

INSPECTION REPORT

EAGLEY JUNIOR SCHOOL

Bromley Cross

LEA area: Bolton

Unique reference number: 105188

Acting Headteacher: Mrs C MacDonald

Reporting inspector: Mr Graham Carter
4720

Dates of inspection: 6 – 10 March 2000

Inspection number: 189166

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	County
Age range of pupils:	7 – 11 years
Gender of pupils:	Mixed
School address:	Off Chapel Town Road Bromley Cross BOLTON
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr G H S Masters
Date of previous inspection:	September, 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
G Carter	Registered inspector	Science	Characteristics of school What should the school do to improve further? The school's results and achievements How well are pupils taught?
W Orr	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents? Equal opportunities
M B Duggan	Team inspector	Mathematics Geography Music	Curricular opportunities
M Brammer	Team inspector	English	How well is the school led and managed?
J Stirrup	Team Inspector	Art History Religious education	Special educational needs
P Crookall	Team Inspector	Information technology Design and technology Physical education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is located in a modern building on a mainly privately owned residential area on the outskirts of Bolton. Although the majority of pupils are from higher than average social class backgrounds, a small, but significant number of pupils are from less advantaged backgrounds. There are 253 pupils on roll. The mobility of pupils is quite high in some year groups. In the present Year 6, 20 per cent of pupils joined the cohort at other than the normal admission time. More than 16 per cent of pupils have special educational needs which is below the national average, and 2 per cent of pupils have statements of special educational need, which is twice as high as the national average. Most of the pupils are white, with around 1.6 per cent from other ethnic backgrounds. Around 5 per cent of pupils are eligible for free school meals, which is significantly lower than the national average. The majority of pupils enter the school with attainment which is above the national average. The school aims to provide a stimulating and broad education for its pupils and to maintain high standards.

HOW GOOD THE SCHOOL IS

Eagley Junior School provides good standards of education in English, mathematics, science, music and physical education. In music the standards are very high. In other subjects they are mainly satisfactory. The quality of teaching is good, and teachers and other adults provide good role models which help promote good attitudes to learning and good behaviour. The curriculum is not yet sufficiently balanced, but is enhanced by a good range of extra-curricular activities. The school works very effectively with parents, who support their children well. Pupils' behaviour and quality of learning are good. The acting head teacher, senior management team and governing body are working effectively to promote high standards, in partnership with parents. The governing body is beginning to use the principles of best value effectively to maintain satisfactory levels of resources in the future. The school provides sound value for money.

What the school does well

- Attains good overall standards in English, mathematics, science and physical education, very good standards in music.
- Good teaching in English, mathematics, science and physical education, including support for pupils with special educational needs. Very good teaching in music.
- Promotes positive attitudes and behaviour by pupils.
- Cares well for its pupils.
- Promotes good attendance and pupils' welfare, with strong support from parents.

What could be improved

- The curriculum in information technology and art.
- The governing body's role in evaluating performance and providing information to parents.
- The quality of teaching in those subjects of the National Curriculum, where it is not already good.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection, in September 1996, the school has made satisfactory overall progress. Progress has been made in teaching pupils the 'design' aspect of design and technology, although there is still room for improving this aspect. In geography, the balance of the curriculum has been improved so that pupils now study more of the social and environmental aspects of the subject. The school has taken steps to improve its assessment procedures by moderating pupils' work in the core subjects against national curriculum levels. Since the last inspection the previous head teacher introduced effective procedures to identify under-achieving and higher-achieving pupils from the optional standardised assessment tests in Years 3, 4, and 5. This information is being used to modify programmes of work by class teachers and marks a significant improvement since the last inspection.

Although standards in English and mathematics showed a steady improvement between 1996 and 1998, against national averages, there was a noticeable fall in standards in mathematics in 1999. In science, standards have been more variable, although there was a fall in standards between 1997 and 1998, and a slight improvement in 1999.

However, inspection evidence indicates that, as a result of remedial action taken by the school, through targets set in its school development plan, and the application of good teaching, standards in mathematics and science have improved to a point where they are once more above the national average.

In music, standards have continued to improve, and are now well above the national expectation, rather than above. In physical education standards are now above, rather than in line with the national expectation. In all other subjects, except information technology, history and art, there has been satisfactory progress in standards since the last inspection. In information technology, standards have fallen from satisfactory to unsatisfactory. In both history and art, standards are now in line with expectations rather than above expectations.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests. When reading the commentary below the table you will see that the results for 1999 do not reflect the improved standards observed during the inspection.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A	A	B	C
mathematics	B	A	C	E
science	B	C	C	E

Key

well above average A

above average B

average C

below average D

well below average E

The table above shows that the performance of pupils in the National Curriculum tests in 1999 was above the average for all schools in English, and in line with the average for mathematics and science.

When compared with the performance of pupils in similar schools, the performance of pupils in English was similar to the average, but in mathematics and science, was well below the average. The table also shows there was a noticeable fall in standards in English and mathematics between 1998 and 1999, and that a similar fall in science standards had occurred in 1998.

The reason given by the school for these changes was related to the relatively high number of pupils with special educational needs in the cohort and the high proportion of relatively high ability pupils who had left the school mid-way through a year. These explanations were corroborated during the inspection. The school took appropriate remedial action through its school development plan and the subject targets set to raise standards.

Inspection evidence indicates that pupils are now achieving at the end of the key stage at levels above those expected nationally in English, mathematics and science. This improvement is linked closely to the good quality of teaching in these subjects. By the end of the key stage, pupils reach the expected standards in religious education. However, they fall below this level in information technology, because the curriculum doesn't yet provide pupils with the appropriate teaching and learning opportunities to achieve these levels. In physical education, pupils are achieving at levels which are above those expected nationally, and in music they are achieving at levels well above those expected. In all other subjects they are achieving at the nationally expected levels.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to learning are good. They often show interest and enthusiasm for their work and frequently show confidence as learners.
Behaviour, in and out of classrooms	Behaviour is good. Pupils respond well to adults and teachers and show respect for the values promoted by the school.
Personal development and relationships	Relationships are good. Pupils show care for others and are tolerant of those with different views from their own. They give time and money generously to help others less fortunate, as when collecting for flood victims in Mozambique.
Attendance	Attendance is very good in comparison with the national average. There are very few unauthorised absences, and pupils are rarely late for school.

Staff and other adults provide good role models, and this helps to provide a secure supportive environment to which pupils respond well. Pupils understand and abide by school rules, and treat school property and that of other pupils and adults with respect. They are keen to come to school and enjoy taking part in a range of extra-curricular activities.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	N/A	N/A	Good

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

The above table shows that the inspectors' overall judgement of teaching throughout the school is that it is good. Teaching was at least satisfactory in 96 per cent of lessons seen. Of these 52 per cent of lessons were at least good and 14 per cent were very good. Four per cent of lessons were unsatisfactory.

Teaching in English, mathematics, and science is good, and has a significant impact on the standards in these subjects. In physical education the teaching is also good and in music it is very good. In all other subjects, except information technology, teaching is satisfactory. In information technology, teaching doesn't provide pupils with sufficient planned opportunities to develop their skills and knowledge across all aspects of the subject.

The basic skills of numeracy and literacy are well taught. Teachers have good subject knowledge, know their pupils' attainments well, and use good planning to build on these in lessons. Teachers promote numeracy in other lessons, such as science, geography and music. Pupils' oral skills are well promoted in many subjects when they present their opinions and results of investigations, and they are attentive listeners to other pupils as well as teachers and other adults. They read information texts in many subjects, but their experience of using extended writing is often limited by the regular use of worksheets. Whilst pupils can concentrate and apply their basic skills across many subjects, to learn effectively, they do not yet have sufficient opportunities to develop their extended writing skills in such subjects as geography, history, and religious education.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum range is broad but insufficiently balanced with respect to time for the full programme of study in information technology and some aspects of three-dimensional art. Nevertheless, teachers plan well for other subjects of the National Curriculum and religious education. Aspects such as personal, social, and health education, together with sex education and drugs awareness are satisfactorily provided for. The school has successfully introduced the National Literacy and Numeracy Strategies and these are having a positive effect on the attainment of all pupils. Good provision is made for a wide selection of extra-curricular activities.
Provision for pupils with special educational needs	The school has effective systems in place to identify, monitor and support pupils with special educational needs. Learning targets for pupils are compiled by teachers working with the school's special educational needs co-ordinator, and are used well by teachers. The curriculum for these pupils is well planned and they are usually well taught. As a result they often make good progress.
Provision for pupils with English as an additional language	Although there is only one pupil in the school with English as an additional language, he is well supported by non-teacher assistants for many lessons. The curriculum is very accessible, and the quality of teaching is often good. This results in progress, which is at least satisfactory, and frequently good in many lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory provision overall. The school's ethos celebrates the individuality of each pupil and reinforces this through opportunities for reflection in assemblies. Pupils are given good role models by teachers and other adults, and learn quickly right from wrong. They have good opportunities for social interaction in lessons and through the wide range of extra-curricular activities. Pupils' cultural awareness is effectively promoted through music, art, history, geography and religious education. They also develop a growing awareness of their local culture through planned visits.
How well the school cares for its pupils	The school has good systems for promoting, monitoring and maintaining the academic progress, health and welfare of its pupils. The school works very effectively with outside agencies including the school nurse for the benefit of all pupils. The school effectively monitors the academic progress of its pupils.

The school has a good partnership with parents, who give generously of their time to support the Parents' Association fund-raising activities, and other classroom and extra-curricular activities. Parents also give good support to their children through homework activities.

