Paragraph 146)

2. INTRODUCTION

2. Characteristics of the school

1 St Chrysostom's Church of England Primary School is a Voluntary Controlled School catering for pupils aged 3-11 years. The school is situated in the Ardwick/Longsight area of Manchester and is part of the Ardwick ward. It is an inner-city school with many of the problems associated with an area which has a high level of social and economic disadvantage. A significant amount of the area surrounding the school has problems associated with drug abuse and with crime. However, the school remains a calm and secure area.

2 Pupils' families are from a wide social mix, both culturally and economically. Housing varies greatly and includes a large amount of local authority housing, large Victorian properties and student accommodation. Recently, a significant amount of the property has been purchased by private landlords and is being let to short stay families. This is having a marked effect on the work of the school with some pupils entering and leaving the school over short periods of time.

3 There are 204 pupils on roll. The school takes in pupils on two occasions in the year and so numbers will increase with the next intake after Christmas. The school encompasses a wide ethnic and religious mix. Currently, approximately a third of pupils are Afro-Caribbean / mixed race; a third are Asian and the remaining third are white English and Arabic families. There are other children whose families come from China, Ukraine, Turkey etc.

4 The percentage of pupils speaking English as an additional language is very high and well above the average percentage found in schools nationally. Over 70% of pupils are supported through Section 11 funding. This is aimed mainly at improving their use of English and at ensuring that, as a result, they have access to all activities that the school has to offer. Almost half of the pupils are entitled to school meals free of charge. This is a very high proportion when compared to the national average.

5 Many children enter the school with little or no English. Although the school's intake covers the full range of abilities and aptitudes, overall, pupils' attainment on entry is well below average.

6 There are 36 pupils on the school's register of special educational needs. Of these 10 pupils are at stages of the Code of Practice for the Identification and Assessment of Pupils with Special Educational Need which have the involvement of an outside specialist. One pupil has a statement of special educational need. Numbers are below the national average and reflect the Local Authorities strategy in relation to supporting pupils with special needs.

7 The school buildings are single storey and are set in quite extensive grounds. The grounds are being developed to provide a very good environment and resource for learning, with environmental areas as well as areas for play and games. The buildings are generally spacious and the school has taken considerable advantage of opportunities presented, through its involvement in a range of projects, to develop areas. These are not only for the direct use of the school, but for projects directly benefiting schools in the vicinity and even across the Local Educational Authority. Despite being in a locality with considerable problems with social disadvantage, there is very little damage or vandalism.

8 The school's stated aims are:

'To endeavour to provide a caring and supportive environment, which recognises and supports the development of each individual child, and where there is equal opportunity, regardless of race, sex, culture or disadvantage.

The environment is enhanced by the nurturing of good relationships, brought about through the partnership and involvement of the children, their parents, the staff, school governors and the wider community.'

To help pupils to:

- acquire knowledge and skills which will be relevant to them in their adult life and which will help them to participate as citizens and parents/carers in a rapidly changing world;
- acquire reasoned attitudes, values and beliefs, including respect for, and understanding of, other peoples' religious and moral values, and ways of life;
- understand the world in which they live and the interdependence of individuals, groups and nations. To provide opportunities for children to experience responsibility for themselves and their environment, to develop negotiating skills and to exercise their judgment;
- have access to the major areas of human knowledge and experiences, including language and literature, mathematics, art, music, drama, science, design and technology, information technology and physical pursuits, and to experience a sense of achievement in these fields.
- Through the 'hidden' curriculum, the school aims to teach basic good manners, and care and respect for the needs of others. To develop the self-confidence and self-worth of each child, and to teach a set of moral values and standards of self-discipline and behaviour which is acceptable to all.'

9 The school's main priorities for the coming year are to:

- set targets for achievement in Literacy and Mathematics at Key Stage 2;
- increase levels of school attendance;
- improve ICT (information and communication technology) provision in the school and across the curriculum, and;
- continue to raise standards in mathematics.

Key indicators

Attainment at Key Stage 1¹

| Number of registered pupils in final year of Key Stage 1 for latest reporting year: | | Year | Boys | Girls | Total |
|--|--|------|------|-------|-------|
| | | 1998 | 18 | 19 | 37 |

| • National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|--|----------|---------|---------|-------------|
| Number of pupils at NC Level 2 or above | Boys | 12 | 12 | 15 |
| | Girls | 12 | 13 | 13 |
| | Total | 24 | 25 | 28 |
| Percentage at NC Level 2 or above | School | 71(65) | 74(65) | 82(80) |
| | National | 80(78) | 81(79) | 84(83) |

| • Teacher Assessments | | Reading | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Number of pupils at NC Level 2 or above | Boys | 13 | 13 | 12 |
| | Girls | 12 | 13 | 12 |
| | Total | 25 | 26 | 24 |
| Percentage at NC Level 2 or above | School | 74(72) | 76(76) | 71(71) |
| | National | 81(78) | 85(85) | 86(84) |

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

2Attainment at Key Stage 2²

| Number of registered pupils in final year of Key Stage 2 for latest reporting year: | | Year | Boys | Girls | Total |
|--|--|------|------|-------|-------|
| | | 1998 | 13 | 17 | 30 |

| 2 National Curriculum Test Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Number of pupils at NC Level 4 or above | Boys | 5 | 5 | 5 |
| | Girls | 13 | 9 | 10 |
| | Total | 18 | 14 | 15 |
| Percentage at NC Level 4 or above | School | 60(47) | 47(43) | 50(54) |
| | National | 65(63) | 59(62) | 69(68) |

| 2 Teacher Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Number of pupils at NC Level 4 or above | Boys | 5 | 5 | 5 |
| | Girls | 13 | 12 | 10 |
| | Total | 18 | 17 | 15 |
| Percentage at NC Level 4 or above | School | 60(60) | 57(55) | 50(46) |
| | National | 65(63) | 65(62) | 72(69) |

2 Attendance

| | | | |
|---|--------------|---------------------------|------|
| Percentage of half days (sessions) missed through absence for the latest complete reporting year: | Authorised | School | % |
| | Absence | National comparative data | 7.95 |
| | Unauthorised | School | 5.6 |
| | Absence | National comparative data | 0.8 |
| | | | 0.5 |

2

2 Exclusions

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

2 Quality of teaching

| | | |
|---|------------------------|------|
| Percentage of teaching observed which is: | | % |
| | Very good or better | 25.5 |
| | Satisfactory or better | 96 |
| | Less than satisfactory | 4 |

.....
2

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

2 PART A: ASPECTS OF THE SCHOOL

2 EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

2 Attainment and progress

10 When they start school the attainment of most children is well below average, with the class having a full range of ability. Children make good progress in all areas of learning and when they transfer to Key Stage 1 their attainment is still below that expected nationally but shows significant improvement from that on entry. The good progress that children under five make is a direct result of the significant amount of good and very good teaching that they receive in the nursery class. The provision for children under five in the nursery is a strength of the school.

11 The national tests for 7-year-olds in 1998 show that the proportion of pupils in the school reaching the expected levels at the end of Key Stage 1 was below average in reading, average in writing, and close to the average in mathematics. Teacher assessments for science indicate that pupils' performance was well below average. The proportion of pupils reaching the higher levels was well above average in reading and mathematics, and close to the average in writing. In comparison with other schools with pupils from a similar background pupils' performance was above average in reading, writing and mathematics. The test results for 1999 show that the school has been successful in continuing the upward trend seen over the last few years and shows considerable improvement from the previous year. Inspection findings show that attainment in English and mathematics is average and is just below average in science.

12 During the key stage, the progress of pupils in English, mathematics and science is good. Progress is very good in information technology, and good in religious education. In the non-core subjects there is very good progress in music and physical education, good progress in geography, and satisfactory progress in design and technology, history and art. The best progress is seen at the end of the key stage and is a direct result of the outstanding teaching that pupils receive in this class.

13 The national tests for 11-year-olds in 1998 show that the proportion of pupils in the school reaching the expected levels at the end of Key Stage 2 was close to the national average in English, below average in mathematics and well below average in science. The proportion of pupils reaching the higher levels was close to the national average in English, mathematics and science. In comparison with schools with pupils from a similar background pupils' performance in English and mathematics was well above average and close to the average in science.

14 However, it should be noted that over the last two years the school has experienced a growing transient pupil population which has had a marked effect on planning and results. Nonetheless, over the last few years trends have been upward and the 1999 test results confirm that the school is continuing to improve standards. Inspection findings show the attainment in English is in line with the national average, and is just below average in mathematics and science.

15 In information technology, at the end of both key stages, the proportion of pupils reaching the standard expected for their age is below average. This is a result of the pupils not having had access to the full range of Programmes of Study, noticeably in terms of suitable experiences in data-handling. The school is currently in the process of improving provision so that all the Programmes of Study are sufficiently covered.

16 In religious education, at the end of both key stages, the attainment of the majority of pupils exceeds the expectations of the Local Agreed Syllabus for this subject.

17 During the key stage, the progress of pupils in English, mathematics and science is good. Progress is very good in information technology and is good in religious education. In the non-core subjects, there is very good progress in music, good progress in history and physical education and satisfactory progress in design and technology, geography and art. The best progress is seen at the end of the key stage and is a direct result of the outstanding teaching that pupils receive in this class.

18 In the non-core subjects, in both key stages, the common strengths of pupils are that they are good communicators and have good presentational skills. Pupils demonstrate initiative and independence when given opportunity to be engaged in investigative work at each year group. Pupils are very willing to take full part in group and class discussions and show good collaboration skills when required to do so.

19 A common weakness is the limited application of information technology across subjects, especially in data-handling.

20 Most pupils have average skills of literacy through the school. The majority of pupils can read a wide range of texts accurately and can recount stories and express preferences. Pupils can talk knowledgeably about books. Most pupils can use the library effectively and locate information using contents and index pages in non-fiction and reference texts. Pupils can write in a wide variety of forms across the curriculum. Standards in handwriting and spelling are satisfactory. Most pupils take pride in their work and achieve a good standard of presentation. They often use word processing to present their work. Pupils have a suitably developed vocabulary and punctuate their work correctly. Pupils use cursive script from Year 2 onwards. Oracy standards are average and throughout the school pupils are confident communicators. They express their ideas clearly in class discussions and listen attentively to teachers and to each other. Pupils show a suitable knowledge and understanding of subject-related vocabulary. The school is implementing the Literacy Strategy very well. All teachers show confidence in delivering the literacy hour activities, which are having a positive effect on the standards achieved by pupils in English. These literacy skills are also being effectively used in other curriculum areas such as investigative research writing in science.

21 Pupils throughout the school have average levels of numeracy. They have suitable skills in most areas of written computation, but their knowledge and understanding of fractions and decimals and their skills in using them to solve problems is not as secure. Pupils at the end of Key Stage 2 have a sound recall of multiplication facts. They are able to mentally manipulate number and are becoming adept at explaining their strategies as a result of the emphasis placed on this by teachers in numeracy lessons. Pupils make suitable use of their mathematical knowledge and skills particularly in science, design and technology and geography.

22 In science, when pupils start Year 1, suitable emphasis is given to ensuring practical tasks are used to help develop their knowledge and understanding. As pupils pass through Year 2 they learn how to handle simple scientific equipment carefully and safely and how to make simple predictions. They also suitably develop their skills of recording their findings in a variety of ways. As they pass through Key Stage 2 pupils are able to learn how to use a wider range of scientific equipment. The skills of in carrying out investigations are appropriately developed. By the end of the key stage pupils are able to carry out a fair test in a satisfactory manner and have an appropriate range of scientific vocabulary to be able to explain their work.

