

INSPECTION REPORT

Church of England School of the Resurrection
Manchester

LEA area: Manchester

Unique Reference Number: 105547

Headteacher: Miss M. Hogarth

Reporting inspector: Mr S. G. Evans
21217

Dates of inspection: 11-14 October 1999

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior, Infant and Nursery
Type of control:	Voluntary Aided
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr P. Tarbuck
Date of previous inspection:	April 1996

INFORMATION ABOUT THE INSPECTION TEAM

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Mr S. G. Evans, Rgl	Science Design and technology Physical education Under fives	Attainment and progress Teaching Leadership and management Efficiency
Mrs P. Edwards, Lay Inspector	Special educational needs Equal opportunities	Attendance Support, guidance and pupils' welfare Partnership with parents and the community
Mr M. Wehrmeyer	English Information and communication technology Geography	The curriculum and assessment Staffing, accommodation and learning resources
Mrs R. Andrew	Mathematics History Art Music	Attitudes, behaviour and personal development Pupils' spiritual, moral, social and cultural development

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Main findings

What the school does well

- Pupils attain above the national average in English, mathematics and science. This represents very good progress by the time they leave the school.
- The quality of performance in dance is outstanding. Attainment in gymnastics is above that expected of primary aged pupils.
- Pupils' attitudes to learning, their behaviour, relationships with one another and their personal development are good.
- The quality of teaching is good, with a significant amount of very good teaching.
- The provision for pupils' under five years of age is good.
- Curriculum provision, including that for pupils with special educational needs, across the school is good. Assessment procedures are very good.
- Provision for pupils' spiritual, moral, social and cultural development is good.
- The school's partnership with parents and the community is very good.
- The support and guidance pupils receive is very good.
- The headteacher provides excellent leadership, very ably supported by her senior management team and governing body.
- The school provides very good value for money.

Where the school has weaknesses

- I. Attainment in information and communication technology at Key Stage 2 is low.
- II. In mathematics higher attainers underachieve.
- III. The efficiency of financial administration is unsatisfactory.
- IV. Resources for information and communication technology and design and technology are unsatisfactory.
- V. Opportunities for pupils to develop their ability to undertake personal studies are too limited.
- VI. Ethnic minority groups are under-represented on the school staff, among parent helpers and on the governing body.

The school's many strengths by far outweigh the areas requiring improvement. The weaknesses will form the basis of the governors' action plan, which will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

The school has made excellent progress since the last inspection. It is very well placed to sustain the high standards and build upon them further. All key issues for action identified in the last inspection report have been addressed successfully. Pupils' attainment and progress are very much higher. The quality of teaching is very markedly better. Curriculum provision, including procedures for assessing pupils' work, is now much more effective. Pupils' attendance has improved. The school is better resourced. The school gives much better value for money. Most weaknesses are identified by the school and strategies for bringing about improvement are evident in the school development plan.

Standards in subjects

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

Performance in	Compared with all schools	Compared with similar schools	Key
			<i>Well above average</i>
			<i>Above average</i>
			<i>Average</i>
			<i>Below average</i>
			<i>Well below average</i>
English	A	A*	A
Mathematics	C	A	B
Science	C	A	C

Inspection evidence indicates standards in English have been consolidated. Standards of attainment in mathematics and science have improved significantly. Pupils' attainment in information and communication technology is below national expectations for pupils of this age. By the end of Key Stage 2, attainment in gymnastics and dance is above what is expected nationally. Standards in other subjects are in line with those expected of eleven-year-old pupils. Pupils make very good progress by the time they leave the school.

Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Good	Good	Good
Mathematics	Good	Good	Good
Science	-	Good	Very good
Information technology	-	Satisfactory	Satisfactory
Other subjects	Good	Good	Good

The quality of teaching is good, and with a significant amount of very good and excellent teaching, that has a positive effect on pupils' attainment and progress. Teaching is satisfactory or better in all lessons, with 45 per cent good, 27 per cent very good and two per cent excellent. The teaching of the under-fives is good in 33 per cent of lessons and very good in 50 per cent. It is satisfactory in the remainder of lessons. At Key Stage 1 teaching is good in 55 per cent of lessons, 17 per cent is very good and the rest satisfactory. At Key Stage 2 all lessons are satisfactory or better with 47 per cent good and 28 per cent very good. Across the school three out of four lessons are good or better. This is commendable.