Parents view the school as 'open' and responsive, and see the level of care provided for their children as one of its strengths. The curriculum doesn't yet meet statutory requirements in the provision of information technology, although the school is aware of this, and is taking steps to include those elements of the subject which have so far been missing.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	At a difficult time, the school's acting head teacher has given clear leadership to the school and gained the support of staff, parents, and governors. She is committed to raising standards, and is well supported by members of the senior management team. She has a clear view of where the school needs to improve in order to raise standards and enhance the overall level of provision.
How well the governors fulfil their responsibilities	The governors are very supportive of the school and some give time to supporting classroom activities. They have improved their understanding of the school's strengths and weaknesses and have individual responsibilities for monitoring areas of the curriculum. They fulfil their statutory duties and are working effectively with the school's senior management team.
The school's evaluation of its performance	Effective standards monitoring systems are in place. These are used to evaluate the school's performance and to set targets in the school's development plan. However, governors have not always been sufficiently aware of the monitoring information which was available to them, in order to take an effective role in shaping the school's future.
The strategic use of resources	The financial planning and administration are very good. The school has developed a substantial budget surplus, which it intends to use to provide a new computer suite, to replace new windows, and to offset the dramatic effects of falling rolls which have been forecast by the local authority in the next few years.

Resources and accommodation, including the school library area, are adequate. The school has sufficient well qualified teachers to teach the number of pupils. The non-teaching assistants are well deployed and work effectively as part of a team. The governors provide good financial management and are beginning to use best value principles effectively. They have a strong commitment to continue to raise standards further. However, they have not been as proactive as they would have wished in shaping the future direction of the school. They have recently re-appraised this element of their strategic role and are looking forward to working productively with the recently appointed headteacher.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Standards achieved by the school are good. Quality of teaching is good. The school is well managed. Attitudes and values promoted by the school are good. Behaviour of pupils is good. Attendance is good. The school responds to the concerns of parents. 	<ul style="list-style-type: none"> Higher attaining pupils not always stretched sufficiently. The annual reports to parents do not always give clear information about pupils' strengths and weaknesses. Homework provision is inconsistent. Insufficiently wide range of extra-curricular activities.

The inspection team concur with the view that in some lessons higher attaining pupils are not sufficiently challenged. They also agree with the view that homework is not consistently provided and that comments written in pupils' annual reports do not give a clear picture of their strengths and weaknesses, and infrequently state clearly how a pupil might improve his/her performance. The team does not agree with parental views about extra-curricular activities. Given the size of school and number of staff, they are considered to be good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The attainment of pupils admitted to Year 3, over the four-year period, 1996 to 1999, was above the national average in reading, writing, and mathematics, on the basis of National Curriculum tests completed by 7 year olds. However, these statistics disguise significant variations within and between subjects during this period. In 1999, for instance, whilst the achievement of pupils in the mathematics test was in line with the national average, the achievement in the reading test was well above the national average, and above the national average for the writing test. In the 1996 statutory tests for 7 year olds, the attainment of pupils admitted to Year 3 (who are now mostly pupils in Year 6) was above the national average in mathematics, above the national average in reading, and in line with the national average in writing.
2. In the 1999 statutory tests in English for eleven-year-olds, the percentage of pupils achieving level 4 or above was above the national average, and the percentage achieving the higher level 5 was well above the national average. The performance of boys was significantly better than that of girls. Compared with the results of pupils in similar schools, results were in line with the average. Over the last four years, pupils' performance in English has been well above the national average. Standards observed at the end of the key stage mirror the results of the statutory assessments and show that pupils are making sound progress across the key stage. Pupils read fluently, showing good understanding of the text, good expression when reading aloud and enjoyment in using books. In their writing they can develop character, and show feeling for the views of others. Most pupils talk well during class discussions and listen well before offering their views.
3. In the 1999 statutory tests in mathematics for eleven-year-olds, the percentage of pupils achieving level 4 was close to the national average, and the percentage of pupils achieving the higher level was below the national average. The performance of boys and girls was very similar. Over the last four years the performance of pupils in mathematics has been above the national average. Inspection evidence indicates that there has been a significant improvement because of good teaching and target setting to raise pupil achievement above the level of the national average, into line with that achieved in the previous year. At the end of the key stage pupils can handle place- value well, add, subtract and multiply two-digit numbers, and convert percentages into fractions and vice versa. They apply their knowledge of number and number patterns well to problem solving, and show good knowledge of shape and space. They are making good progress overall across the key stage.
4. In the statutory tests in science for eleven-year-olds, the percentage of pupils achieving level 4 was close to the national average, and the percentage of pupils achieving at the higher level was below the national average. The performance of boys was slightly better than that of girls. Over the last four years the performance of pupils has been in line with the national average, and the performance of boys and girls has been similar. By the end of the key stage, inspection evidence indicates that pupils are achieving above the national average and are making good progress. This is also due to good teaching, the positive effect of a more challenging curriculum, and the application of development targets to raise attainment. As a result, pupils show good understanding of the heart and blood circulation, and know how to plan and

carry out a 'fair' test, when investigating such things as friction or methods of separating different solids.

5. In information technology, pupils' achievement is below the expected level by the time they reach the end of the key stage. Pupils can use a word processor well to draft stories and poems, can use a spreadsheet to convert currencies in mathematics, and can draw simple bar charts. However they have not systematically developed their skills, and make unsatisfactory progress across many aspects of the programme of study.
6. In religious education, pupils' attainment is in line with the expectations of the locally agreed syllabus. Pupils make satisfactory progress, and by the end of the key stage they are exploring such themes as repentance, and extending their knowledge of other world faiths through the study of prophets, celebrations and festivals.
7. Pupils with special educational needs work to the targets on their individual education plans, which are regularly reviewed, and are well written to focus clearly on individual needs. In lessons, these pupils make similar, mainly good, progress to their peers, and are well supported by well briefed, classroom assistants, and through the careful planning of class teachers. They make particularly good progress in the core subjects of English, mathematics and science, where the partnership between teachers and competent classroom assistants provides very effectively for their learning needs.
8. The one pupil with English as an additional language makes similar progress to other pupils. Although the specialist local authority support has now been withdrawn, the pupil continues to make good progress overall, thanks to the careful planning of class teachers and additional language support given by non-teaching assistants.
9. Pupils make very good progress in music and good progress in physical education. They show a good musical knowledge, can compose music well, and sing with good pitch and melody. Many pupils show well developed skills on percussion instruments and recorder. In physical education, they have good co-ordination, balance and poise, and can move sensitively in response to music. In design and technology, art, history and geography, pupils make satisfactory progress.
10. Literacy is well promoted across many subjects of the curriculum, with speaking and listening used effectively as a means of promoting thinking and clarifying pupils' understanding. In science, pupils are given good opportunities to discuss their investigations in groups, and in Year 6 this is extended to oral presentations in feedback sessions to other groups. In geography, Year 6 pupils contribute to lively discussions about the conversion of a local mill into a modern block of flats, and Year 4 pupils can discuss knowledgeably the differences in lifestyle between the Inuit Indians of Baffin Island and the native dwellers of equatorial regions. Although some good examples of extended writing were seen in one Year 6 class, relating to conditions during the Second World War, the opportunities for this across the curriculum are often limited by the prolific use of worksheets, as in history and religious education. Pupils are encouraged to read in many subjects, and make good use of silent reading time to read both fictional and non-fictional texts.

11. Many opportunities are provided for promoting numeracy. In science, pupils across the key stage are developing confidence in drawing graphs, as, for instance when describing graphically how the force pulling a coiled spring extends the length of a spring. In geography, pupils in Year 6 can use six-figure grid references to identify locations on a map. In music pupils are using their knowledge of number and pattern to write musical notations and rhythms.
12. From the work observed in classrooms, analysis of pupils' work and discussion with pupils, there is clear evidence that the school has succeeded in retrieving the dip in standards which had occurred during the previous year in the core subjects of English, mathematics and science. Standards in these subjects are now similar to those reported at the time of the previous inspection. The impact of the national numeracy and literacy strategies has been positive in English and mathematics. With sustained target setting and staff development in science, standards in this subject are likely to be sustained. The standards in history are lower than reported in the previous inspection. However, the weakness highlighted in the previous report, namely insufficient pace for the higher attainers, is not apparent in those lessons observed. In information technology standards are lower than those reported in the previous inspection. However, this must be put into the context of higher expectations of the curriculum and teaching since that time.

Pupils' attitudes, values and personal development

13. Pupils' attitudes to learning are good. This very positive attribute has been maintained since the time of the last inspection. Pupils are friendly, welcoming and open in manner. They are keen to attend school and are rarely late. They appear happy in school and readily accept the school's rules and values. Pupils show interest and enjoyment at such events as school assemblies, when they sing tunefully and applaud the achievements of others. Most pupils settle to work quickly, engage eagerly in lessons and work purposefully to complete their work with little direct supervision. Extra curricular activities, such as football and music competitions, are well supported by boys and girls.
14. Behaviour is good, both in and outside school. Play is lively and good natured. Most pupils clearly know the bounds of acceptable behaviour. They understand and respect the systems for rewards and sanctions, and respond positively to them. Pupils are well mannered. They greet staff and each other politely and hold doors open for visitors. School and personal property are treated with respect, and the school grounds and adjacent areas are virtually litter free. Exclusions are rare, as is bullying, which is speedily and sensitively dealt with when it occurs.
15. Relationships are good. Pupils show concern for others. They are tolerant of views different from their own, and are generous in supporting, and sometimes initiating charity appeals. Year 4 pupils raised money for the Blue Peter Appeal by making and selling cakes to other pupils. During a school assembly pupils showed genuine sympathy for the tragic plight of the flood victims in Mozambique. Some pupils have regular duties, such as assisting with storing physical education equipment, or serving food to other pupils at dinner tables. They complete tasks conscientiously and clearly enjoy these responsibilities. In lessons, pupils readily take part in discussions, enjoy giving their views and offer assistance to teachers or their peers as and when opportunities arise.
16. Attendance is very good. This was a feature of the last inspection report, and has

been maintained since then. There are few unauthorised absences. Pupils rarely arrive late at school and little time is lost in movement between lessons. This maximises teaching time and supports pupils' attainment and progress.

HOW WELL ARE PUPILS TAUGHT?