23 In information technology, when pupils start Year 1, suitable attention is given to developing their knowledge, understanding and skills in the subject. During their time in Year 2, pupils are given appropriate opportunities to use a range of ICT equipment and software in a variety of situations. At the end of the key stage most pupils show confidence when using computers and show suitable ability to talk about what they have done using appropriate technological language. As they pass through Key Stage 2, pupils further their understanding of the uses of word-processing programmes to combine text and pictures to create their own information pages. By the end of the key stage pupils can use information technology to suitably organise and present their ideas in other subject areas, though such opportunities are limited. There are insufficient opportunities for pupils to be involved in activities to suitably develop their skills in data-handling.

24 The attainment of the majority pupils with special educational needs is below average but commensurate with their abilities. Standards in speaking and listening are average, with pupils making effective contributions to class discussions. Pupils make good progress towards the targets in their individual educational plans. This is a result of the very well structured teaching that pupils with special educational needs receive. Pupils with English as an additional language also make good progress through the school as a result of the good quality teaching that they are given by the teachers from the Ethnic Minority Achievement Service.

25 There are significant variations in the attainment of pupils of different gender in terms of girls performing much better than boys in English, mathematics and science. The school is aware of this, and after research into the causes is now actively pursuing strategies to improve boys' performance. There are no significant variations in the attainment of pupils of different ethnicity or background. All groups of pupils progress as well as others of similar attainment. Inspection findings and national test results show that the school is continuing to improve standards.

2 Attitudes, behaviour and personal development

26 In the last inspection report the attitude and behaviour of pupils was considered good. This has largely been maintained, with attitudes to learning in the majority of lessons being either satisfactory or good. On one occasion in a Year 6 literacy hour lesson pupils' attitude to learning was excellent, with pupils generating ideas and contributing to the discussions. In both key stages, pupils' attitudes are at least satisfactory or better in lessons and pupils listen attentively, are keen to answer questions, they show an interest in their work and are willing to apply themselves to the task in hand. This is demonstrated very well in Year 2 science where pupils are totally absorbed in every aspect of the lesson. As they get older they increasingly take a pride in the presentation of work.

27 Overall behaviour is good. The majority of pupils behave well in lessons and in and around the school. On the whole behaviour is good, during play times, during lunch times and when moving about the school site. Progressively as pupils move through the school many display increasingly appropriate manners when interacting with staff and other pupils. They take pride in their school and its resources and the majority are trustworthy and show respect for each others' property.

28 Relationships are good and pupils from a great diversity of cultural heritages and backgrounds relate very well to each other and work and play in harmony. They support each other in lessons, for example in brainstorming sessions, and they help each other with examples and spellings. They work collaboratively, sharing resources and materials, and there is good co-operation between pupils and mutual respect between pupils and staff.

29 Personal development is good. Pupils show confidence in their learning and in the routines of the school. They are keen to articulate their views and share their experiences with the staff and each other. For example in a Year 6 RE lesson pupils were able to express their views on the emotion of happiness in an articulate and mature way. Most pupils have responded well to the challenges of the literacy and numeracy strategies in working in groups, independently of the teacher. In other lessons too pupils work well in groups as seen in a Year 5 history lesson when pupils studied a topic on the Ancient Greeks. Even in the nursery, children access resources and material by themselves and work collaboratively when required, a notable example being when they used the construction kits together.

30 Pupils willingly take on responsibility and show initiative. The school site is, in layout, more complex than most primary schools. However, pupils are given the freedom to conduct themselves around the site and do so in a responsible way. They entertain at a local hospital and retirement home, initiate ways to raise money for charity and take on monitor jobs on behalf of their class and the school.

2 Attendance

31 Although statistically attendance has improved since the last inspection the attendance figures are still well below the national average and therefore unsatisfactory. However, the majority of pupils are keen to attend the school, clearly enjoy school and make efforts to be punctual at the start of each session. It is unfortunate that a significant minority of parents do not support the school and their child in ensuring that pupils attend regularly each day and on time. For example, pupils are taken on holidays during term time and kept home for domestic reasons. Unauthorised absence has improved considerably since the last inspection and is now just below the national average. Registers are taken promptly at the start of each session and are completed in accordance with statutory requirements. Lessons run to the published timetable.

2 QUALITY OF EDUCATION PROVIDED

2 Teaching

32 Teaching throughout the school is good, with a significant amount of very good and some outstanding teaching, particularly at the end of each key stage. It is good or better in 76% of lessons. Teaching is excellent in 7%, very good in 18%, good in 51% and satisfactory in 20%. The amount of unsatisfactory or poor teaching is 4%. This is very much better than the situation at the last inspection.

33 Overall the quality of teaching for the under-fives is good with teaching of under-fives in the reception class being just satisfactory. Staff in the nursery class have a good understanding of the needs of young children and provide a stimulating environment in which there are very well-organised activities. Lesson planning is very good and the teacher and support staff work exceptionally well as a team.

24 In Key Stage 1, teaching is never less than good and, in two out of every five lessons, it is very good or outstanding. Teaching is good in all subjects, except music, where it is very good, and of geography, design and technology and art where there is insufficient evidence.

35 In Key Stage 2, teaching is more variable. It is at least good in 65% of lessons and, in more than one in ten lessons, teaching is excellent. There is a very small amount of unsatisfactory teaching. Teaching is good in all subjects except music, where it is very good, and design technology and art, where there is insufficient evidence.

36 Teachers have a secure subject knowledge to deliver the subjects of the National Curriculum. The exception to this is in information technology where training is planned to increase some teachers IT expertise. Teachers plan their lessons very thoroughly and most lessons are well focused with clear objectives for pupils' learning. This, combined with very good assessment practice, means they plan very effectively for pupils' progress.

37 Most teachers have high expectations of their pupils and provide work which is suitably matched to their prior attainment. They provide clear instructions and explanations and choose interesting and appropriate activities to develop pupils' learning. Lessons are well structured with a good balance of whole class, group and individual activities. Teachers are well prepared and make good use of the available resources. Most manage pupils' behaviour well. Teachers' skills in questioning are at least sound, often good and occasionally outstanding, as in the geography lesson with Year 6 when pupils were considering the environmental issues connected with the extension of Manchester Airport.

38 Most lessons are conducted at a brisk pace, which sustains pupils' interest. Some teachers make good use of timed deadlines to focus pupils' attention on the task set, for example in literacy and numeracy lessons. They

often conclude lessons successfully by bringing pupils together to recap on key points and share their work in order to consolidate learning. Teachers mark pupils' work regularly and conscientiously, making encouraging and helpful comments.

39 The excellent teaching observed is characterised by: excellent planning and preparation, which builds successfully on pupils' previous learning; skilful questioning to extend and develop pupils' thinking; outstanding management of pupils' behaviour arising from excellent relationships rooted in mutual respect.

40 The small percentage of unsatisfactory teaching is characterised by insecure subject knowledge, the lack of clear focus for pupils' learning and difficulties in managing pupils' behaviour.

41 Throughout the school the teamwork between teachers and support staff is very good and sometimes exceptional. They plan collaboratively and maximise their contributions to lessons. The effective deployment of support staff, particularly in Key Stage 1, provides pupils for whom English is an additional language and those with special educational needs, with carefully prepared work. Targets within individual education plans are clearly identified, very well planned and worked towards.

42 Visiting specialists make a very significant contribution to pupils' progress. This is particularly true in music, where the very high standards pupils achieve are due in part to the high quality contribution made by music specialists visiting school.

43 Most teachers provide a wide range of different opportunities to extend and develop pupils' speaking and listening skills, as in the Year 3 geography lesson looking at holiday destinations. Teachers make very good use of information technology, particularly for language development and word-processing, for example Year 6 pupils' writing about life in the rain forest.

44 Teachers have made a very successful start in implementing both the National Literacy and the National Numeracy Strategies and there are already indications that this is having a positive effect on pupils' attainment.

45 Regular homework is given and teachers build on work done at home and in lessons. The introduction of homework books has been well received by parents and makes a very positive contribution to the home-school partnership in children's learning.

2 The curriculum and assessment

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46 The curriculum that the school provides for the children aged under five is very good and includes all the areas of learning and experience that are expected for this age group. There is a great deal of emphasis placed on the teaching of literacy and numeracy and also on the children's personal and social development. This emphasis and the significant amount of good and very good teaching that children receive in the nursery class results in them making good progress in their academic skills and allows them to show increased confidence as they settle into the school routines. The very good provision for children under five is a strength of the school. The children are very well prepared for the Programmes of Study of the National Curriculum and, throughout the school, pupils are well prepared for the next stages of education and for life in general.

47 The curriculum that the school provides for pupils in Key Stages 1 and 2 is very good. It is broad and balanced and meets the statutory requirements to teach the subjects of the National Curriculum, apart from some aspects of information technology. The school is implementing the National Literacy Strategy in a successful way that is effectively helping to raise pupils' attainment and accelerate their progress. The school introduced elements of the National Numeracy Strategy ahead of time and this has helped the smooth implementation of the full strategy. All the staff has had suitable training to develop their expertise in delivering numeracy lessons. There has been suitable additional time devoted to literacy and numeracy, which has meant there is less time available for other subjects. However, the school has worked very hard and has been successful in maintaining pupils' access to all areas of the curriculum and there is good coverage of most Programmes of Study, with pupils having access to a wide range of rich experiences in the arts, especially in music. The demands of the Manchester Agreed Syllabus for religious education are met in full. The school very effectively supports the pupils' physical and personal development. There is very good provision for pupils to experience personal and social education, including health education and attention to drug misuse. The school provides for sex education in a sensitive and supportive manner on a developmental basis, that emphasises family values, within a very caring school community.

48 The school is very successful in ensuring that all pupils have equal access to the curriculum. There is very good quality provision for pupils with special educational needs, with effective procedures in place for the identification and assessment of these pupils. All pupils with special educational needs have access to the full curriculum. The class teachers draw up the individual education plans and the targets in them are effectively used in planning lessons. The co-ordinator for special educational needs is very well organised and maintains a comprehensive register for identified pupils. The code of practice is fully implemented. Teachers from the Ethnic Minority Achievement Service also very effectively support pupils with English as an additional language.

49 The last inspection report indicated that the school's planning procedures were an area of weakness. The key issues for action included reviewing curriculum planning to ensure balanced coverage of attainment targets, and to ensure that short-term planning clearly identifies targets for pupils' learning. The school has been very successful in addressing these key issues and now has a very good structure of long, medium and short-term planning in place to ensure continuity and progression of learning in all subjects. The long-term planning provides a broad overview of the aspects of the National Curriculum Programmes of Study delivered by each year group over the year. The medium-term consists of half-termly planning sheets that outlines the learning objectives to be taught. Short-term planning is taken from the half-term plans and details the key learning objectives and skills to be taught. An improvement since the last inspection is that the short-term plans are now more focussed and include an opportunity to evaluate what pupils have learned in order to inform future planning. At the end of each half-term the teachers analyse planning to identify what needs to be covered next, and copies of this are passed on to the receiving teacher at the end of the year to effectively support continuity and progression in pupils' learning. The high quality of this planning has a positive effect on standards attained by pupils throughout the school.

50 There is a very good programme of extra-curricular activities, including competitive team games, that enriches the curriculum. They are often in the form of lunchtime or after-school clubs run by members of staff in their own time. These include clubs for dance, drama, art, science, French, pottery, cookery, netball, badminton, rounders, football and music. All staff and a high number of pupils take part in these activities. The school gives pupils opportunity to take part in a wide variety of educational visits that enrich the curriculum by providing further significant learning experiences for pupils. These include trips to the Manchester Museum of Science and Technology, and to performances of the Halle Orchestra at the Bridgewater Hall. Pupils are able to take part in a residential visit to an ITC centre in Birmingham to develop their information technology skills. Other residential experiences include an outdoor pursuits based visit at Gill Head and a two-day stay for pupils in Key Stage 1 at Linnet Clough, Stockport. The very strong extra-curricular life was recently recognised and celebrated by the school being presented with the Certificate of Distinction 'Education Extra' National Award.