17. The overall quality of teaching is good. Although this judgement is based on the full range of subjects observed, only one observation was possible in art and two in religious education. At least 96 per cent of the teaching is at least satisfactory and more than half is at least good or very good. In English and mathematics, 67 per cent of the teaching is either good or better, and in science more than 57 per cent is good or better. In physical education 67 per cent of lessons are good or very good, and in music three in every four lessons are either good or very good. Since the last inspection the number of unsatisfactory lessons has decreased, and the number of satisfactory and very good or better lessons has slightly increased.
18. In English, mathematics and science, most teachers display good subject knowledge, which they use to question pupils skilfully, and test their understanding. In English and mathematics particularly, and in many science lessons, this knowledge enables teachers to teach the basic skills well, although the opportunity to promote extended writing skills in some foundation subjects, such as history, geography and religious education, is limited by the regular use of commercially produced worksheets. In music and physical education, most teachers have a good grasp of the subjects, and use their knowledge to raise the performance of pupils during lessons. In most other subjects, teachers show a sound knowledge of the subject.
19. Teachers' planning is at least sound and in most subjects often very thorough. There is a high degree of consistency across subjects for all parallel year group classes. In information technology there is insufficient development of pupils' skills from year to year through systematic planning which consolidates pupils' skills and knowledge across all attainment targets. Planning in this subject doesn't provide sufficient time dedicated to whole class teaching to match the demands of the programme of study. In English and mathematics, teachers have used the guidance provided by the national literacy and numeracy strategies well to build effectively on, and consolidate, pupils' prior learning, through an appropriate mixture of plenary, group and individual work. In science, teachers build carefully on pupils' prior knowledge, and often use the opportunity to develop literacy skills at the same time. This is most successful through plenary oral work, where key words are emphasised and linked concepts developed – as in the work on separation of solids observed in a Year 6 class. Here pupils concentrated well in group discussions, and persevered with the task until they had found a suitable method. In many subjects, and particularly science, the opportunity to extend pupils' knowledge, writing, recording and research skills through the appropriate use of information technology with appropriate software, is underdeveloped.
20. In the best lessons teachers have high expectations of their pupils' work, and this results in a good quality of work and concentration and effort from pupils. In a Year 6 physical education lesson, where pupils were using dance and circuit activities, the enthusiasm of the teacher, and challenge set through questioning raised pupils' interest and enthusiasm for the task. They appreciated, through the effort they put into their movements, the link between good exercise and healthy bodies. Similarly, in a Year 5 singing lesson, pupils were challenged at the beginning of the lesson to use their mouths effectively, to ensure proper diction, and responded well by singing

enthusiastically, and developing their singing into skilful 'part' harmonies as the lesson progressed. In a Year 4 history lesson pupils were challenged at the beginning of the lesson to think carefully about characteristics of Henry the Eighth and his wives. They responded well and used their analytical skills when formulating their responses, showing enjoyment of the task. However, in a small minority of lessons expectations are insufficient to challenge the most able pupils. In a science lesson, the teacher used the introductory plenary session to discuss a pond habitat. Many more able pupils, who had covered similar work before, were insufficiently challenged by the questions and as a result became rather listless.

21. Teachers use a wide and effective range of teaching methods, which match the task and meet the needs and interests of their pupils. They have benefited from the national initiatives in English and mathematics, and are using a good range of group, individual and plenary activities to cover topics. In other subjects, methods are also well chosen. In a Year 4 physical education lesson pupils were being taught how to develop dance movements linked to percussion sounds using their imagination to create different body shapes. Pupils worked well, both individually and in pairs, and the teacher used plenary sessions effectively to demonstrate better techniques, using another pupil. The range of activities worked well and pupils responded well to the challenge in different situations, giving their attention to improve their dance and movement skills.
22. In virtually all lessons, teachers manage pupils well. This is due to a combination of other teaching skills, such as good planning and appropriate methods. However many teachers know how to use behaviour modification skills effectively in order to improve the otherwise disruptive behaviour of a very small minority of pupils. However, in one of the unsatisfactory lessons, there was an unusually high proportion off-task chatter which was not satisfactorily addressed by the teacher for a significant length of time.
23. In the best lessons, pupils learn to be independent and well organised in their studies because teachers provide them with the means to achieve this. In most classes, teachers arrange resources so that pupils can find and put away their learning materials and equipment with little fuss. In English, pupils are taught to use a dictionary and a thesaurus effectively, and in mathematics they use counting cubes, volume and distance measuring devices and calculators with facility. Support staff and other adults are always well briefed and used very effectively, either to support pupils with special educational needs, or to give additional support and guidance to pupils doing investigations in science. Such support was well used by the Year 4 class teacher in a science lesson in which a school governor and another (retired) teacher helped pupils in their investigation of parachutes, using the school hall and balcony as 'launching' areas.
24. The quality of teaching of pupils with special educational needs is at least sound, and in most lessons good. Class teachers' planning in most lessons, and particularly in literacy and numeracy lessons, is well matched to pupils' needs. A good example was seen when a classroom assistant worked with a group of special needs pupils during a Year 6 science investigation. She had been well briefed by the class teacher, and knew the capabilities of the pupils well. She gave good language support to all the pupils through skilful questioning and clarification of their thinking. As a result they made good progress, concentrated well on the task, and showed real enjoyment in the problem solving as a team. Teachers plan well for the needs of the one pupil with English as an additional language, and as a result he makes good progress in most lessons.

25. Teachers set homework in English, mathematics, science, and design technology, although it was not a regular feature of observations during the inspection.

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

26. The school offers a broad programme for the subjects of the National Curriculum and religious education. Since the last inspection, it has, in most respects, succeeded in maintaining an appropriate balance, despite increased emphasis on literacy and numeracy. The exception relates to information technology, which is allocated insufficient time and some aspects of three-dimensional art. The school acknowledges this and plans to rectify the situation as soon as possible. Balance in the curriculum was an issue raised in the last report, but most of the areas identified at that time have been addressed. The planning and staff training for literacy and numeracy have ensured the effective implementation of these strategies. Personal, social and health education is well promoted throughout the school. Sex education and drugs awareness are dealt with on a regular basis by the school nurse and police respectively, with parental approval. Statutory requirements are met for all subjects, with the exception of information technology, where insufficient time prevents specific skills and knowledge of control and monitoring being developed.
27. All subjects have satisfactory policies, and some are particularly helpful and detailed. The music document is particularly useful in outlining the skills to be developed as pupils move through the school. The school plans to review many of its curricular policies to reflect the new 'Curriculum 2000' materials. The school uses a range of schemes from commercial to local education authority sources, together with ones produced within the school. Most of these offer clear guidance on the development of pupils' knowledge and skills. The school is effective in fostering pupils' intellectual and physical development, preparing them well for post-primary education. Very good links have been established with the local feeder and receiver schools, which ensures smooth transition between the stages.
28. Strategies to ensure that all pupils have equality of access to the planned curriculum are securely in place. Teachers in parallel classes work effectively together to ensure similar provision. The school fully meets the Code of Practice for pupils with special educational needs. Individual education plans are well written for pupils with special educational needs. The targets set inform teaching very well, whether in class or during individual or small group sessions. Overall, the organisation of special educational needs within the school is effective, which is reflected in the good progress of pupils and management by the special needs co-ordinator. Pupils for whom English is an additional language are also supported very well. An able pupils' policy is planned, with support and advice from the National Association for Curriculum Extension.
29. There is a good range of extra-curricular activities, which enhance pupils' attainment, especially in music and physical education. Musical activities, particularly the school choir, ably led by the music co-ordinator, make a very positive contribution to school life. Peripatetic teachers give lessons on a wide range of instruments including brass, woodwind and strings. Sport activities includes netball, football, rounders and athletics. Pupils play inter-school matches in all these areas. The thriving chess club is open to pupils of all ages, and up to 20 boys and girls are involved on a regular basis. The school makes effective use of off-site visits, and visitors to the school have

included the local Member of Parliament, actors and musicians. Such events contribute handsomely to pupils' understanding and awareness of life and work outside school.

30. The school's provision for pupils' moral and social development is good and sound for spiritual and cultural. Overall provision is satisfactory.
31. The school provides a very good ethos, in which all pupils are seen as unique and positively valued. It fulfils all requirements for a daily act of worship focusing on a broadly Christian foundation. The assembly themes, which incorporate pupils' contributions through singing, playing instruments and answering the headteacher's questions, provide sound spiritual awareness. Pupils are given some opportunities to think about their own experiences as they reflect on preparing for Easter, in the short term, life in general in the longer term. They recite the Lord's Prayer, and Grace before meals. With the exception of religious education there are few planned opportunities for spiritual development in other curriculum areas. When it does occur, it happens naturally rather than by planned intervention. For example, in a Year 6 lesson on the source and course of the River Rhone, pupils expressed some wonder and awe at the diversity of life along its banks.
32. A strong sense of morality underpins the aims and ethos of the school, and pupils have a strong sense of right and wrong. Pupils are well aware of the responsibility they have for their own actions, and show a concern for the well-being of others. This is enshrined in the school rules displayed in all classes, and the rewards and sanctions systems. Opportunities are provided in religious education, geography, history and English to explore moral issues. For example, pupils in the upper school took part in discussions about environmental and safety issues involving the conversion of Eagley Mills into luxury flats. Pupils in Year 6 debated pollution implications in the River Rhone's industrial regions. Pupils are taught to value honesty, respect the belongings of others, understand the meaning of loyalty and to care for the environment.
33. Pupils develop good social skills as they move through the school. All staff members provide good role models for pupils. Pupils recognise the high demands made of them in terms of behaviour and respond in a positive manner. Their understanding of good citizenship is well developed by fund-raising activities for charities, both local and international. For example, they have raised money for worthy causes in Romania and Mozambique. Locally, they are regularly involved with the Roadcare Scheme and visiting senior citizens' nursing homes. In many subjects, pupils have the opportunity to work collaboratively and develop good inter-personal skills, for example in some aspects of English, science, mathematics and physical education. Pupils with special educational needs and those for whom English is a second language are well integrated into a caring and supportive school environment.
34. The quality of provision for pupils' cultural development is satisfactory. Most pupils share a common cultural background, and are given opportunities to appreciate their local heritage through an exploration of the area in which they live. Geography allows pupils to consider a range of alternative life styles and cultures. History, on the other hand, allows them to examine the changing nature of their own culture, as well as that of other societies, such as the Romans, ancient Greeks and Egyptians. In English they develop an understanding of their literary heritage by studying pre-twentieth century poetry and prose, and the world of Shakespeare. Other opportunities are presented in art, music and religious education. Whilst pupils acquire an