51 One of the issues of the last report was to review the means by which teachers assess pupils' current levels of attainment and set targets for future learning. The school has been very successful in addressing this issue and, as a result, procedures for assessment are now very good and what is learned from assessment and testing is very effectively used to determine the next stage of pupils' learning. Medium-term plans record high and low attainers and identify any pupils that need to be targeted during the next half term. The short-term planning includes evaluation and assessment sections that are effectively used by teachers to inform future planning. The planning sheets for the three core subjects record the pupils' achievements and this information is then transferred to a class record sheet that records individual attainment against the learning objectives. The school has made good headway in analysing end-of-key-stage tests to identify areas for development. An example of this is the way the school has targeted an improvement in pupils' data-handling skills in science. Baseline assessment is in place and the information from these assessments is used effectively to plan subsequent learning experiences. Assessment information for pupils with special educational needs, and those with English as an additional language is also used very well to plan future work. The school has improved its standardisation procedures as part of the development of the pupil profile books. These now represent comprehensive collections of pupils' work that serve as exemplars of the required standards in the core subjects of English, mathematics and science. The pupil profiles are also a means of effectively involving pupils in evaluating their progress and in setting their own manageable targets for improvement.

2 Pupils' spiritual, moral, social and cultural development

52 Overall, spiritual, moral, social and cultural development is very good and a strength of the school. The combined effect of this provision has a very positive impact on pupils' attitudes to learning and their achievements. Spiritual development is satisfactory but acts of collective worship and the time given for personal reflection, especially those taken in the classrooms, make a limited contribution to spiritual awareness. However, religious education and other aspects of the curriculum do contribute to spiritual development with pupils showing respect and understanding for the beliefs of the major faiths. Staff receive and value all contributions from pupils and whenever possible guide pupils to see the awe and wonder in the natural world and human achievement.

53 Moral development is very good. Staff have high expectations of pupils' conduct and relationships. Moral principles are a strong and consistent feature in all aspects of school life with staff constantly showing good examples to pupils and being good role models. The majority of pupils clearly know right from wrong and are able to discuss moral issues and relate them to their own lives and conduct. A good example was heard in a Year 6 RE lesson when a pupil stated that the right thing to do was to walk away when faced with an aggressor.

54 Social development is very good. Pupils are encouraged to show a high level of social confidence and maturity. Provision for social development starts at an early age when nursery children are encouraged to consider the needs of others as well as their own. Opportunities are provided for older pupils to participate in the day-to-day running of the school and, at the family dining arrangements, they serve and help younger ones. All pupils, including the infants, are offered a residential experience. Pupils' confidence and self-esteem develop through participation in the many opportunities for drama and music such as the choir, steel bands and concerts.

55 Cultural development is very good. Opportunities for enriching pupils' knowledge, understanding and experience of their own culture and the cultures of others are provided throughout the curriculum but particularly in music, drama, RE and literature. Pupils have visited an art gallery to see an exhibition of Lowry paintings, the public library, museums and have been involved in a project with the Royal Northern College of Music. Members of a symphony orchestra have worked with pupils in the school. The very good outdoor facilities of a wood, nature trail, gardens and pond make a significant contribution to pupils' cultural development, giving them an insight into an environment quite different to their normal surroundings. Multi-

cultural development is excellent. Throughout the school the many cultural heritages are represented, celebrated and valued through pictures, displays, books, artefacts, signs, music and lessons.

Support, guidance and pupils' welfare

56 The support, welfare and guidance that pupils receive is good and a strength of the school. The caring ethos created by the committed staff makes a significant contribution to the school community. Staff are responsive to pupils' needs which impacts on pupils' ability and confidence to cope with everyday life in the school. Pupils with special educational needs are well supported to enable them to participate in all school activities.

57 There are good procedures in place for monitoring pupils' academic achievements and personal development. Pupils' annual reports mainly concentrate on pupils' achievements with parents being made aware of targets and areas for their childrens' development through the pupil profile interviews. However, teacher assessments are well used to plan pupils' academic progression. Staff liaise well with parents, outside agencies, support staff and each other about the needs, progress and aspirations of individual pupils. The school values all pupils within its care.

58 There are good procedures for promoting and monitoring discipline and good behaviour. The school has developed a good system of positive rewards which promotes and encourages good behaviour. The home/school agreement, pro-forma record sheets and leaflets about behaviour ensure that all aspects of behaviour management are well documented and applied evenly by most members of staff. Bullying is a rare occurrence but when there is an incidence it is dealt with quickly and effectively by the school's implementation of well documented process and procedures.

59 Procedures for monitoring and promoting attendance are good. Since the last inspection report the school has introduced a number of initiatives which have resulted in an improvement in attendance and punctuality. The school is much more vigilant in monitoring absence and lateness. Staff rigorously follow up any concerns and work closely with the Educational Welfare Officer and pupils' families. An element of competition has been appropriately introduced with a cup being provided for the class with the best attendance record. Parents are regularly reminded about their duties and responsibilities with regard to their child(ren)'s regular attendance.

60 Child protection procedures are good. Unusually, three members of staff are listed as designated members of staff, they have all received appropriate training, liaise with outside agencies and attend case conferences as and when necessary. All staff are aware of the school's practices and procedures for child protection. Although the school has not undertaken any specific training on the Care & Control legislation, their current policies and procedures embrace the new practices.

61 There is a good programme of personal and social education which is delivered mainly through science and RE. Topics covered include drug misuse, personal safety, healthy eating and life style, as well as relationships and emotional issues. Sex education is sensitively taught on a developmental basis and parents are given the opportunity to view the material used to support this topic. The school uses a satisfactory range of outside agencies to support pupils' health and well being. For example, the police and members of a large city league football club not only give coaching lesson but combine this with drug awareness education. Pupils have participated in the Crucial Crews project and electricity and re-cycling road shows.

62 Accident and emergency procedures are good with four members of staff being trained in first aid. The school has had an excellent risk assessment audit report and staff are very aware of the health and safety needs of the school. Emergency evacuation procedures are rehearsed periodically.

63 Mid-day supervision is good. The lunch-time supervisors are caring and vigilant and interact well with

pupils. They are kept aware of the school's practices and procedures through meetings with staff and are very much involved in the life of the school.

2 Partnership with parents and the community

64 Overall partnership with parents and the community is very good. The information that the school provides for parents is very good. There is an abundance of documents, information leaflets, letters and correspondence that are timely, informative and well presented.

65 Parents are given information on how they can help their child's education, on the topics being covered by the curriculum as well as the day-to-day events in the school. There is a separate and helpful prospectus for the nursery. In addition to written information the school makes great efforts to communicate verbally with parents and has an open door policy for parents who wish to talk to staff. The three parent/teacher evening a year and open days are well attended by parents.

66 The part that parents play in the life of the school and their child's education is good. The majority of parents are supportive of the school in practical ways, for example a few parents help out in classrooms with listening to readers, and in sharing technology skills. Many parents were involved in the environmental projects around the school and the concerts, special events and fund raising initiatives put on by the school are very well supported. Many parents help their child's education by listening to them read at home and helping with homework topics. Some parents have undertaken the adult training classes that have been held at the school and gone on to further training as a result.

67 Enrichment of the curriculum through community links is very good. The school has very good links with a number of organisations that benefit the whole school, for example the RISCs computer project. Other links include the Royal Northern College of Music, league football club and the church. Visits are well planned to enrich many aspect of the curriculum, for example, pupils visit museums, places of historic interest and the theatre. Visitors to the school such as writers, musicians and theatre groups also add to the enrichment of the curriculum and development of pupils. Links with other educational establishments are good and pupils are well prepared through induction days and meetings, for the next stage of their education.

2 THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

2 Leadership and management

68 The leadership and management of the school is very good. The headteacher and governors provide strong leadership and clear educational direction for the school. The headteacher has a strong educational philosophy and a clear vision of where the school is going. There is a positive momentum about the work of the school which is shared by all staff and governors and which is recognised and valued by parents.

69 The school has an ethos which is exceptionally good and a major strength. The climate for learning is strong, supportive and one in which pupils of all levels of attainment can thrive. There is a clear and very positive commitment to raising standards and relationships between all adults and pupils within the school are very good.

70 There are clear aims and values which are central to all the work and relationships in all areas throughout the school. The school is very successful in providing a caring and supportive environment for individual pupils, providing equality of opportunity, regardless of race, sex, culture or disadvantage. Equality of opportunity is central to the work of the school and is evident in all aspects of school life. Very clear examples of this are seen

in all the strategies that the school uses to ensure that pupils who speak English as an additional language have access to all that the school has to offer.

71 The school has identified priorities and targets for its future development and these are clearly set out in the school development plan. The plan is of good quality and clearly identifies who will lead developments and how they will be monitored.

72 Subject co-ordinators have very clear roles and responsibilities and work in pairs, regularly monitoring standards and developments in their subject areas. This system works well and has clearly addressed one of the issues of the last inspection.

73 The school has made a successful and appropriate response to the National Strategies for Literacy and Numeracy. Realistic targets have been set and effective strategies established. Progress is being carefully monitored.

74 The school has been successful in implementing its action plan to meet the issues identified in the previous inspection. The issues have been fully addressed and the school's work has moved forward.

75 As a result of a very good leadership and team work between all concerned the school continues to develop and is very well placed to sustain improvements in the future.

76 The school is successful in meeting all statutory requirements with the exception of the National Curriculum requirements for information technology.

2 Staffing, accommodation and learning resources

77 The school has sufficient, appropriately qualified teaching staff to meet the demands of the curriculum. They are appropriately deployed, with experienced and newer staff distributed well throughout the school. This is broadly similar to the position at the time of the previous inspection.

78 Each teacher, apart from those who are newly qualified, is required to coordinate at least one subject. Coordinators have a clearly defined role, which includes monitoring and evaluating their subject. This is better than the situation at the previous inspection. However, subject coordinators, including those for literacy and numeracy, have no release time in which to carry out their responsibilities and this limits their role in monitoring and evaluating provision for their subject and in supporting colleagues in the classroom. Staff work very hard, are committed to their pupils and attend relevant courses to enhance their teaching.

79 Provision of support staff is very good. Again this represents an improvement since the previous inspection. They are suitably qualified and well deployed, particularly in Key Stage 1, to support pupils with special educational needs and those for whom English is an additional language. This helps these groups of pupils to make good progress. Qualified staff provide high quality support for children under five. Very effective teamwork ensures that support staff make an important contribution to pupils' learning.

80 Comprehensive handbooks of information for staff assist them with school and LEA routines and procedures. There are good arrangements for the induction of new staff, including provision of a mentor, which provide very effective support for new teachers. The school has appropriate arrangements for appraisal and professional review. There are very good arrangements for staff development for all staff, teaching and non-

teaching. Staff development is very well managed, linked to school development plan priorities and individual needs, and it is clearly costed.

81 The school building is well maintained, clean and enhanced by high quality displays. It provides a good environment for pupils' learning. The school constantly reviews the use of space within the building to achieve maximum benefit. There are sufficient classrooms and space for class and smaller group teaching, though large classes in Key Stage 2 sometimes limit the range of teaching methods that can be used. Appropriate provision has been made to allow access for pupils with physical disabilities. The positive contribution made possible by the provision of the specialist music room can be seen in the very high standards pupils achieve in music. The recently completed information technology (IT) area is having a similar impact on pupils' progress in IT.

82 Accommodation in the nursery has recently been improved and now provides a very well equipped and resourced area for children. It includes good quality outdoor provision, with a safety surface and a large selection of outdoor play equipment.

83 The libraries, though cramped, contain an adequate stock of fiction and non-fiction texts to support the curriculum and most pupils' interests. Weekly use is being encouraged and, to help pupils to select appropriately, shelves are labelled and books are colour coded. Access to the junior library, however, is limited, as it has been sited in a classroom.

84 The exterior of the building is in satisfactory condition. The grounds have been well developed to provide a good mixture of planted areas, playing field and hard surfaces marked for a range of recreational activities. Suitable seating for social groupings has been provided. There is also a nature trail and a fish pond, both of which are well used to support the curriculum, particularly science. Security fencing ensures that all age groups are well protected. The grounds provide a safe and pleasant environment for recreation.

85 Overall, the school makes good provision of resources, with very good resources in the nursery. The ratio of computers to pupils is above average and they are of a high quality. Resources for music are also very good. In addition the provision of a range of high quality reprographics, video and audio equipment enables teachers to produce good quality in-house resources, such as the laminated photographs and worksheets being used in Year 4 geography and history. The provision of high quality resources in all of these areas is having a positive impact on the standards pupils achieve. There are good resources for physical education. Resources are satisfactory in all other areas of the curriculum. English resources are improving as a result of recent purchases of high quality texts for the implementation of the NLS, with a particular focus on non-fiction texts, as part of the school's strategy to improve the performance of boys in English.

2 The efficiency of the school

86 A very strong feature of the management of the school is the way in which the school has been involved in a wide variety of initiatives and funding opportunities. These initiatives have been ones which are in line with the school's aims and current developments nationally. The result has been that the school has benefited considerably, both financially and developmentally, from this involvement. The school environment, accommodation and resources have all improved considerably as a result of the headteacher's entrepreneurial approach.

87 These initiatives, and the link with the school's resources, are well managed. Good quality financial management by the headteacher and governors ensures that available, and additional, funds are appropriately targeted towards the school's identified priorities.

88 The school development plan is a very thorough document with clear links to the schools finances. Targets are clear and personnel responsible for taking the lead for each development are identified in the plan. There are clear success criteria so that the school will know when it has achieved its targets. The plan is a good tool for school improvement.

89 The school has an efficient system of financial control with the headteacher taking the lead in managing and monitoring the budget within the school. The role of the school secretary is being developed to increase her involvement in the day-to-day management of financial matters. The Governor's finance committee is in place and receives regular and up-to-date financial information. The governors play an active and integral part in the running of the school.

90 The school has an advantageous staffing ratio, both in terms of teaching and support staff. Staff are well deployed throughout the school. The non-class-based role of the deputy headteacher allows her to be very effective in monitoring large areas of the curriculum and in her roles as assessment co-ordinator and special needs co-ordinator. The deployment of staff linked to initiatives, for example Ethnic Minority Achievement Service staff, is very effective and pupils benefit considerably as a result.

91 School spending on resources is carefully monitored with value for money in mind and the school is well resourced. Funding designated for pupils with special educational needs is carefully targeted and is considerably enhanced from the school,s budget.

92 When taking into account the very good quality of education provided and the good progress made by pupils, the school provides very good value for money.

2 PART B: CURRICULUM AREAS AND SUBJECTS

2 AREAS OF LEARNING FOR CHILDREN UNDER FIVE

93 The quality of education that the school provides for children under five is very good. The children are provided with a very good start to their education with secure foundations being laid for the future demands of the National Curriculum. There is a very caring environment, where children are allowed to explore and to repeat experiences, according to their individual need. A very good range of first-hand experiences is offered, within a broad and balanced curriculum, that effectively covers the areas of learning for under fives and links to the National Curriculum Key Stage 1.

94 When they start school the attainment of the majority of children is well below average especially in terms of literacy and numeracy. The children make good progress in all areas of learning and when they transfer to Key Stage 1 their attainment is still below that expected nationally but shows significant improvement from that on entry. At the time of the inspection the majority of children aged under five were in the nursery class with a few of the older ones being in the reception class. During the summer of 1999 there was extensive building work carried out to enlarge the nursery to increase the intake from 30 to 45 places. The majority of the older children attend full time, while the younger ones attend on a part-time morning or afternoon basis. The good progress that children under five make is a direct result of the significant amount of good and very good teaching that they receive while they are in the nursery. The very good provision for children under five is a strength of the school.

Personal and Social Development

95 The teacher and assistants in the nursery place a great deal of emphasis on promoting the personal and social development of the children. This is very successful and allows the children to make good progress in learning how to play harmoniously with others, to share and to co-operate with adults in a variety of settings and in different circumstances. Children show that they are able to look after their personal hygiene and, with some help from staff, can undress and dress themselves for physical education activities. The children's attitudes to learning are very positive and their response in lessons is very good. They co-operate very well with each other, especially when given the opportunity to work on structured activities independently of the teacher. This was often seen when children were working in the sand and water trays, and in the role-play area. Their behaviour is consistently very good and they show curiosity and interest in all of their work. They show respect for others feelings and some independence, as well as co-operation, is developing. This was seen when the children were working independently on the computer and the listening centre, and with a variety of construction kits. The children are able to share resources fairly and take care for one another. The staff actively encourage the children to show respect for other peoples' feelings, cultures and beliefs, and help them to develop an understanding of honesty, fairness and what is right and wrong. The teacher actively promotes the children's personal development by ensuring they are fully involved in classroom tasks such as setting work out and tidying up.

Language and Literacy

96 In the area of language and literacy, in which children make good progress, attainment is below average by the age of five, but shows significant improvement from that on entry. The majority of children will listen to a story very attentively and respond appropriately, talking about their likes and dislikes. This was seen in a whole class lesson in which the story of 'Little Lumply' was read to them as a stimulus for developing the childrens' understanding of the shape of the letter 'L'. In group activities afterwards the children were able to roll dough into the shape of the letter and also form the letter in sand. There are many opportunities for children to develop their book skills and they are effectively taught how to hold a book correctly, to turn individual pages and to recognise front and back covers. The children showed that, when choosing a book, they could hold it the right way and understand that words and pictures carry meaning. They are beginning to associate sounds with patterns, words and letters, and are able to recognise simple familiar words. Each child takes home books to

share with their family and parents are encouraged to write their comments in the reading folder, which is seen as one of the ways of building partnerships between families and the school. The children enjoy books and handle them with great care. Children were seen to enjoy marking and basic writing experiences, using a range of marking implements for drawing, marking, scribbling and writing. There are many opportunities for children to be involved in writing in different contexts and for different audiences.

Mathematics

97 In the mathematical area of learning in which children make good progress, attainment is below average by the age of five, but shows significant improvement from that on entry. Most children can count up to 5 and beyond with some help and recognise what comes before and after different numbers. This was seen in a activity in which pupils were counting objects in the sand tray and using mathematical language to discuss and compare their size. Children show a limited mathematical vocabulary but are growing in confidence in applying what they have learned to practical situations. This was evident in one session in which they were able to use their understanding of the terms half-full and half-empty to measure out drinks of orange juice for each other. Children show they are suitably developing their ability to compare, sort, match, sequence and count using everyday objects. They can recognise and name regular shapes such as circle and square and are beginning to develop their spatial awareness to distinguish between forward, backward, left and right. They are making good progress in learning how to describe a position such as on, inside, behind and above.

Knowledge and Understanding of the World

98 Children make good progress in the area of knowledge and understanding of the world and attainment by the age of five is average for pupils of their age. The nursery staff ensure that children have many opportunities to develop their powers of observation and the ability to ask questions as part of their natural curiosity. The children's own past is explored and discussed through the topic 'Ourselves'. Within this topic the children are made aware of changes in their own lives and changes over time of the local environment. The children showed they could select sensibly from a range of resources to make models using a variety of construction kits including Duplo. They were seen working on computers, sometimes independently of teachers, and in so doing were effectively developing their skills in controlling the mouse. They can sort things according to different criteria and can talk about and record their findings in suitable ways. They develop their knowledge and understanding of other creatures by activities such as exploring the different kinds of lifeforms in the school's pond. The children are able to collect frogspawn and make observations over time as it hatches into frogs. The school ensures that children have many practical opportunities to look at the similarities and differences of materials, as was observed in a lesson in which the children were discussing the ingredients before making porridge.

Physical Development

99 In the area of physical development, where children make good progress, attainment is average by the age of five. In physical education lessons children walk, run, skip and hop with confidence and their awareness and control of their own and others space is developing. This was seen in a dance lesson in the hall in which children were bouncing like a ball in response to music. In this lesson all pupils were energetic and able to move imaginatively with suitable control and co-ordination. There is effective development of the childrens' fine motor skills in such activities as making models, such as beds for teddy bears, with small construction equipment, drawing using different media and completing jigsaws that have increasing number of pieces and complexity. They show suitable skills in manipulating scissors, as was seen in a session in which they were cutting out teddy bears from paper. Good provision is made for children to play with a variety of large outdoor equipment in order to develop their co-ordination during outdoor play activities.

Creative Development

100 Children make good progress in the creative area of learning and attainment by the age of five is average.

The children were seen enjoying experimenting with paint to create visual effects by mixing powder paints and using different types of brushes to create pictures. They are able to use a range of materials to create representative images, choosing colours and equipment in a suitable way. The children are able to take part in tactile experiences such as finger painting and handprints and also to print using different materials. Children were seen enjoying role-play games and activities in the role-play area, which has an appropriate variety of stimulating resources for them to use. They are making good progress in their understanding of how sounds and noises are made and show great enjoyment in using musical instruments and their own voices in musical activities. This was seen in a lesson in the music room, delivered by a nursery assistant, in which pupils were effectively experimenting with sound to create their own patterns and rhythms. They show confidence when singing simple songs and nursery rhymes, such as Humpty Dumpty, both in small groups in the music room and as a whole class in the nursery base.

101 The quality of teaching for children under five is never less than good and is sometimes very good in the nursery class. In the reception class the teaching is not as secure and the school is supporting the teacher in trying to make improvements. The newly appointed nursery teacher, who has a very good understanding of the needs of children under five, has only been in the school for five weeks but has already formed an exceptional working relationship with the classroom assistants. There is excellent teamwork between them and they have created a very caring and secure environment for all the children. They manage children in an exceptional way and have developed excellent relationships with them. There are very high expectations of children's behaviour and what they are capable of achieving and this has a very positive effect on their learning. Even when the teacher is working with a focus group, there is very effective intervention in other groups that are working independently. These activities are very well planned so as to build on prior attainment and effectively challenge the ability of all children. This ensures that planned learning objectives are achieved and children make good progress across all areas of learning. The teacher has a clear overview of the progress being made by children during lessons when they are not in their focus group. The support of the nursery assistants is exceptional and their teaching is of a high quality. Between them, the teacher and assistants provide motivating activities that very effectively develop the children's knowledge, skills and understanding across all the areas of learning. The good progress that children under five make is a direct result of the significant amount of good and very good teaching that they receive while they are in the nursery. Children grow in confidence through the constructive praise that they receive from the nursery staff. There is a very happy atmosphere, in which children can feel secure in developing their learning.