understanding of a range of countries and cultures, there is limited planned provision for them to develop an understanding of the multi-cultural society in which they live now. However, plans had been made for an Asian musician to perform at the school soon after the inspection.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. Provisions for ensuring the pupils' welfare are good. This high level of provision has been maintained since the last inspection. Close links with outside agencies, such as the fire service, police and school nurse, ensure that pupils receive very effective support and advice on safe and healthy lifestyles. Health and safety provisions are good and class teachers retain up to date records of pupils' medical needs. There are few accidents and accident and fire drill records are rigorously maintained. Pupils are closely supervised both in school and when they are involved in school visits. A safety risk assessment is in progress. Child Protection procedures comply fully with statutory requirements.
36. Good attendance and time keeping is promoted through regular contacts with parents who are keen to support the school. Attendance registers are rigorously maintained and regularly monitored by the head teacher. The education welfare officer visits the school regularly. The constantly high level of attendance is a strength of the school.
37. Good behaviour is promoted through the consistent application of the behaviour and anti-bullying policy and by the example set by staff, who treat pupils with respect. Merits and sanctions are thoughtfully applied. Reward schemes include certificates, stickers and letters to parents. Regular assemblies celebrate achievements, such as the swimming team's recent successes, and the annual school awards of a trophy and a cup encourage both good behaviour and effort. Bullying and other incidents of harassment are carefully recorded by the head teacher, who takes swift and appropriate action when they arise, although such occurrences are rare.
38. Procedures for assessing and monitoring pupils' attainments and progress are satisfactory overall. Detailed records of Year 2 pupils are provided by Eagley Infant School, and are well used to identify pupils with special needs or high attainers at an early stage. Since the last inspection, the school has established procedures for moderating assessed work in English, mathematics and science. It has also developed an effective pupil attainment tracking procedure in these subjects, linked to pupils' performance in the optional standardised assessment tests which pupils sit in Years 3, 4 and 5. This is used to identify under-achieving and higher attaining pupils, so that class teachers can modify teaching programmes and provide additional support where necessary. This is an improvement in the school's assessment procedures since the last inspection report. There is close liaison with the local secondary school, which includes visits by year 6 pupils and some 'sample' lessons by teachers from the secondary school. Liaison with the feeder infant school is also productive, and contributes to the effective monitoring of pupils' overall attainment and welfare.
39. The school uses appropriate procedures for identifying pupils who have special educational needs. Individual education plan targets are used effectively to review the progress of these pupils and support staff are very well used to support them. One of the school's governors, with responsibility for special educational needs, meets with the school's special educational needs co-ordinator regularly and effectively monitors the adequacy of the school's provision.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

40. The school is popular with parents, who perceive it to provide good standards of education, and a caring environment for their children. Prior to the admission of pupils in Year 3, parents are invited to an induction evening when they are provided with information about the school's approach to literacy and numeracy. The school also provides regular newsletters outlining forthcoming events, and class teachers send out half termly letters which outline the future curriculum to be covered by pupils. Pupil reports meet statutory requirements, but do not contain sufficient detail about strengths and weaknesses to enable parents to help their children to make progress. Where appropriate, parents receive congratulatory letters about their child's good behaviour. Parents of Year 6 pupils complete a leavers' survey which helps to inform future whole school policy. The home - school contract is well supported by parents and helps to maintain their involvement in and understanding of pupils' learning needs. There are two open evenings for parents each year when parents are encouraged to speak to teachers about pupils' progress. The head teacher and teachers are very approachable and parents are encouraged to contact the school whenever they have concerns. At the time of the inspection, some parents expressed concerns about provision for higher ability pupils. Others had concerns about the lack of detail in annual reports, whilst others wanted clarification about how the school's policy on homework is implemented. Parents of pupils with statements of special needs are involved fully in reviewing their progress. Both the school prospectus and the governors' annual report to parents are clearly written and useful documents, but do not fulfil statutory requirements, because they omit required information. Since the last inspection, the school has maintained its good working relationship with parents.
41. Many parents work during the day and are unable to support the school actively. Nevertheless, a number of parents help pupils with reading in school. Others assist with skills such as information technology or art. The parent of a former pupil organises after-school chess tuition and competitions. Parents' donations pay for posting charity shoe boxes to Romania. The Parents' Association organises social and fund raising events and provides considerable resources, such as security cabinets for computers. The level of parental support provided is greatly valued by the school. The benefits of consistent parental support are especially evident in both attendance and time keeping.

HOW WELL IS THE SCHOOL LED AND MANAGED?

42. Since her recent appointment, the acting headteacher has quickly established the confidence of governors, staff, pupils and parents. She and her senior management team have worked together closely to provide effective leadership in the period before the newly appointed headteacher takes up her post. They have established a good working relationship with the governing body.
43. The acting headteacher provides effective leadership and has a clear vision of her role. She is committed to raising standards in the school but also values the pupils for themselves and places great emphasis on their welfare. She is supported in this by all teaching and non-teaching staff. The school is largely successful in meeting its aims and values as reflected in its mission statement.

44. The previous headteacher established a procedure for monitoring teaching through the observation of literacy and numeracy lessons. It also involved monitoring for appraisal purposes, and observing teaching where weaknesses existed. Arrangements for teacher appraisal are firmly in place. The role of curriculum co-ordinators is underdeveloped. They have had no recent opportunities to monitor teaching in their subjects and little opportunity to undertake in-service training in most subjects, because of the priority accorded to literacy and numeracy. Induction procedures for new staff are effective.
45. The governing body now has a good understanding of the strengths and weaknesses of the school. However, its role in shaping the overall direction of the school has, in the recent past, been underdeveloped and unsatisfactory. Governors have not always been clear how their own responsibilities related to those of the head teacher. Although governors have been keenly involved in discussions about targets for the development plan, they were not always aware of what information was available in order to evaluate the performance of the school effectively, and make effective decisions about its future direction. However, following the recent appointment of a new head teacher, governors are now confident that they are in a better position to provide strategic leadership. Governors have become well informed about the provision for special educational needs, and the teaching of English and mathematics, through the visits to classrooms of their link governors in these areas. Links with other curriculum areas, though formally established, have not yet been so actively implemented.
46. The school development plan contains relevant targets for improvement and has been well constructed through the involvement of teachers and governors. Targets are well linked to appropriate resources, realistic time scales and monitoring procedures.
47. The quality of financial control is good. The school secretary runs an efficient office and ably assists the head teacher and governors in monitoring spending. She has an excellent knowledge of the pupils and their families and maintains good contact with the welfare officer over school attendance, when necessary. The school make good use of the School Information Management System (SIMS) software for budget monitoring and other management purposes. There is good financial planning, based on forecast numbers and school priorities, and members of the Finance Committee meet regularly to monitor budget spending. The school works with the Local Authority to manage a large budget purchase. Much of this money has already been earmarked for spending on a new information technology suite, and replacement of new windows in classrooms, whilst the remainder is to cushion the effect of a fall in numbers expected in the next two years. Governors make appropriate use of specific grants, such as the Standards Fund and the National Grid for Learning grant.
48. The governors are beginning to employ best value principles. They are seeking the best price for premises related work and are now comparing the school's performance against similar schools in order to make a better assessment of its performance. Given the average level of spending, standards of achievement, and overall level of provision, the school is providing sound value for money.
49. The number, qualifications and experience of the teaching and support staff enable the school to provide an effective team to deliver the curriculum.

50. All staff work well together with support staff fully involved and well-briefed in their contribution to lessons. The support staff play an important part in the delivery of the curriculum and the majority have appropriate qualifications.
51. The accommodation is satisfactory for all subjects, although the classrooms suffer from rain leaks and rattling windows in stormy weather. An interesting feature of the outdoor accommodation is a tiered courtyard, which provides opportunities for drama.
52. Learning resources are very good in music and good in English, mathematics and physical education. They are satisfactory in art, design technology, geography, history, information technology, religious education and science.
53. Accommodation and resources are well cared for by staff and pupils, with good examples of stimulating display to produce a good learning environment.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

54. The school should review the curriculum to ensure that:

- sufficient time is allocated to information technology (paras 19, 26);
- information technology is planned and taught effectively so that all aspects of the programme of study are taught to all pupils (paras 108, 111);
- when other subjects are planned, opportunities to enhance the curriculum through the use of information technology are clearly identified (paras 65, 78, 101);
- more opportunities are provided in art for ceramics, textiles and other three-dimensional work (paras 26, 81).

The governing body should:

- continue to develop its role in evaluating the school's performance and shaping its future by using all available information to compare standards achieved, against national averages, similar schools, and local authority 'benchmarks' (paras 45, 48);
- provide information to parents in the school prospectus and governors' annual report which meets fully with statutory requirements (para 40).

The school should continue to raise standards and the quality of teaching in those subjects where they are not already good, in order to challenge higher attaining pupils, and achieve uniformly good provision across the curriculum. This can be achieved by:

- monitoring teaching and learning more systematically across the curriculum (paras 44, 72, 78, 113);
- providing further, clearly focused professional development opportunities for teachers from within and outside the school (paras 44, 78).

55. Governors may also wish to consider including the following, less important, issues in their action plan:

- Clarify the homework policy so that pupils, with the support of parents, can gain maximum benefit from continuing their learning at home (paras 25, 40);
- Review the use of worksheets across the school in order to maximise opportunities for extended writing for different audiences and purposes (paras 18, 93, 102, 127, 129).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	52
Number of discussions with staff, governors, other adults and pupils	32

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	14	38	44	4		

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		253
Number of full-time pupils eligible for free school meals		14

FTE means full-time equivalent.

Special educational needs

	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs		4
Number of pupils on the school's special educational needs register		39

English as an additional language

	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	17

Attendance

Authorised absence

	%
School data	3.5
National comparative data	5.7

Unauthorised absence

	%
School data	0.04
National comparative data	0.2

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	36	25	61

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	31	30	31
	Girls	20	16	21
	Total	51	46	52
Percentage of pupils at NC level 4 or above	School	84 (90)	75 (78)	85 (83)
	National	70 (65)	69 (73)	78 (76)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	31	30	33
	Girls	21	18	20
	Total	52	48	53
Percentage of pupils at NC level 4 or above	School	85 (88)	79 (83)	87 (95)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	2
Pakistani	1
Bangladeshi	0
Chinese	0
White	249
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	2	1
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	10.0
Number of pupils per qualified teacher	25.3:1
Average class size	31.6

Education support staff: Y3 – Y6

Total number of education support staff	6.0
Total aggregate hours worked per week	70

Financial information

Financial year	1998/99
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	£
Total income	455,855
Total expenditure	473,915
Expenditure per pupil	1,505
Balance brought forward from previous year	69,512
Balance carried forward to next year	51,452

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	260
Number of questionnaires returned	123

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	47	44	5	3	1
My child is making good progress in school.	42	54	3	0	1
Behaviour in the school is good.	30	58	7	3	2
My child gets the right amount of work to do at home.	23	52	23	2	0
The teaching is good.	44	51	2	0	3
I am kept well informed about how my child is getting on.	38	49	12	1	0
I would feel comfortable about approaching the school with questions or a problem.	63	31	5	1	0
The school expects my child to work hard and achieve his or her best.	67	30	3	0	0
The school works closely with parents.	39	46	11	0	4
The school is well led and managed.	45	45	2	2	6
The school is helping my child become mature and responsible.	46	48	3	0	3
The school provides an interesting range of activities outside lessons.	33	43	15	1	8

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

ENGLISH

56. In the 1999 statutory tests in English for eleven-year-olds, the percentage of pupils achieving level 4 or above was above the national average, and the percentage achieving the higher level 5 was well above the national average. The performance of boys was significantly better than that of girls. Compared with the results of pupils in similar schools, results were in line with the average. When averaged over the last four years, pupils' performance in English has been well above the national average, although standards have varied during this period. In 1997 and 1998, standards were well above the national average. In 1999, standards were above the national average and broadly in line with similar schools. The downturn in 1999 is explained by the larger than normal numbers of pupils in the cohort with special educational needs. Inspection evidence indicates that pupils are still attaining at levels above the national average. Since the last inspection, when standards were described as 'above average', the school has maintained standards in all aspects of the subject.
57. By the age of 11 many pupils read confidently and fluently, using expression that reflects the meaning of the text. Standards are above average. All use phonic strategies to tackle unfamiliar words. Whilst higher attaining pupils derive meaning from textual clues, many average and lower attaining pupils find this more difficult. In the library most pupils show that they can locate information and extract what they need efficiently. In many lessons pupils use a thesaurus and dictionary well to help them develop their vocabulary. Most pupils at this stage understand how increasing vocabulary increases one's enjoyment of reading and writing. Many pupils read a good range of both fiction and non-fiction texts, and make good use of libraries and personal book collections at home. They can recall with pleasure a favourite story or favourite author and give reasons for their pleasure in reading.
58. The writing of Year 6 pupils shows evidence of confident use of paragraphs and direct speech. Average and above average pupils use sentence structures which are mostly accurate and have a good and appropriate range of vocabulary. Below average pupils have a more limited vocabulary and use simple connectives. Pupils' writing, based on 'The Iron Woman', by Ted Hughes, includes colourful analyses of characters, and sensitive and thoughtful writing from another viewpoint. Common, polysyllabic words are normally spelt correctly by average and above-average pupils. Many pupils use drafting effectively, as a way of improving the quality of their written work, both in poetry and prose. In a Year 4 class, pupils were asked to write a first draft on 'The Curious Shop', following the teacher's reading and whole class discussion of 'The Marvellous Toy Shop'. Many pupils wrote imaginatively, making good use of verbs, adverbs and adjectives. Some higher attaining pupils could use similes and metaphors effectively to enhance their descriptions. Many pupils are showing confidence in planning and developing their characters and stories. Most pupils present their work neatly and join their letters appropriately. By the end of the key stage, most pupils write in a clear, cursive style of sentence structure.
59. Standards of speaking and listening are good. By the age of 11 most pupils listen attentively, and are eager to contribute to classroom discussion. This is encouraged in many plenary sessions. A large majority of pupils are articulate, will venture opinions and discuss work which is in progress confidently. Many pupils can use language well in other subjects, as for example, when pupils used appropriate

terminology in geography, to describe the various stages in the life of a river.

60. Teaching is good overall, and ranges from very good to satisfactory. All teachers implement the literacy hour successfully, with some modifications which have been agreed as whole school policy. Key skills are well taught and this contributes significantly to the progress which pupils make. Although progress across the key stage is sound, based on pupils' prior attainment, progress in many lessons is good.
61. Where teaching is good, the teachers are confident and have good subject knowledge. The pace is brisk, time limits are set and good questioning extends the pupils' learning. Lessons are usually well planned, building very effectively on pupils' prior knowledge and skills. In a Year 4 lesson, the teacher showed great enthusiasm when reading the class text and used an interesting selection of artefacts to bring the vocabulary to life for the pupils. Her questioning challenged pupils, and as a result they applied themselves to the task with concentration and enthusiasm. In another Year 6 lesson, pupils used the library to extend their study skills. The teacher had made clear in her introduction how to choose the right text at the appropriate level and continued to monitor their progress during the session, using challenging questions. Many pupils were successful, and showed satisfaction in being able to locate and use reference texts confidently. Where teaching is less successful, the work rate of some pupils is less than satisfactory and pupils ask the teacher for spellings rather than look in a dictionary first.
62. Pupils' learning is frequently good. They concentrate as listeners, when involved in plenary sessions, and eagerly contribute their opinions to discussions, striving hard to improve their understanding of grammar, vocabulary, style and plot. They generally read with enjoyment, taking personal pleasure in the text and the opportunity to discuss it with others. When reading aloud, their expression indicates the serious way they approach text, in order to derive as much meaning as possible from the words. They apply themselves equally well to written tasks and strive to improve both their accuracy and style, using thesaurus and dictionary appropriately, without the need for close supervision from teachers.
63. Pupils respond well in all lessons. They work well individually, in pairs, or in groups, and show respect for the opinions of others by listening well and showing appreciation of ideas and good work. They treat books and other learning resources with care, and during quiet reading sessions use their time with maturity. Teachers and adults are treated with courtesy. Behaviour is invariably good.
64. Pupils with special educational needs make similar progress to other pupils. Teachers assist the special educational needs co-ordinator in writing individual educational plans, which clearly outline the way the curriculum is to be adapted to meet individual needs. Teachers are skilful at briefing special needs assistants, and consequently they make a significant contribution to pupils' learning and progress. One pupil with special educational needs had made good progress in writing highly sensitive and mature poetry about his own feelings about life.
65. The co-ordinator is committed to continue to raise standards and has a high profile in the school. There is good liaison with local infant and secondary schools. She has worked on planning with Years 3 and 5 but there is scope to develop her role to raise standards further throughout the school. She identifies the need to continue to improve pupils' written work. Extended writing in other subject areas would help to raise overall standards. She knows that more use should be made of information

technology. Resources are good and well organised.

MATHEMATICS

66. In the 1998 Key Stage 2 national tests 78% of pupils attained Level 4 or above, which was well above the national average and above for the higher Level 5 with 25% reaching this target. The 1999 results show a decline in standards with 75% achieving Level 4 or above which was close to the national average, and 16% Level 5 which was below. Compared to similar schools the percentage of pupils gaining the expected Level 4 in the 1999 national tests was well below average. During the past four years, the trend has been upwards, with the exception of last year. The most significant factor forwarded by the school for this dip was the unusually high proportion of lower attaining pupils in that cohort. Inspection evidence, which supports this explanation, indicates that the attainment of pupils is above the national average by the end of Key Stage 2, which is similar to that of the previous inspection. This appreciable improvement on the previous year's results is attributable to the rigorous application of the National Numeracy Strategy and good teaching.
67. Pupils are acquiring a good foundation in numeracy. They apply their mathematical knowledge well to investigate and solve problems. In other curriculum areas such as geography, information technology, design and technology, and sometimes science numeracy skills are satisfactorily used. By the age of 11, higher attaining pupils understand place value, multiply three-digit by two-digit numbers accurately and are confident when adding, subtracting and multiplying numbers to two decimal places. They recognise complex patterns of numbers and know the link between percentages and fractions. Average-attaining pupils are less confident when working with decimals. Lower-attaining pupils add and subtract numbers to thousands accurately and divide similar numbers to give answers, including remainders. Most pupils gain high standards in shape, space and measures. They accurately measure length to millimetres, operate scale correctly and use angles to define bearings. In data handling all pupils draw bar charts accurately by hand and some are generated on computers. They understand terms such as 'mean', 'median', 'mode' and 'average'. Teachers consistently begin lessons with mental activities. During the introductory plenary sessions in Years 3 and 4 classes, pupils respond in unison, for example, counting on or back in tens, decreasing by ten or adding nine. This well-established routine enables pupils to become confident with number bonds and to develop a range of strategies for calculations. These mental exercises increase in difficulty as pupils proceed through the school and play a large part in developing, reinforcing and testing pupils' skills, understanding and knowledge.
68. Pupils' learning, including those with special educational needs, is good throughout the school. This is evident in the standard and quantity of work completed both in lessons and over time. Pupils' learning is assisted by grouping arrangements within classes, which enables teachers to match work to their abilities. This is particularly apparent when they receive extra support from another adult during lessons. Learning is good when pupils are challenged by materials and encouraged to think mathematically, as was observed in a Year 3 class when pupils explained that multiplication is repeated addition, and when some pupils in a Year 5 class struggled with finding the area of composite shapes but were determined to be successful. Learning is less successful when tasks are initially challenging but then become repetitive.
69. Progress is satisfactory in all classes and good in most. In number pupils in Year 3

understand place value to thousands, add and subtract three-digit numbers successfully and know a range of simple fractions. By Year 5 they complete multiplication problems, divide numbers to hundreds to include remainders and know about numbers to two decimal places. In Year 4 pupils have a good knowledge of two and three-dimensional shapes, calculate area by adding squares and measure length and weight with increasing accuracy. They draw and interpret simple bar charts well, and, by Year 5, complete accurate calculations involving time and draw and measure angles to the nearest specified degree. By Year 6 they calculate the area of rectangles and triangles and occasionally use calculators to check their answers. Pupils are routinely required to discuss their methods and justify their answers. For example, pupils in a Year 4 class explain precisely how they identify multiples of three in two and three-digit numbers by adding the digits. Although pupils develop a good range of mental methods and strategies, the opportunity of higher attainers to use them for investigative work is sometimes under-used in some classes.