102 The Early Year's curriculum policy is very good, providing effective guidelines for planning progression and continuity. The curriculum is broad, balanced and very well planned. This provision is co-ordinated by an experienced and talented teacher in Year 1 whose work has a positive effect on the standards attained by the children aged under five. She is currently working hard to improve the provision for these children in the reception class so that it is more consistent with that provided by the nursery staff. The planned learning objectives have a clear focus and the activities provided effectively match the abilities of all the children. Assessment, recording and reporting procedures are very good and there is good use of assessment information to inform planning. Baseline assessment is in place and the information from these assessments is used effectively to plan subsequent learning experiences. The resource provision for the Early Years is very good and makes a positive contribution to the learning that takes place. The accommodation is very good and allows for a variety of individual and group practical activities to take place both indoors and outdoors. There is planned intention to further improve the accommodation and learning resources by the creation of a computer suite within the nursery by the end of this term.

2 ENGLISH, MATHEMATICS AND SCIENCE

2 English

103 The national tests for 7-year-olds in 1998 show that the percentage of pupils reaching the expected levels was well below average in reading and average in writing. In comparison with similar schools the results

achieved in reading and writing were above the national average. The results achieved in the national tests in 1999 are similar to those achieved in 1998. Inspection findings are better than the results gained in the national tests. Overall, inspection findings indicate that pupils are making good progress in Key Stage 1 and, as a result of the very good teaching at the end of the key stage, the majority of pupils attain the national average in reading and writing.

104 The national tests for 11-year-olds in 1998 show that the percentage of pupils reaching the expected levels was close to the average in English. In comparison with similar schools the results achieved were well above the national average. The results achieved in the national tests in 1999 are not as good as those achieved in 1998. Inspection findings are similar to the 1998 results. Pupils are making good progress in English in Key Stage 2, and, as a result of the excellent teaching at the end of the key stage, the majority of pupils achieve average standards.

105 Comparison with the test results in the previous inspection report (1996), indicates that there has been an improvement in the standards achieved at both key stages, with significant improvement at Key Stage 2. This can be explained by improvements in the quality of teaching at both key stages. In addition, the successful implementation of the National Literacy Strategy (NLS) has led to more focused lesson planning and better resources for English, and this is having a positive impact on standards.

106 Analysis of the 1998 tests results indicates that girls did significantly better than boys in English at Key Stage 2. The school has adopted a strategy of improving their stock of non-fiction readers and targetting non-fiction reading and writing for boys, since there is evidence that this will raise boys' attainment in English. Currently the school is monitoring boys' performance to see what effect this strategy is having. No major differences in the attainment of boys and girls were observed during the inspection.

107 In Key Stage 1, pupils make good progress in reading and most achieve average standards. They are keen readers who read regularly in class and at home. They can talk about what they like to read and cope with both fiction and non fiction texts. They respond well, often very well, during shared text sessions in the literacy hour. They listen attentively and join in class discussions with enthusiasm, making relevant contributions. Pupils in Year 2 read accurately and can use phonics and pictures to help them when faced with unfamiliar words. They can retell a story and comment on the characters or the story. They are familiar with contents and index pages and some pupils can use them to find information.

108 Pupils in Key Stage 2 continue to make good progress in reading and, by the end of the key stage, most achieve standards which are average. Most read for pleasure and enjoy fiction, non-fiction, drama and poetry. During the literacy hour pupils showed good levels of understanding of the form of the texts studied - poetry in Years 3 and 4, and drama in Years 5 and 6. With careful questioning by the teacher, they make in-depth study of texts. When reading aloud, most do so accurately and independently and have appropriate levels of understanding. They can discuss the books they read and explain their preferences. They are familiar with contents and indexes in non fiction texts and many use them confidently to locate information. Higher attaining pupils achieve above average standards.

109 Pupils make good progress in writing at Key Stage 1 and many achieve average standards. They write in a variety of forms, as was seen in information writing about the sun, letters to the zoo, thank you cards and stories. Although this is only the start of the school year, the majority of pupils are able to write simple sentences in legible handwriting. In Year 2, pupils write in both narrative and non-narrative forms. Some can write stories with a beginning, middle and ending. Most write in simple sentences and can use full stops and capital letters accurately. Pupils' handwriting is legible, with most forming letters correctly. They can spell simple words correctly and make phonetically possible attempts at others. Most work is well presented.

110 Over Key Stage 2 as a whole, pupils make good progress in writing, and the standards achieved by most at the end of the key stage, are average. They write in a range of forms, such as descriptive writing in Year 3, dragon poems in Year 4, play scripts and the opening chapter of a novel in Year 5, and brochures, story continuation and lively rain forest adventures in Year 6. Pupils show a growing awareness of the purpose and the audience for their writing. This was particularly evident in the brochures, which also demonstrated high level skills in using information technology to publish their work. There is a growing awareness of the effects of language and pupils are increasingly careful in their choice of vocabulary. Most pupils can punctuate their work accurately, including the use of direct speech and paragraphs by older pupils, and the use of punctuation for emphasis and effect. Handwriting is an issue, particularly in the early part of the key stage, as many pupils revert to a form of print, rather than using cursive script. Spelling standards are average throughout the key stage and pupils use dictionaries to ensure accuracy. Presentation standards are good and pupils take pride in their work. They often word-process their writing which leads to high quality presentation.

111 Standards in speaking and listening are average at both key stages. Most pupils are confident communicators who are keen to express their ideas and opinions. When required to read aloud or join in drama sessions, most do so enthusiastically. Most pupils listen attentively to the teacher and to each other and respond appropriately. Their vocabulary develops as they move through the school, which means that, increasingly, and as a result of teachers' careful questioning, they can express themselves clearly and precisely.

112 Pupils for whom English is an additional language and those with special educational needs make good progress, particularly when additional help is available. They are well integrated into class lessons. The additional support they receive enables them to make good progress towards achieving the literacy targets set in their Individual Education Plans.

113 Most pupils have positive attitudes to English and their response in most lessons is good. They listen attentively during shared text sessions in the literacy hour. Most enjoy this part of English lessons and are keen to answer teachers' questions. During group work sessions, most are able to work independently, with suitable levels of concentration in carrying out tasks. When required, most collaborate well. The only occasions when pupils' response is less than satisfactory occur during the group work part of the literacy hour and is linked to very large class sizes where no additional adult support is available.

114 Overall, the teaching of English is good. Teaching is good in Key Stage 1 and in Key Stage 2. It is occasionally excellent and never less than satisfactory. This is better than the findings on teaching at the last inspection, when teaching was found to be satisfactory overall. Staff are committed to improving standards, and work hard to improve the quality of their work.

115 Teachers are successfully implementing the NLS. Their lesson planning is good, often very good, with clear objectives for pupils' learning for each part of the literacy hour. Shared text and whole class sessions are effectively managed. Skilful questioning by teachers ensures that many pupils gain an in-depth understanding of texts being studied and that pupils express their ideas. Most teachers provide an appropriate range of group tasks, which are well matched to pupils' abilities and contain appropriate levels of challenge. Most teachers manage pupils' behaviour well. Their assessment of pupils' progress is very good, and used to inform the planning of next steps in learning. The quality of marking is good. Teachers mark pupils' work quickly and provide helpful and encouraging comments. The school provides effective support for pupils for whom English is an additional language and those with special educational needs, particularly at Key Stage 1. Teachers and support staff collaborate very well and plan tasks effectively to take account of their needs.

116 The English curriculum provides a good balance between the three attainment targets and teachers consciously plan to develop pupils' language skills across the curriculum. In all subjects there are opportunities for pupils to develop their speaking and listening skills, through class or group discussion. In some subjects

teachers provide good opportunities for pupils to discuss their ideas and work collaboratively, as was seen in history lessons, such as Year 2 pupils discussing a picture of the hospital at Scutari or Year 5 pupils investigating Greek gods and reporting back to the class. Reading skills are developed appropriately when pupils use information sheets, non fiction and reference books to research topics, such as Year 2 pupils, in a history lesson, investigating the life of Florence Nightingale. Teachers are attentive to the development of writing in other subjects, e.g. pupils writing science reports, empathic writing in the form of a soldier's letter home, the story of Scherezade in music.

117 Subject leadership is very good. All staff have received very effective training and support from the English coordinators for the introduction of the NLS. There is a comprehensive development plan for Literacy and the coordinators are very clear what they wish to achieve. Although monitoring and evaluation procedures are established, this does not cover in-class support or monitoring of teaching.

118 Resources for English are satisfactory. Recent acquisitions have improved both the range and quality of resources, particularly the high quality 'big' books and enlarged texts and group reading texts. The school has sufficient reading schemes, fiction, poetry and drama texts to cover the required range of reading experience. However, many of the books, particularly in the reading schemes, are in a dilapidated condition and require to be replaced. Each classroom contains a small class library of books selected carefully for the age and reading ability of the pupils. These are easily accessed by pupils. School libraries have an appropriate selection of children's fiction and non-fiction and are very well used by all pupils.

2 Mathematics

119 The results of the 1998 National Curriculum tests for eleven-year-olds show that the percentage of pupils reaching the expected level was below the national average. The percentage of pupils achieving the higher grades in the tests was close to the national average. Pupils' performance in the mathematics tests was well above average in comparison with pupils in similar schools. The attainment of the majority of pupils currently at the end of the key stage is just below the national average. Taken over the last three years there has been an improvement in standards attained and the results of the 1999 tests show that this improvement is being maintained. The 1998 test and assessment results at the end of Key Stage 1 indicates that attainment in mathematics is close to the national average and above average when compared to similar schools. The attainment of pupils currently at the end of Key Stage 1 is in line with the national average. Over the last three years there has been an improvement in standards attained and the results of the 1999 tests show that this improvement is being maintained. The progress made by pupils through both key stages is good. The rate of progress is at its best at the end of both key stages and is a direct result of the outstanding teaching that pupils receive in these classes.

120 The mathematical ability of the majority of children, when they start school is well below that expected nationally. During their time in the nursery class pupils make good progress in the skills of numeracy, and in the reception class pupils make satisfactory progress. By the time they enter Key Stage 1 the attainment of most pupils remains below that expected nationally but shows significant improvement from that on entry, as a direct result of the good and very good quality teaching that they receive in the nursery. While pupils are in Key Stage 1 the school ensures there is emphasis placed on developing their basic skills in mathematics through practical activities. This was seen in lessons in Year 1 on using non-standard units to develop pupils' knowledge and understanding of measurement. There is a natural integration of mathematics into classroom activities and pupils effectively develop their skills of recognising and using simple patterns and relationships. By the end of Key Stage 1, most pupils show suitable ability to manipulate numbers and have a satisfactory understanding of place value. Pupils show that they can identify and name 3-D shapes such as cube, cylinder, cuboid and sphere. This was seen in a lesson for pupils in Year 2 in which they showed a suitable understanding of the properties of these shapes and were able to complete a tally chart to present their findings. In all lessons observed the pupils' ability to use correct mathematical vocabulary to talk about what they are doing was satisfactory. The ability

of pupils to work collaboratively to solve problems is good. Pupils' use of mental calculation skills and the ability to explain the methods used to find the answers to problems are not as well developed, but the school is targeting an improvement of this in the numeracy lessons.

121 The good progress is maintained through Key Stage 2. There is a continued emphasis on teaching the basic skills in mathematics and in providing opportunities for pupils to work collaboratively to solve problems. This was seen in a Year 4 lesson in which pupils were working together, in groups, exploring directions and compass points. Another example was in Year 6 when pupils were effectively working in pairs to explore the equivalence between decimals and fractions. The school is targeting mental agility work at the beginning of lessons as a means of improving pupils' ability in responding quickly to number facts. The school intends to further develop pupils' mental mathematical skills. There is also an intention to better develop pupils' ability to explain their strategies for working out answers to problems. This was seen to good effect in a Year 6 lesson in which pupils were able to better explain their working out methods as the lesson progressed. This was due to the emphasis placed by the teacher on this aspect. Activities usually build well upon pupils' previous knowledge and understanding and suitably challenge pupils of all attainment. By the end of Key Stage 2, most pupils know that they are competent in the four rules of number and are able to identify prime numbers and multiples. Their knowledge and understanding of fractions and decimals and their skills in using them to solve problems is not as secure. In lessons through the key stage pupils show a suitable knowledge of related mathematical language to be able to explain what they are doing. The ability of pupils to work collaboratively to solve problems is good.