70. Pupils enjoy lessons, and particularly like the use of games and the challenge of the daily quick-fire mental sessions. They eagerly answer questions, and concentrate quickly on their work. Such examples were noted in a Year 4 class when pupils successfully calculated the products of paired numbers, and in a Year 6 class where pupils accurately identified the place value of decimal and vulgar fractions on a blank 0 to 2 number line. Pupils work well independently and support each other in paired work. Behaviour is generally very good and well managed, but a few pupils in some classes lose concentration as lessons develop.
71. The quality of teaching is good overall and very good in one third of the lessons. Teachers plan consistently, in parallel year groups, to the school scheme, which is carefully linked to the National Numeracy Strategy. Opportunities for pupils to apply their mathematical knowledge and understanding are usually effectively planned into lessons. A good example was observed in a Year 6 class presenting data accurately in line and bar graph form. Generally teachers set clear learning objectives and are enthusiastic, encouraging pupils to think, as in a Year 5 mental mathematics session on conversion of centimetre squares to metre squares and vice versa. They are usually able to access pupils' responses well and target supplementary questions to expand their thinking, seen to good effect in a Year 4 class on multiples and factors. The best teaching combines the skills pupils learn with problem-solving, discussion and explanation, high expectations and the maintenance of good pace. For example, in a Year 6 lesson pupils worked effectively, sometimes in pairs, to recognise and understand the importance of collecting and analysing data prior to depicting on line graphs or bar charts. Pupils are usually told lesson objectives and in the best examples these are expressed in terms of what they will be able to do that they could not at the start of the lesson. In a Year 3 lesson, for example, pupils were told that they would be able to use brackets confidently while using multiplication and addition operations, and they did. In lessons where teaching is less good, teachers' expectations are not always challenging, pace becomes slow, exposition over-extended and pupils are not always involved in worthwhile activities. Marking throughout the school is consistent but not always evaluative.

72. The conscientious mathematics co-ordinator effectively manages the subject. She works closely with other members of staff and has a clear vision for the future successful development of the subject and increased standards of attainment. Plans for other subjects do not identify how aspects of numeracy can be developed or used within them. An extensive range of assessment of pupils' mathematical knowledge and understanding takes place during and at the end of each year. Results are used to inform future planning and to set appropriate targets. Effective use is made of half-termly tests and a systematic tracking process identifies the progress of individual pupils in each class. The co-ordinator checks all teachers' half-termly plans but has had little opportunity to monitor consistently teaching and learning. High quality displays enhance pupils' learning. Since the last inspection, when mathematics was described as 'a strength of the school', the standards and quality of teaching have been maintained, and the overall provision is good.

SCIENCE

73. In the Key Stage 2 statutory assessments, the proportion of pupils achieving at the lower level of attainment was close to the national average, but was below the national average at the higher level of attainment. The attainment of boys was slightly higher than that of girls. In comparison with similar schools, the proportion of pupils achieving at the lower level of attainment was below the national average, and well below the national average for the higher level of attainment. Over the four-year period, 1996 – 1999, the average attainment of all pupils was above the national average. There was a fall in attainment in 1998, which was reflected by targets set in the school's development plan for the following year. The action taken by the school to raise attainment in science helped to raise the proportion of pupils achieving at the higher and, to a lesser degree, the lower levels of attainment. However, these effects were offset by the unusually high number of pupils with special educational needs in the 1999 cohort, combined with a relatively high transfer of more able pupils to other schools during the previous two years. Classroom observation, discussion with pupils and analysis of pupils' past work indicates that the attainment of pupils by the end of the key stage is above the nationally expected level. It reflects the good teaching and revised curriculum seen during the inspection.
74. By the age of 11, pupils show a good knowledge of the body's circulatory system, the function of the heart, and can name important bones of the human skeleton. In discussion, pupils showed good understanding of forces. They could give clear examples of the way forces, like friction, and air resistance, affected our lives, and how a 'fair' investigation might be planned and carried out to compare the friction of various surfaces. Pupils extend their numeracy skills when measuring, and drawing block and line graphs, as in their work on the effect of increased force on the extension of a coiled spring. Lesson observations show that in other topics pupils are becoming increasingly confident in performing and evaluating their investigations. In a Year 6 lesson, pupils working in groups to separate a variety of interesting mixtures of substances, showed good understanding of the principles involved. They could explain well how particle size was involved in filtration and, during the plenary session, used good oral skills to communicate their findings to other pupils in the class. Pupils are developing their vocabulary and oral skills through useful plenary sessions, where good questioning promotes thought and discussion. However, extended writing, particularly for the more able, is insufficiently promoted.

75. The overall progress of pupils is satisfactory. However, lesson observation indicates that in those lessons where the pace and level of challenge is sufficiently high, pupils make good progress. This good progress is achieved through good teaching and the progressive challenging tasks provided in those areas of the curriculum recently adopted from the "Science 2000" scheme of work which was recently published by the Qualification and Curriculum Authority. The older pupils make sound progress in their study of bones of the human skeleton. They make good progress in their investigative work, and in the quality and accuracy of their recorded work. Pupils with special educational needs make mainly satisfactory progress in both key stages. However, it is good when either a teacher or classroom assistant works closely with them on tasks which are carefully planned to meet their learning needs. In one Year 6 class, pupils with special educational needs made good progress in their practical investigation of mixtures of sand, peas and water, because of the effective language reinforcement provided by the well briefed support assistant.
76. Pupils' attitudes and behaviour during lessons are invariably good. On a few occasions, when there is insufficient pace to the teaching, pupils lose concentration and enthusiasm and begin to fidget. They show respect for both their peers and adults. During practical work, they use equipment and resources carefully and enjoy working collaboratively.
77. The overall quality of teaching is good, but varied between very good and unsatisfactory. In the most successful lessons teachers use their knowledge well by giving clear explanations, setting clear learning objectives and challenging pupils with skilful questioning. In a very good Year 6 lesson, the teacher provided a challenging set of tasks for pupils to perform in order to plan and implement a number of different separation techniques using a variety of materials and equipment. The teacher used skilful questioning to challenge pupils during the plenary session. She encouraged them to extend their scientific thinking, by relating what they had observed to the scientific principles and their prior knowledge and understanding of substances. As a result, pupils concentrated for most of the time and made good progress in their investigation. They worked productively at their practical tasks and strove to give reasoned oral accounts of their investigations at the end of the session. Good teaching helps pupils to develop their language skills. In a very good Year 3 lesson, the teacher made excellent use of resources to stimulate pupils' oral responses in a plenary discussion about how they might plan to investigate the way various 'unknown' powders might dissolve in water. She used a large scale 'planning board' to clarify pupils' thinking, and focused carefully on target language using word cards stuck to the blackboard. Pupils listened well then responded enthusiastically, eager to show how much they knew and understood. In the least successful lessons teachers' inadequate planning and low expectations lead to low levels of challenge and, consequently, unimaginative responses from pupils whose enthusiasm for the activity disappears.
78. The co-ordinator provides effective support to colleagues and has maintained an adequate provision of resources for the previous curriculum. Although overall, resources are satisfactory, audio-visual resources and computer software for monitoring investigations with the help of computer graphics do not yet match the needs of the most able pupils and the new curriculum. There has been insufficient staff development to support the new curriculum materials fully. The co-ordinator monitors medium term planning but doesn't effectively monitor teaching to ensure a consistent quality between and across year groups. The school had identified in its 1998/9 and 1999/2000 development plans targets for improving science which are

having an impact on the raising of attainment. These targets now need to be focussed more clearly on consistency of teaching quality across and between year groups in order to produce a sustained impact. The school has introduced effective procedures for systematic assessment, based on end of module tests, and optional assessment tasks. Steps are now being taken to use this information in future planning.

79. Since the last inspection, the overall quality of teaching has been maintained. Although the standards of attainment achieved in statutory tests have fallen in recent years, the school has taken action through its development plan to raise pupil attainment and there are clear signs that this has been successful.

ART

80. Whilst it was only possible to observe one lesson during the period of the inspection, a close scrutiny of pupils' folders of work, work in classrooms and around the school and teachers' planning documents all indicate that pupils, including those with special educational needs, make satisfactory progress in the subject. Pupils achieve standards of attainment in art at the end of the key stage in line with pupils of a similar age. At the time of the last inspection, standards of attainment were said to be above the national expectation.
81. Whilst pupils are provided with the opportunity to explore a range of art activities, the main focus of much work is on drawing and painting, with more limited opportunities for pupils to explore ceramics/modelling, textiles and three-dimensional work.
82. Pupils are regularly provided with the opportunity to explore the work of a range of artists and to use their work as a stimulus for their own work. This was observed during the inspection, with pupils considering the work of Miro. The teacher provided pupils with an effective worksheet on his life and underlying theories of his work, before allowing pupils to use this experience to create work of their own in his style. Pupils responded to this task in a committed manner and gave their work their full attention. They are capable of working in an independent and collaborative manner. This was a significant factor in the satisfactory progress made in the lesson, as was the effective support given to individual pupils by the teacher. The teacher was secure in her subject knowledge, encouraged pupils to really extend themselves, and provided pupils with the opportunity to show and celebrate their success. Pupils use materials in a safe and sensible manner and take real pride in their finished pieces of work.
83. Work on display around the school and in pupils' folders of work indicates that pupils are provided with the opportunity to consolidate and make progress in a range of art activities, particularly in drawing and painting. Pupils look at the work of Mondrian, Lowry, and Munsch and create some good quality work in their styles. Pupils in Year 3 produce some attractive woven rainbows and combine them with tie dyed materials to produce some very attractive textile pictures. There are good cross-curricular links, particularly with history, when pupils design and draw Celtic shields, make collage figures of Tudor characters and create collage relief pictures of the Spanish Armada.
84. There is a policy for the subject, and an effective scheme of work which needs to be extended to ensure that pupils have regular access to a wider range of art activities. The recently appointed co-ordinator is already looking forward to addressing some of the issues identified in this report. The artwork in classrooms and around the school makes a positive contribution towards the welcoming atmosphere and overall ethos of the school.

DESIGN AND TECHNOLOGY

85. The overall attainment of pupils in design and technology is satisfactory and the standards of the last report have been maintained. Since the last inspection report satisfactory progress in the 'design' element of the subject has been made, but it could still be improved further. There are some good examples of planning stages in pupils' work, but this was not of consistent quality in every class. Nevertheless, teachers do recognise the design stage as important and have improved their understanding of this aspect since the last inspection.
86. All pupils, including those with special educational needs, make satisfactory progress. They are developing skills using scissors accurately and joining paper and card with different fixing materials and techniques. Pupils in Year 3 can make a variety of solutions to the problem of carrying two eggs safely and use their imagination and ingenuity to create some interesting models. Older pupils build Greek temples using card, and design and build board games with a sound awareness of what is required to make a game successful. The examples observed in lessons were mainly using non-resistant materials but some good quality fabric work, using embroidery techniques, was on display. Examples of previous work indicated a satisfactory knowledge of working with wood and simple motors.
87. Pupils are enthusiastic and interested in solving the problems presented to them. They work well together in small groups, taking turns and supporting each other. They talk confidently about their work and can describe setbacks and successes. They contribute well to the evaluation of each other's models and offer support and suggestions for improvement. Their behaviour is invariably good, and they show respect for their peers, adults and resources.
88. The quality of teaching is satisfactory. Teachers have a sound knowledge of the subject and this allows them to plan work which builds logically on skills which have been already taught. In a Year 6 lesson pupils were asked to test and evaluate board games which they had previously completed. The teacher introduced the work clearly to assess pupils' understanding of the group task. She then went on to motivate pupils using praise and encouragement. In a Year 3 lesson, the teacher discussed with pupils the way they might evaluate the designs of their egg carriers which had been completed some time before for homework. The lesson was well structured, with effective intervention to test pupils' understanding and progress, and good overall pace. Health and safety procedures are observed well during lessons and pupils are carefully supervised when using tools. Pupils' learning is satisfactory. They effectively build on their previous learning and generally show interest and application in their work. They listen well during plenary sessions and are confident in sharing and testing their ideas with others.
89. There is an effective policy document and scheme of work to promote and guide the teaching of the strands of the National Curriculum but few procedures for assessment. There are no set procedures, or records of monitoring outcomes to inform future development. The school has satisfactory resources and accommodation for teaching design and technology. Materials and tools are stored centrally but are readily available to all classrooms.

GEOGRAPHY

90. Owing to timetabling arrangements, only lessons from Years 3 and 6 were observed during the inspection. Other evidence included scrutiny of pupils' work and teachers' plans, discussion with pupils and teachers and with the subject co-ordinator. Photographs showing previous topics were also made available. From this it is clear that pupils' learning is sound. All pupils, including those with special educational needs, make satisfactory progress in the development of their geographical skills, knowledge and understanding as they move through the school. These findings are similar to those reported at the last inspection, although the balance of the curriculum has improved since then, with the result that pupils now learn more about places and social and environmental aspects than previously.
91. Overall progress is satisfactory. In all classes pupils develop their mapping skills and by Year 6 the majority use co-ordinates and four and six-grid references confidently. In Year 6 pupils link their work to history. A good example was their debate and study of the conversion of the Eagley Mills to luxury flats, focusing on the way of life now and in the past. Pupils in Year 3 interpret simple plans and maps well and know the directions of a compass. They also animatedly recalled facts about the Inuit tribes on Baffin Island and compared this region with those close to the equator. In Year 5 pupils spoke knowledgeably about the differences and similarities of life styles in Bombay and remote Indian villages such as Nilgiri. The effect of European climate patterns on habitation, population, industry and agriculture has been studied extensively by pupils in Year 5. Year 6 pupils' knowledge of other parts of the world is soundly developed, for example the different continents and their main physical features. Comparing mountain ranges such as the Alps in Switzerland and Ben Nevis in Scotland, they begin to understand the cyclical variations in farming. Many pupils accurately identify on physical maps features such as river sources and estuaries, and have studied the link between contour lines and varying heights.
92. Pupils have a positive attitude to their work. They listen carefully and respond well to questions. Once on task they sustain concentration and work well together in pairs or group activities. This was very evident in a Year 3 lesson where pupils identified physical and man-made features on a map of the local area. They take care in the presentation of their work, show interest and are enthusiastic.
93. The quality of teaching observed was satisfactory overall. Effective pace was maintained through a range of activities, for example in a Year 3 lesson in the use of matching cards to relevant features on a local area map. Homework is used well to reinforce learning, such as drawing maps of routes to school. Teachers use appropriate questions to develop ideas and extend further pupils' answers. Plenary sessions are used well to reinforce key learning points as was the case in a Year 6 lesson on glacial and river landscapes. Although teachers are increasing the opportunities for pupils to undertake research exercises, the scope for free writing is not always sufficiently developed and as a result higher attaining pupils are not consistently challenged.
94. In those lessons seen, pupils' learning was satisfactory. In the Year 3 lesson they concentrated well on their mapping task and were clear about what they had to do to succeed and were successfully building on their prior knowledge and understanding of maps. In Year 6, pupils showed satisfactory concentration and levels of interest when studying the course of a river in France. They watched a well chosen video and responded with interest to questions about it.
95. The subject co-ordinator is knowledgeable, enthusiastic and works hard to maintain a

good range and quantity of resources. Procedures for assessing pupils' work at the ends of units is satisfactory. The policy, which was written by the co-ordinator, is detailed. The scheme of work, which is based on the National Curriculum programmes of study, is due for review in the near future. Resources are adequate, well-maintained and easily accessible to both pupils and adults.

HISTORY

96. Pupils, including those with special educational needs make sound progress in the subject and achieve standards expected for their age.
97. Whilst current standards might appear to have dropped in comparison with the good standards in the previous report, those weaknesses identified in the last inspection are not evident in the current one.
98. Pupils across the key stage have a sound understanding of change and chronological order. They know about important people and events in the past. Pupils examine resource materials in an effective manner and come to an understanding of cause and effect. This was evident in a Year 3 class as pupils compared the quality of life in an Anglo-Saxon home with that in a Roman villa. Pupils are also able to make some very interesting comparisons between these two periods and contemporary life.
99. Learning is well promoted by teachers' good open-ended questions which extend pupils' knowledge and understanding and challenge pupils' initial responses.
100. Pupils in Year 4 are knowledgeable and enthusiastic about the Tudor period as they explore Tudor portraits and come to a simple understanding of what they reveal about the character of the people themselves. This knowledge is then reinforced by the good use of a video on the Tudor period. Pupils can explore a range of primary and secondary resources, analyse them in a useful manner and come to a clearer understanding of the period being studied.
101. Pupils in Year 6 are introduced to the more distant past as they explore the Egyptians and the role and responsibilities of the Pharaohs. As in all lessons teachers consolidate knowledge from previous lessons before moving on to work on the current lesson. The effective use of computer facilities and the research undertaken through the use of CD-ROMs did much to help pupils acquire a sound understanding of events and social issues within this period.
102. The scrutiny of pupils' work indicates that whilst pupils are provided with the opportunity to explore all the required areas of history, with the exception of Year 6, much of the written work lacks depth. There is over-emphasis on the use of worksheets which only require short responses and lack challenge for more able pupils. Opportunities for pupils to write in an extended or empathetic manner are limited.
103. Pupils' learning is much enhanced by their good behaviour and their ability to work in an independent and collaborative manner. Pupils listen attentively to the teacher and show a high level of interest. When working in pairs or individually they apply themselves well to the task and have a sound understanding of what they are doing. They work at a satisfactory pace and strive to complete work within time limits set.
104. The quality of teaching in those lessons observed is at least sound and sometimes

good. Teachers are secure in their subject knowledge, and, in the best lessons, have high expectations of pupils. This was evident in a Year 3 lesson in which pupils were extending their knowledge of the Anglo Saxons, and in so doing comparing their culture with those of other societies. The teacher had high expectations of the pupils when he set them the challenging task of recording the changes occurring in societies over time. As a result pupils responded well to the task, giving it their full attention and working hard to complete it by the end of the lesson. Teachers have good pupil management and organisational skills which contribute to the active and rigorous atmosphere observed in lessons. Classroom assistants are used effectively to provide good support for pupils with special educational needs.

105. The subject is led by an informed co-ordinator. There is a sound policy and an effective scheme of work for the subject. Pupils have worked with an actor role-playing a Roman soldier, and are provided with the opportunity to visit a local Tudor house, dress in character, and explore a range of Tudor activities. This is much enjoyed by pupils. History is linked to other areas of the curriculum, such as art, and reinforces skills in literacy. The subject makes a positive contribution to pupils' cultural development.