122 The progress of pupils with special educational needs is good throughout the school as a direct result of work being carefully matched to their individual needs. Pupils are given very good support that enables them to make good progress towards the individual targets set for them.

123 Pupils show that they are able to make suitable use of their numeracy skills in other subjects in both key stages. This is seen in practical work in science, in which pupils can accurately take a range of measurements. There is also use of these skills in history when pupils are sequencing and ordering timelines and in work in geography on co-ordinates.

124 The pupils' attitudes to learning are very positive and their response in lessons is very good. Pupils listen very attentively to their teacher and to others whilst explanations are being given. They are able to sustain concentration on their work and show a great deal of enjoyment in much of their mathematical activities and are keen to learn. The behaviour of pupils is consistently good in most classes and this has a positive effect on their learning and standards of attainment. However, in some of the classes in Key Stage 2, the misbehaviour of some pupils is causing teachers difficulties and hindering the progress of other pupils. Most pupils show that they are prepared to tackle number problems in a variety of ways and are eager to find out and explore patterns. Pupils use mathematical resources and equipment with care and they show a good degree of responsibility for organising their own work that they carry out in a confident manner. This was especially evident in a lesson for pupils in Year 6 when they were effectively working in pairs to explore the equivalence between decimals and fractions. Relationships amongst pupils and between pupils and adults are very good.

125 The quality of teaching is good in both key stages. There is some unsatisfactory teaching in Year 5 which was mainly the result of the use of unsuccessful behaviour management strategies being used for a significant number of pupils who were purposefully misbehaving and making things difficult for the teacher. Throughout the school the quality of planning is very good with clear learning objectives linked to a good range of activities for pupils to carry out. Teachers prepare their lessons very thoroughly and employ good classroom management and organisational methods. The pupils are given positive feedback and encouragement during lessons, which motivates them to try their best. In most lessons the activities built well upon pupils' previous knowledge and understanding and suitably challenged pupils of all attainment. The teachers make good use of practical activities to effectively develop pupils' knowledge, understanding and skills in mathematics. In both key stages, teachers make limited use of information technology to enhance pupils' work in mathematics. Most

teachers show they have secure subject knowledge by the way they use correct mathematical vocabulary during the introduction to lessons to explain the work to pupils. The school acknowledges the need to better develop teachers' use of questioning to more effectively challenge pupils to explain their methods of working out problems. Teaching of the highest possible quality was seen in a Year 2 lesson on recognising and naming 3-D shapes, and a Year 6 lesson on exploring the equivalence between decimals and fractions. In these excellent lessons the activities were very motivating and the imaginative teaching extremely effective in developing the pupils' mathematical knowledge, understanding and skills. The teachers allowed the pupils to show initiative and take responsibility for their own learning. Teachers make suitable use of homework in both key stages to further develop pupils' learning in the subject.

126 The curriculum for mathematics is very good, being broad, balanced and relevant to all pupils. The medium-term planning has been significantly improved since the last inspection and it is now very effective in ensuring continuity and progression of pupils' learning through the school. The introduction of the framework for the National Numeracy Strategy has helped in this process. Short-term planning is taken from the half term plans and details the key learning objectives and skills to be taught. An improvement since the last inspection is that the short-term plans are now more focussed and include an opportunity to evaluate what pupils have learned in order to inform future planning. At the end of each half-term the teachers analyse planning to identify what needs to be covered next, and copies of this are passed on to the receiving teacher at the end of the year to effectively support continuity and progression in pupils' learning. The high quality of this planning has a positive effect on standards attained by pupils throughout the school. Since the last inspection the school has effectively improved its systems for assessing and recording individual pupils' attainment and the progress they make in mathematics as they pass through the school. The school is successful in using what is learned from assessment and testing to determine the next stage of pupils' learning. As a result, there is now effective use of assessment information by teachers to influence their future planning. The school successfully uses its analysis of end-of-key-stage tests to set manageable targets for improvement in mathematics for groups and individual pupils. Assessment information for pupils with special educational needs is used well to plan future work. The school has made satisfactory preparations for the implementation of the National Numeracy Strategy, elements of which were introduced well ahead of time. The subject curriculum now includes the main elements of the strategy and there are adequate time allocations in both key stages.

127 The leadership of the subject is very good. The joint co-ordinators have effectively developed the medium-term planning and there has been appropriate training to prepare teachers for the introduction of the National Numeracy Strategy. There is a very clear view as to how the subject is to be developed in order to raise attainment further. Monitoring of the mathematics curriculum is effective in enabling the school to identify and set targets for improvement. Resources are adequate but there are some limitations in terms of supporting practical activities, particularly in shape and measure. They are well managed and readily accessible to staff and pupils. The accommodation is adequate for practical groupwork activities.

2 Science

128 Pupils' standards of attainment in national tests at the end of Key Stage 2 are well below average when compared with all schools. When compared with similar schools pupils' attainment is average. During the inspection, lesson observations show that pupils' levels of attainment, while still below average in science, are much closer to the national average. There is a 5 percent improvement in the number of pupils at the national average level in the 1999 Standard Attainment Tests (SATs). Attainment of pupils in Key Stage 1 is similar to those in Key Stage 2 with the level being below the national average level, but becoming closer to it. Pupils in Year 6 have a good knowledge of scientific language and are able to express themselves clearly. In a discussion about food chains pupils demonstrate that they know about and can describe herbivores and carnivores and the relationships between levels in the chain. They have a clear understanding of the effect of each level of the chain on the environment. Pupils in Year 2 have a suitable scientific vocabulary and ability to record their findings.

This was shown clearly in a lesson involving pupils in looking at living things.

129 Pupils, including those with special needs, make good progress in science, often through the teachers use of carefully planned modelling of the topic. New language, an important area for the school as well as for science, quickly becomes secure in pupils' minds and allows them to develop concepts. A good example of this was seen in a Year 6 lesson based on the hierarchical nature of food chains. This was a new concept for a number of pupils in the class and it quickly became understood, together with an understanding that if one part of a food chain becomes scarce, the next part has to change or perish.

130 Pupils in both key stages like science lessons. There are good levels of concentration and interest. Pupils are generally confident and keen to join in discussions, often clearly expressing their views. Behaviour is good.

131 Teaching of science is good throughout the school. Lessons are very well planned and teachers have a good knowledge of the topics that they are covering. Teachers are clear about what they want pupils to learn and make sure that the pupils know what is expected of them. Language development forms an important part of the lessons and makes the scientific content accessible to all the pupils. Support staff make a significant contribution to teaching and to pupils' learning. Relationships between pupils and adults are good and this also enhances pupils' learning and helps to build their confidence. Teaching in lessons is supported by SATs clubs, aimed at promoting pupils' further scientific knowledge and experience.

132 There are two science co-ordinators, one for each key stage. They work well together and this is a successful management system. Co-ordinators see colleagues half termly science planning and have an opportunity to comment and help. There is no co-ordinator time available for them to observe lessons. Between them, the co-ordinators have a good view of pupils' standards of attainment through a careful review of SATs and identifying areas for development. The school uses a combination of the QCA guidance for science and the LEAs scheme. This combination ensures that teachers plan lessons which are in line with the requirements of the National Curriculum and build upon pupils' previous knowledge and understanding. The co-ordinators have a good knowledge of progress of science across the school and are clear that the science attainment targets are being covered. English as an additional language is an area to which the co-ordinators and the school are paying special attention. All staff use strategies to ensure that pupils for whom English is an additional language have tasks which help them to develop a scientific vocabulary and sufficient knowledge of associated vocabulary to enable them to have access to the lesson content.

133 Science resources have been audited by the science co-ordinators and are being matched to the needs of the scheme of work. This is being done on a half-termly basis and currently the school has adequate resources for the delivery of the science curriculum, including experimental and investigative work. The use of information technology in science is an area for development and the school currently has only limited scientific software. The school is fortunate to be surrounded by quite extensive grounds and these are well used for environmental and wildlife studies. There is a well established pond and a wild area within the grounds, and teachers make use of the park adjacent to the school as an additional teaching resource.

2 OTHER SUBJECTS OR COURSES

Religious Education

134 The attainment of the majority of pupils currently at the end of Key Stage 2 exceeds the expectations of the Local Agreed Syllabus for this subject. Pupils make good progress in this key stage. The attainment of the majority of pupils at the end of Key Stage 1 also exceeds the expectations of the Local Agreed Syllabus. Pupils

make good progress in this key stage.

135 The pupils in Key Stage 1 show a good knowledge and understanding of the basic information about Christianity and are very effectively developing their awareness of other major world faiths. Emphasis is placed on sharing and respecting the beliefs of all the different religions represented amongst pupils and this is a major contributory factor to the harmonious atmosphere that is so evident throughout the school. The pupils are taught about aspects of Christian belief and that Jesus is the Son of God and are able to celebrate and learn about a range of religious festivals such as Christmas, Eid Mubarak and Easter. They are able to learn about moral issues, such as helping others, by listening to the story of the 'Good Samaritan'. In a lesson for pupils in Year 1 there was very effective development of their understanding of life in a Hindu family and the beliefs of the Hindu religion.

136 The pupils in Key Stage 2 are given many opportunities to develop a greater awareness of the diversity of religious faith and they show that they can recognise the key features of the major world religions. The school has built up a wide range of religious artefacts to effectively support this study of other religions. Pupils also effectively develop their knowledge and understanding of Christianity. They learn about Christian Living and how individuals can have a positive effect on the society in which they live. Pupils in a Year 4 lesson, on the theme of 'Sacrifice', were given time to reflect on sacrifice and who or what they were prepared give things up for. Pupils in a Year 6 lesson were seen to make good progress in their knowledge and understanding of the Buddhist faith and in the skills of examining their own emotions and thoughts and in expressing them to others.

137 The progress of pupils with special educational needs is good throughout the school. They are able to recall previous learning, share their work and discuss what they are writing. During their religious education lessons they improve their basic skills of reading, writing and speaking.

138 Pupils' attitudes to learning are very positive and their behaviour in lessons is good. They listen carefully, have the confidence to express opinions and enjoy opportunities to listen to stories with moral messages. Pupils show great respect for the feelings, needs and beliefs of others and demonstrate they can reflect on the consequences of their own actions. This was evident in lessons for pupils in Years 4 and 6 in which they were able to competently share their own thoughts and beliefs in a respectful atmosphere that allowed time for quiet reflection.

139 The quality of teaching is good in both key stages. The teachers have secure subject knowledge and are familiar with the requirements of the Locally Agreed Syllabus. The planning for lessons is very good with clear learning objectives that are well linked to pupils' abilities. Teachers prepare their lessons very well and are supported by a variety of visual resources, including a range of religious artefacts from the major world faiths. Lessons are often linked to pupils' own lives and this is effective in allowing them to talk about their own experiences in a religious context. An example of very good teaching was seen in Year 1 lesson on life in a Hindu Family. There was excellent preparation for the lesson with a Hindu shrine set up in the classroom as a focal point for pupils' learning. The teacher very effectively demonstrated the different elements of worship and had excellent relationships with her pupils.

140 There is a very well structured subject curriculum with a good balance of opportunity to study Christian beliefs and the other major world religious beliefs, such as Judaism, Hinduism and Islam. Whole school assemblies and planned opportunities in lessons provide pupils with suitable opportunities for quiet reflection to develop an understanding of an inner self. There is very good leadership of the subject by a co-ordinator who can capably advise and support colleagues. She has been on a LEA working party to develop guidelines that are an effective basis for teachers' planning, supporting continuity and progression of learning in the subject. There is effective use of assessment by teachers to plan their future work in the subject. There is a good range of resources including artefacts, reference books and bibles. The accommodation is adequate,

allowing opportunity for individual work or small group and whole class discussions.

Information Technology

141 The school places a considerable emphasis of on the use of information technology (IT) within all aspects of school life. The school has a long and prestigious involvement in the development of IT within the Local Authority and the local area. Examples of this are the involvement in the Raising Standards in Inner City Schools (RSICS) Technology project, and the Local Authority Pioneer Project which is training and equipping schools in the adjacent Hulme and Moss Side areas with ICT provision.

142 However, IT in all the areas of the National Curriculum is not yet fully developed across the school and some areas of are not fully covered. As a result IT does not currently meet the requirements of the National Curriculum.

143 In both key stages pupils have above average levels of attainment in the parts of the National Curriculum for IT that they have access to. By the end of Key Stage 1 pupils are competent in using the keyboard and mouse, can select and use menus, know what icons are, and can input text. Most pupils can log onto and off the network. Towards the end of Key Stage 2, pupils have advanced their skills, especially in the use of word processors and desk-top publishing and can mix graphics and text. Pupils confidently and adeptly use many of the functions of an advanced word-processor. Pupils do not yet have sufficient access to data-handling and manipulation of number and modelling and this is the main area where attainment is below expectation.

144 In both key stages, pupils, including those with special educational needs, make good progress in the IT strands they have access to. Information technology has a significant place in lessons and around the school and, especially in the half class lessons in the new computer suite, pupils make good progress; a significant number are making very good progress. The increased access to information technology, combined with a clear structure directed and supported by the Pioneer Project, is developing pupils' knowledge and understanding and each new facet of information technology is clearly building on their previous experience.

145 Pupils of all levels of attainment concentrate well for long periods on their work. They are willing and eager to help each other and the often exceptionally good co-operation between pupils working in pairs at a computer considerably aids individual progress. Behaviour is very good and most pupils listen carefully to direction and instructions. They are eager to work and enjoy using information technology. This is especially evident in the new IT suite where pupils take care of the equipment and value the environment.

146 Teaching is good overall with a significant amount of very good teaching, especially where lessons are held in the new IT suite. Teachers' planning is good with clear lesson objectives which are linked to the skills list. Teachers and support assistants working in the IT suite have a good knowledge of the IT programmes that the class is using. However the school has identified the need for teacher training as a priority area in order that all staff become confident in the use of IT and the computer network. Relationships between teachers and support staff are very good and planning is shared. Adults have very good relationships with pupils and this considerably enhances pupils' learning.

147 For a number of years, the use of information technology has been a priority area for the school. The headteacher has been involved in Local Education Authority projects concerned with the development and use of IT and this is reflected in the school where there is a high level of provision and of awareness of the use and issue of IT. There are two IT co-ordinators who work very closely developing IT across the school. This is a measure of the importance of IT to the school. The policy and scheme of work are currently being reviewed and developed. At the moment the scheme of work is basically a skills list developed as part of the Pioneer Project.

This allows the co-ordinators to effectively ensure that lessons are planned to build on pupils' prior knowledge and understanding. The co-ordination of IT benefits considerably from the school involvement in the Pioneer Project and from the advice and support from the project co-ordinator.

148 The school is very well resourced for IT, with a pupil to computer ratio which, at 6 pupils to each computer, is much better than the national average. In the near future the school is about to receive more PCs as a part of the 'Tools for School initiative.' The computer equipment includes some older machines and these are well used with appropriate software. The newer equipment consists of networked multimedia PCs in the IT suite, with the networking being throughout the school. Software is being prioritised and area for development have clearly been identified in the IT development plan. A suite of good quality software is in place on the network.

Art

149 There were only very limited opportunities to observe art lessons during the inspection week. However, art is secure in the curriculum and the school provides pupils with a sound range of experiences. The timetable is structured so that, for some classes, art alternates with other subjects. Art skills and knowledge are also taught through a range of other curricular areas, for example history.

150 From a scrutiny of pupils' work and from examples of their artwork on display it is evident that pupils are making satisfactory progress in art and are gaining in knowledge, understanding and art skills. The range of work on display demonstrates that the school meets the requirements of the National Curriculum for art. Pupils aged 10 and 11 have studied the work of a number of artists, including the work of Paul Klee. Here they have written about his work, some pupils using a word-processor, and have explored his painting style through working to express themselves in the same vein. At the end of Key Stage 1, pupils have made puppets out of a range of materials and have painted them. Throughout the school pupils are conversant with colour mixing and have experience of a range of media and materials.

151 As only a small number of lessons were seen it is not possible to make a judgment about teaching. It is, however, obvious that all teachers plan for teaching during the week and are providing a varied art experience for their pupils.

152 The art co-ordinator has only had this responsibility since June. There is a scheme of work which is about to be reviewed, especially in the light of advice and information from a national organisation.

153 There are adequate resources overall, with a good range of paints and materials for two dimensional work. Resources are mainly kept in classrooms but there is a central store of larger and more infrequently used resources.

Design and Technology

154 Due to timetabling arrangements there was not opportunity to observe lessons in the subject during the inspection. However, a scrutiny of pupils' work and teachers' planning, and interviews with staff and pupils indicates that pupils make satisfactory progress and achieve standards commensurate with their ages as they move through both key stages.

155 When they start Key Stage 1 suitable emphasis is given to developing their making and designing skills. Pupils learn about the properties of different materials and how best to shape, assemble and join them. In Year 1 pupils learn how to make models out of construction kits such as Clix. They also have opportunity to suitably

develop their skills in using recycled materials to plan and make an ideal garden. In Year 2 pupils learn how to design and make puppets with moveable parts out of a variety of materials, and in so doing make simple evaluations of the finished product. They also show they can use their understanding of forces in science to make a boat that floats. As they pass through Key Stage 2 pupils continue to develop their designing and making skills in a suitable way. Pupils are given the opportunity to develop their skills in using a wider range of materials and tools. In Year 3 the pupils learn how to make frames for models using balsa wood strengthened by the use of triangular joints made out of card. There is suitable development of their ability to evaluate their work and make modifications as it progresses. Work is often linked to other subjects as is seen in Year 4, where pupils have made a selection of board games on the theme of journeys as part of their activities in geography. In Year 5 used cogs and wood to design and make a bridge that could be raised to let boats through. Pupils in Year 6 showed their technological ability in their work on designing and making the set for the school production of 'Oliver' There is suitable development of pupils' technological vocabulary and of their ability to evaluate their designs and finished products. Pupils with special educational needs are fully involved in technological activities and make suitable progress.

156 Pupils' attitudes to learning are positive. They are keen to talk about their work in design and technology and pupils indicate that they are able to work co-operatively, allow others to express an opinion and listen to their advice. They show that they recognise the need to work safely when engaged on technological tasks.

157 There is not sufficient evidence on which to make a secure judgement on the quality of teaching in the school.

158 The subject curriculum is satisfactory being broad and balanced. The scheme of work suitably supports progression and continuity of pupils' learning. There is currently no co-ordinator for the subject to support and advise colleagues. There are adequate resources that are suitably stored. The accommodation is adequate for practical groupwork activities.

Geography

159 No geography lessons were seen at Key Stage 1 during the inspection. However, a study of pupils' work indicates that all pupils, including those with special educational needs, make satisfactory progress in geography. They experience an appropriate range of activities to develop their knowledge and understanding of their own area and begin to name features of the environment. They develop appropriate mapping skills in locating their own area and those they are studying on maps, as could be seen in their mapwork relating to the British Isles and India, during their study of Hinduism.

160 Pupils' progress continues to be satisfactory at Key Stage 2. Pupils' work throughout the key stage indicates appropriate development of mapping skills, growing awareness of physical and human features of the environment and knowledge and understanding of places. This was also seen in geography lessons where pupils in Year 3 used their knowledge of places and climate to select a holiday for a range of people with different requirements. They were able to give appropriate reasons for their choices. Awareness of environmental attitudes was seen in the Year 6 lesson where pupils discussed the issue of a new runway at Manchester Airport, appreciating both the positive and negative impact this would have on the environment and people's lives.

161 Pupils demonstrate positive attitudes to geography and their response is good. They listen well and provide relevant answers or suggestions in lessons. Most pupils concentrate well on tasks set and their behaviour is generally good. They work well together when have have the opportunity to collaborate.

162 In Key Stage 2 teaching is good overall and some excellent teaching was observed. Teachers' lesson plans are detailed and contain clear objectives for pupils' learning. They use a variety of teaching methods and

provide interesting activities to consolidate pupils' learning. They make good use of maps to reinforce pupils' knowledge and understanding of places and geographic features. The excellent teaching is characterised by careful planning, excellent subject knowledge, skilful questioning to extend and develop pupils' knowledge and understanding, and very effective management of pupils' behaviour.

163 The school has recently adopted the national scheme of work produced by QCA and this provides very good support for teachers' lesson planning. Good use is made of the local environment and pupils visit places connected with their geography topic. For example Key Stage 1 pupils will visit the seaside to compare and contrast this environment with their own locality.

164 There is no geography coordinator at present and, therefore, little monitoring or evaluation of the curriculum. However, there are plans for the whole staff to review the scheme of work at the end of the year.

165 The school has a range of appropriate atlases, posters, photographs and globes. Staff make very good use of the reprographics to produce high quality materials in-house. In general, resources for geography are satisfactory.

History

166 Pupils, including those with special educational needs, are making good progress in history and achieving standards appropriate for their age. A good range of appropriate activities is provided to develop pupils' knowledge and understanding of the past.

167 Pupils in Key Stage 1 can recognise the distinction between past and present. They are developing a sense of chronology and appropriate language to express it. This was evident in the Year 1 class discussion about old and new toys. Pupils show good recall of historical events and people studied, as in the Year 2 lesson when pupils talked about Florence Nightingale. They can make distinctions between aspects of life in the past and their own lives. This was very evident when pupils discussed conditions in the hospital in Scutari and compared them with present day hospitals.

168 In Key Stage 2, pupils show a sound understanding of life in the past, as demonstrated in Year 4 pupils' work on Boudicca. They also identified the different ways in which she was represented by the Romans and the Celts and demonstrated understanding of the reasons why this was so. Pupils in Year 5 showed their knowledge and understanding of the differences between life in Athens and Sparta and gave reasons why they would prefer to live in one rather than the other. Pupils are able to present information appropriately in a range of forms - text, tables, diagrams and notes.

169 Most pupils enjoy history lessons and show good levels of interest. They listen carefully and participate fully in class and group discussions. This was very evident in the Year 5 lesson where pupils presented their findings on Greek gods to the class. They handle artifacts carefully, even younger pupils handling old and new toys, do so with due care. They settle quickly to tasks set and work with good levels of concentration.

170 Teaching is good in both key stages. Lessons are well planned and have a clear focus for pupils' learning. Teachers provide a good range of activities to develop pupils' historical skills and understanding. They are well prepared with appropriate resources. Class discussions are well by teachers skilful use of questions which extend and develop pupils' understanding.

171 The school has adopted the national scheme of work produced by QCA which provides very good support for teachers' planning. Good use is made of visits to support historical studies. The school is fortunate

to be within walking distance of Manchester Museum and makes good use of this valuable resource, for example to support studies of the Egyptians and the Romans. Some good work was displayed arising from Year 3's visit to the Egyptian room in Manchester Museum.