INFORMATION TECHNOLOGY

106. The overall attainment of pupils is below national expectations and progress throughout the school is unsatisfactory. At the time of the last inspection standards were described as 'in line with the national expectation'. Although the present judgement may indicate a decline in standards, this has to be considered in the light of greater learning and teaching demands put on this subject during the last four years.
107. There was very little direct teaching observed during the period of the inspection and judgements are based on a scrutiny of pupils' work, displays, discussions with pupils and teachers and observation of individual pupils working on computers in other subject areas.
108. Where computers are used to support the teaching and learning across the curriculum, the level of competence required is low. Pupils use a word processor program to support writing activities in Year 3 and can vary font and colour and use the digital camera. Mouse control and knowledge of keyboard layout is generally unsatisfactory. In Year 4, pupils develop skills in programming the screen turtle to draw simple shapes and, with the help of a parent, can search a database to extract information about the Tudors. At the end of the key stage, pupils can draw and rotate regular shapes using the screen turtle and have some experience of building simple programs. They use a spreadsheet to convert currency and draw simple barcharts. There was no evidence of their use or understanding of monitoring and modelling, although the school had purchased sensors and planned to introduce their use with all pupils.
109. Pupils are not on course to attain the necessary skills and do not acquire the appropriate knowledge and understanding across all the aspects of the programmes of study. Pupils with special educational needs make similar progress with the computer and have the same access as other pupils for developing their skills.

110. When given the opportunity to work at the computer, pupils' attitudes are good. They show interest in their work and treat the equipment with care. Pupils work well together in small groups, taking turns and supporting each other.
111. The teaching lacks a systematic and rigorous approach to the development of skills, knowledge and understanding. Opportunities for pupils to experience all aspects of the programmes of study are limited and the National Curriculum requirements are not being met. The time given to the teaching of the subject is insufficient, and restricts progression and continuity.
112. Resources are adequate and in good condition. Software packages are available to develop the subject and promote cross-curricular activities. A recent purchase of sensing and monitoring equipment will encourage development in this area.
113. The policy document and scheme of work provide a sound basis for the development of the subject but the implementation is not rigorous. There is a lack of formal monitoring of the teaching taking place and of the range and depth of the taught curriculum. Record keeping and assessment in the subject are underdeveloped.

MUSIC

114. It was only possible to observe four music lessons during the inspection. However, it was clear from these, from listening to singing and playing in assemblies, and from attending meetings of the choir, recorder, ensemble and other music groups that the requirements of the National Curriculum are met and that pupils' learning is very good. In the lessons observed, learning was mostly good or very good.
115. By the end of Key Stage 2 pupils have a very good knowledge and understanding of musical language. They know about harmony and discord, melody and rests. The more able have learned the meaning of a drone, an octave, a major and minor scale, pentatonic and chromatic scales. At the lower end of the key stage pupils understand terms such as 'dynamics', 'duration', 'tempo' and 'pitch'. They can keep a steady beat and produce a variety of sounds with careful and adept handling of instruments. Pupils can readily distinguish individual instruments by listening to recorded music and identifying them on a chart. They appreciate the nuances of musical changes, quickly registering knowledge of different kinds of phrasing and the introduction of new sounds or instruments into a composition. Most pupils maintain a steady rhythm, for example to accompany a rap song. They can compose a piece of music using percussion instruments, tuned or untuned, around a simple structure.
116. The large school choir includes all year groups and is very popular. Their repertoire of songs is extensive and they sing with much feeling and accurate pitch. Singing throughout the school, including that in assembly, is very good. Pupils sing accurately two or more part songs and rounds, for example, *Zum Gali*. They sing enthusiastically with very good recall of words and melody. Diction is good and takes account of appropriate musical stresses. Pupils work well in groups and appraise sensitively the work of others, as was noted in a Year 6 lesson exploring sound by non-conventional notation means.
117. The overall quality of teaching is very good. This represents an improvement on the good teaching noted at the time of the last report. Lessons are well planned by staff who have a very good knowledge of their material. As a result they use very effective methods of organising lessons which have good pace and variety of activities. Such

an example was observed in a Year 4 lesson where pupils improved their singing as well as creating a musical piece for percussion through simple graphic notation. Standards are very high, but the enjoyment of making and hearing music is never absent. There is an appropriate emphasis on improvement through rehearsal and self-appraisal, seen to good effect in a Year 5 lesson during the introduction of syncopation. The learning which results is very good. Pupils of all abilities build on their previous musical knowledge. They often show real interest in learning new musical vocabulary and skills. During group and whole class activities they show a real determination to improve their performance. Often pupils show a good understanding of what they need to do to improve.

118. Several pupils benefit from individual and group tuition provided by the local education authority music service. A wide range of instrumental tuition is offered. Pupils learning to play the cello make a good start and play several notes on open strings accurately. Violinists, flautists and guitarists can sight-read and play basic scales and simple tunes, and percussionists are developing a genuine sense of rhythm and practise hard to perfect their techniques. Many of these young musicians and members of the cluster primary group ensemble perform at venues such as the Victoria Hall in Bolton. All pupils including those with special educational needs enjoy their success and the pleasure of making music together. As a result they make very good progress.
119. The subject is co-ordinated by a very enthusiastic advocate who is very ambitious for continued and further success. She monitors the teaching and learning by frequently working alongside colleagues, particularly the other talented musician on the staff. She has established good musical links with the local high school and prepares the school choir for the annual Primary Schools Summer Festival in Bolton. Other teachers have attended recent in-service courses on conducting, composition and performance. Resources are good and instruments are carefully stored and well maintained.

PHYSICAL EDUCATION

120. The overall attainment of pupils in physical education is above the national expectation. This is an improvement on the level of attainment in the last inspection report. The progress of all pupils throughout the school, including those with special needs, is at least satisfactory and often very good. Classes in Year 6 receive swimming lessons throughout the year and are making good progress towards their 24 metre competency awards. Pupils have good opportunities to take part in competitive sport and team games. They compete in football, netball, cricket and athletics against other schools with success.
121. Pupils work confidently and safely in groups, pairs and individually. They perform the basic actions of moving, turning, jumping and remaining still well, developing good control in co-ordination, balance and poise. Pupils develop their movements in response to music and are able to explore feelings and moods with increasing sensitivity.
122. Pupils participate enthusiastically and apply themselves well in lessons. They concentrate on their work and collaborate well. They show respect for the feelings of others whilst performing for one another. They dress appropriately for physical activities.

123. Overall the quality of teaching is good but ranges from satisfactory to very good. Teachers have a good basic knowledge of their subject. They have high expectations and the lessons proceed at a brisk pace. There is clear progression in the work planned, and lesson objectives are well matched to individual needs. Health and safety procedures are observed and teachers challenge pupils to concentrate and produce their best performance. Pupils are praised and given feedback, which provides opportunity to improve. Pupils' learning reflects the good quality of teaching. All pupils, including those with special educational needs listen well to instructions and concentrate well on improving their movements or co-ordination. They use feedback from the teacher or other pupils effectively to improve their own performances, and show perseverance in trying to improve their skills.
124. Pupils with special educational needs make good progress and, like other pupils, they maintain a good level of interest and enthusiasm during lessons. They show concentration during plenary sessions in order to learn how to improve their performance.
125. The school places strong emphasis on developing physical activity, healthy lifestyles and positive attitudes. The subject is well managed and organised throughout the school but assessment and records of pupils' achievements are under developed. The subject co-ordinator is well qualified and enthusiastic and the generous allocation of time is well used. He is supported by a team of teachers who are willing to devote time out of school to promote the range of teams and clubs which the school provides. In addition, professional coaches from the local football club make occasional visits to the school to provide coaching sessions in football. The provision of resources and accommodation for the subject is good. The hall is well equipped with gymnastic equipment and the outdoor play areas are satisfactory.

RELIGIOUS EDUCATION

126. Only two lesson observations were possible during the course of the inspection. However, scrutiny of pupils' work and teachers' planning documents indicates that pupils, including those with special needs, make satisfactory progress and achieve average standards in response to the requirements and demands of the locally agreed syllabus. Standards of attainment have been maintained since the previous inspection. Those weaknesses identified in the previous inspection were not evident in the current one.
127. In the two Year 5 lessons observed, pupils in one class considered the concern we should have for others, and the helpful and unhelpful things one must take into consideration when coming into contact with a person with troubles, or in pain. In contrast the other Year 5 class explored the theme of repentance and how different faiths respond to this issue. During the two lessons observed many pupils demonstrated the ability to discuss the relevant issues in an open and considered manner. A significant minority of pupils however lacked self-discipline and found problems in working in a formal structure. They failed to listen to the opinion of others. Whilst teachers generally have high expectations of pupils, the majority of written work came about as a response to work sheets which only required short responses and cut and paste activities. Pupils thus only responded to the limited requirements of the work sheets. Opportunities are lost to really extend average and potentially high attaining pupils.
128. Examination of teachers' plans and pupils' written work indicates that, over time,

pupils have opportunities to explore and extend their knowledge of Christianity and other world faiths, including Judaism, Islam and Hinduism. Pupils consider the prophets, festivals and celebrations of each of these faiths, come to an understanding of the beliefs they have in common, and how they come to impact upon and influence their daily lives.

129. The quality of teaching across the key stage is satisfactory. Teachers plan lessons well, use effective, open-ended questioning to extend pupils' knowledge and assess understanding. Whilst teachers provide regular opportunities for classroom discussions, the written work required by pupils is often somewhat undemanding. Teachers are secure in their subject knowledge and present it to pupils clearly.
130. There is a policy for the subject and an effective scheme of work based upon the locally agreed syllabus. It is important that the school provides a range of challenging learning experiences which respond to the needs of pupils of all abilities. The school has a satisfactory range of resources and artefacts linked to the different faiths being studied by pupils. School assemblies and a number of church leaders and visitors provide a useful contribution to pupils' attainment and progress in the subject. The subject makes a valuable contribution to pupils' spiritual, moral, social and cultural development.