172 The history coordinator is relatively new in post, but has already carried out an evaluation of the resources available in the light of the new scheme of work and drawn up an action plan for the subject. Although history is not seen to be a priority at present, the coordinator has a clear view of what is needed and is well placed to take the subject forward.

173 The school has a range of appropriate resources. At present, insufficient use is made of the school's information technology resources to support research in history. Staff make very good use of the reprographics to produce high quality materials in-house.

Music

174 Pupils achieve standards that are well above those for their age and make very good progress throughout both key stages.

175 During their time in Key Stage 1, emphasis is placed on developing their listening skills and in developing pupils' understanding of the main musical elements. The pupils learn to sing a range of songs from memory and in so doing demonstrate good rhythm and pitch. They handle instruments very carefully and with respect, and work together well when performing. This was evident in a lesson for pupils in Year 2 on distinguishing between pulse and rhythm. The pupils showed good control of their voices and good skills in playing the various instruments collaboratively. During the lesson there was very effective development of the pupils' understanding of rhythmic awareness. In Key Stage 2 pupils sing very clearly, tunefully and with enthusiasm. As they pass through Key Stage 2 pupils develop a good understanding of how mood can be portrayed through music. They learn how to use musical notation and are able to use a wide musical vocabulary to talk about their musical activities. By the end of the key stage pupils can sing expressively with controlled phrasing as was evident in a lesson for Year 6 pupils delivered by a peripatetic teacher from the Manchester Music Service. The pupils showed good skills in singing a harmony to the song 'Na Noona' and good skills in composing a march using a range of musical instruments.

176 The school provides pupils with a very rich and varied musical environment that is enhanced by the involvement of outstanding peripatetic teachers who make a very significant contribution to the high standards achieved by the pupils. There are extra-curricular activities for guitar, steel pans and choir. The standard of the Soul Choir's singing is excellent, and pupils have opportunity to be involved in musical performances at Christmas for parents and the rest of the school.

177 The pupils' response to music is very good. Most pupils show a great deal of enjoyment in their singing and when experimenting with sounds. Pupils listen very attentively and are keen to follow the teachers' instructions. Pupils are very willing to listen to and appreciate the musical talents and contributions of other pupils.

178 The quality of teaching is very good in both key stages, being enhanced by the outstanding contributions made by the peripatetic teachers. The planning for lessons is very good and builds very effectively on the pupils' prior attainment. The teachers are very well organised and ensure suitable resources are available for pupils to use. Teachers are confident and emphasise the correct use of musical terminology. This was evident in a very good Year 2 lesson on developing rhythmic awareness in which the teacher's high expectations of pupils' performance and good ability to demonstrate musical technique led to them making very good progress. The long-term involvement of the peripatetic teacher from the Manchester Music Service in the 'Getting Started with

Music' programme has had a very positive effect on standards attained at the end of the key stage. The teaching of the peripatetic teacher for the 'Soul Choir' is of the highest possible quality and results in performances by pupils that have a spiritual dimension of awe and wonder.

179 There is very good leadership of the subject by a co-ordinator whose good subject knowledge enables her to very effectively support and advise colleagues. The scheme of work, devised with the help of the Manchester Music Service, is very effective in promoting progression and continuity of pupils' learning from nursery to Year 4, and is soon to be extended to Years 5 and 6. Resources are very good, including a variety of instruments from different cultures, enabling a wide range of musical activities to be undertaken. Accommodation is very good and includes a music room that effectively allows for a variety of individual and group musical activities to take place.

Physical education

180 Physical education is a well-organised and prominent subject throughout the school. At both key stages pupils make good progress in all aspects of physical education. Pupils have good control of their bodies when engaged in a wide variety of activities including running, jumping, balancing, rolling and vaulting and using equipment in gymnastics. Pupils in Year 1 are able to portray mood through actions and move very well to music, interpreting it through their movements. Pupils in Year 4 are able to combine movements and balances into a very creditable performance, refined through practice. All pupils, including the youngest, understand the importance of working safely with equipment and apparatus and they are well behaved.

181 Year 4 pupils have swimming lessons every week for the school year. This is in line with the Local Education Authority Provision. Pupils travel by coach to the nearby swimming pool and are taught by qualified swimming teachers.

182 Pupils' attitudes towards the subject are very good. Co-operation is very good, they listen very carefully to their teachers, and to each other. This was especially evident when they worked as small groups getting out and putting away the apparatus. Pupils are eager to demonstrate skills and what they have learnt to the rest of the class. In all lessons pupils worked with enthusiasm and obviously enjoyed themselves.

183 Lessons are well planned and contain clear detail about what pupils are to learn. Teaching is good in both key stages with a significant amount of very good teaching. Support staff play a very important part in the overall good standard of teaching. An example of this was where a classroom support assistant worked very well with a Year 1/Reception class during a dance lesson. Teachers have a good knowledge and understanding of the subject and lessons are well organised. A good range of teaching strategies are employed, thus ensuring that the teachers' intentions are met and that lessons are interesting.

184 Co-ordination of physical education is good throughout the school. The co-ordinator, who is a PE specialist, has developed the scheme of work and provides teachers with advice and support where required. Physical education is a strong area and this is evident through the standardised ways that teachers plan and organise and the way in which all classes observed during PE lessons have good routines. There is a good range of activities and games including clubs and teams for football, rounders, badminton, soft tennis, games skills. Pupils in Year 4 have swimming lessons for the whole of the year.

185 Overall the school has adequate facilities for physical education. For indoor activities, the school hall is of a good size, allowing dance, gymnastics, and small team games to be safely engaged upon. The school has good resources for small games and makes good use of the well-maintained gymnastics equipment housed in the hall.

English as a second language. Ethnic Minority Achievement Service (EMAS)

186 A high percentage (almost 70%), of the pupils in the school qualify for support under this initiative. It is very successful initiative and is having a considerable effect on raising pupils' levels of attainment.

187 The centrally funded Ethnic Minority Achievement Service (EMAS) has one full time and one part time teacher based in the school. These teachers work with targeted pupils, both within their classes and in small groups where this is applicable. The staff work throughout the school but currently have focus classes where time is more concentrated. Year 6 receive additional support at the time of the Standard Attainment Tests.

188 The work of this initiative is central to all the school does and has a very high profile. There are very positive and integral links with equality of opportunity, with the EMAS staff being joint equal opportunities co-ordinators for the school.

189 Individual records are kept for all pupils who are supported and there are class files with records for all pupils within the class. Pupils who are not making progress at the expected rate are carefully reviewed and targets and strategies adjusted.

190 As a result of very good support, pupils are taking a much greater part in whole class sessions, are gaining considerably in confidence and are building good relationships with their support and class teachers and their peers.

191 Teaching is very good with excellent relationships considerably enhancing pupils' confidence and learning. The staff are involved in a wide variety of teaching strategies, including involvement in whole class teaching. Lessons and group work are very well planned and targeted to the needs of the pupils.

192 The initiative is very well planned and co-ordinated across the school and there is very good teamwork between the two section 11 teachers and the rest of the staff. Organisation is very thorough and there is clear direction and leadership both from the EMAS (Ethnic Minority Achievement service) and from the designated teachers.

193 The initiative is central to the work of the school and is greatly valued by staff, and pupils. Throughout the school pupils' culture and ethnicity is highly valued.

2 PART C: INSPECTION DATA

2 SUMMARY OF INSPECTION EVIDENCE

194 The inspection of St Chrysostom's CE Primary School was undertaken by a team of four inspectors who, over four days, completed a total of fourteen inspector days in the school.

56 lessons or part lessons were observed, as were a number of registration periods and assemblies.

Observations were made of pupils arriving at school, during breaks and lunchtimes and leaving school.

A meeting with the staff was held prior to the inspection.

During the inspection there were discussions with the headteacher, members of the governing body, and with the teaching and non-teaching staff.

There were daily meetings between the reporting inspector and the headteacher.

In addition to the classroom observations, the inspection team examined the written work of many pupils. Examples of written work of a representative sample of three pupils from each year group was inspected.

During lessons, informal discussions were held with pupils from each year group throughout the school.

A representative sample of pupils in the school, across each year group, was heard reading and questioned on their knowledge and understanding of books.

Documentation provided by the school was analysed.

Attendance registers, the records kept on pupils, teachers' planning documents and minutes of the Governing Body meetings, were inspected.

Before the inspection, the reporting inspector held a meeting with 7 parents.

2 DATA AND INDICATORS

2 Pupil data

| | Number of pupils on roll (full-time equivalent) | Number of pupils with statements of SEN | Number of pupils on school's register of SEN | Number of full-time pupils eligible for free school meals |
|---------------------|---|---|--|---|
| YR- Y6 | 204 | 1 | 36 | 99 |
| Nursery Unit/School | 40 | 0 | 0 | 17 |

2 Teachers and classes

2 Qualified teachers (YR – Y6)

| | |
|--|------|
| Total number of qualified teachers (full-time equivalent): | 11.5 |
| Number of pupils per qualified teacher: | 17.7 |

2 Education support staff (YR – Y6)

| | |
|--|-----|
| Total number of education support staff: | 8.5 |
| Total aggregate hours worked each week: | 226 |

2 Qualified teachers (Nursery school, classes or unit)

| | |
|--|----|
| Total number of qualified teachers (full-time equivalent): | 1 |
| Number of pupils per qualified teacher: | 40 |

2 Education support staff (Nursery school, classes or unit)

| | |
|--|----|
| Total number of education support staff: | 3 |
| Total aggregate hours worked each week: | 70 |
| Average class size: | 20 |

2 Financial data

| | |
|--|--------|
| Financial year: | 1998 |
| | £ |
| Total Income | 425879 |
| Total Expenditure | 426079 |
| Expenditure per pupil | 1623 |
| Balance brought forward from previous year | 36012 |
| Balance carried forward to next year | 18029 |

2 PARENTAL SURVEY

| | |
|------------------------------------|-----|
| Number of questionnaires sent out: | 219 |
| Number of questionnaires returned: | 17 |

Responses (percentage of answers in each category):

| | Strongly agree | Agree | Neither | Disagree | Strongly disagree |
|---|----------------|-------|---------|----------|-------------------|
| I feel the school encourages parents to play an active part in the life of the school | 41 | 53 | 6 | 0 | 0 |
| I would find it easy to approach the school with questions or problems to do with my child(ren) | 59 | 41 | 0 | 0 | 0 |
| The school handles complaints from parents well | 38 | 50 | 6 | 6 | 0 |
| The school gives me a clear understanding of what is taught | 35 | 65 | 0 | 0 | 0 |
| The school keeps me well informed about my child(ren)'s progress | 47 | 47 | 6 | 0 | 0 |
| The school enables my child(ren) to achieve a good standard of work | 47 | 53 | 0 | 0 | 0 |
| The school encourages children to get involved in more than just their daily lessons | 47 | 53 | 0 | 0 | 0 |
| I am satisfied with the work that my child(ren) is/are expected to do at home | 47 | 47 | 6 | 0 | 0 |
| The school's values and attitudes have a positive effect on my child(ren) | 47 | 47 | 6 | 0 | 0 |
| The school achieves high standards of good behaviour | 41 | 53 | 0 | 6 | 0 |
| My child(ren) like(s) school | 59 | 41 | 0 | 0 | 0 |

2 Summary of responses

Although only a small number of parents responded either through the meeting or the questionnaire no parents identified any areas within the work of the school that they are not happy with. The response in the meeting and through the questionnaire was very positive as were the comments made to the inspection team by those parents spoken to during the week.