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

Other aspects of the school

Aspect	Comment
Behaviour	Pupils' behaviour in and around the school is good. They develop good relationships and good attitudes to their work.
Attendance	Satisfactory. It is in line with the national average.
Ethos*	Good.
Leadership and management	The headteacher provides excellent leadership, with very good support from the senior management team and the governing body.
Curriculum	Good. Assessment procedures are effective in identifying pupils' strengths and weaknesses and for monitoring their progress. The provision for pupils with special educational needs is good.
Spiritual, moral, social & cultural development	Good. The school teaches the principles of right and wrong and the importance of valuing all people, caring for others and increasing self-confidence.
Staffing, resources and accommodation	The school is well staffed with teachers and support staff. There are shortcomings in resources for information and communication technology and design and technology. The accommodation is of good quality.
Value for money	The school provides very good value for money.

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

The parents' views of the school

37 questionnaires were returned. This was 25 per cent of those sent out. 12 parents attended the pre-inspection meeting for parents.

What most parents like about the school

- VII. Staff are easy to approach with any concerns.
- VIII. Encourages parents to play an active part in school life.
- IX. The school enables their children to reach a good standard of work.
- X. It keeps them well informed about their children's progress.
- XI. The school provides a good range of extra-curricular activities.
- XII. There is satisfaction with the school's homework provision.
- XIII. It promotes positive values and attitudes.
- XIV. They feel this is a good school, with a caring and happy environment.
- XV. Their children like school.

What some parents are not happy about

- XVI. Nothing

Inspectors' judgements support the parents' positive views.

Key issues for action

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

XVII. raise attainment in information and communication technology in Key Stage 2 by:

- increasing the amount of planned access pupils have to computers;
- ensuring all aspects of the subject are taught;
- Increasing the number of computers and software.

(Paragraphs 14, 18, 69, 121, 122, 125 and 127)

- increase the rate of progress in mathematics for higher attaining pupils by setting work that is appropriately hard enough.

(Paragraphs 19, 99 and 110)

The headteacher and governing body should:

- improve the efficiency of financial administration.

(Paragraph 74)

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

- in line with the school's development plan, increase the resources for the teaching of design and technology; (Paragraphs 69 and 133)
- increase the opportunities for pupils to work independently to develop research skills; (Paragraph 23)
- examine ways of increasing representation of ethnic minority groups on the staff, among parent-helpers and on the governing body (Paragraph 52).

• Introduction

• Characteristics of the school

1. The school is situated in Beswick near the city centre of Manchester. There are 217 pupils on roll, plus 25 in the nursery class. Forty four pupils are identified as having special educational needs, of whom one has a statement. Children are admitted full-time to the nursery at the age of three. Attainment is below what is expected of children of this age. At the time of the last inspection there were approximately 40 fewer pupils on the roll of the school and two pupils had statements of special educational needs.
 2. The percentage of pupils entitled to free school meals is just over three times the national average and is slightly less than at the time of the last inspection. Twenty five pupils are from minority ethnic backgrounds and almost all pupils come from homes in which English is the first language.
 3. The school's mission statement is:

"As a Church of England School, our approach to all-round development of our pupils is based on a Christian concept of life, centred on Jesus Christ. We are educating for life. Our aim is to care for and train the whole person. Within this context will be provided the required broad and balanced curriculum through which we will endeavour to promote to the full each child's physical, moral, spiritual, intellectual and social development. We encourage our pupils to aim at making our world a better place by forming good relationships, respecting the dignity of each person and realising that each of us has a positive and worthwhile contribution to make".
 4. The school aims:
 - to provide a caring, supportive and good learning environment where there is equal opportunity;
 - to offer a broad and balanced curriculum that incorporates the requirements of the National Curriculum and that will provide pupils with the knowledge, skills, concepts and attitudes needed to succeed;
 - to maintain and develop links with the parish, families within our school and the community to promote understanding and harmonious relationships;
 - to provide each child with the highest quality of education;
 - to develop and maintain accepted modes of behaviour in which a good learning environment for all pupils is maintained;
 - to develop in each child a sense of worth and self-esteem;
 - to involve and inform parents at every stage of their child's education;
 - to stimulate in each of our children a sense of curiosity about the world and to encourage each child to search for truth and purpose in life in order to provide opportunity to develop and grow in faith by which we live.
1. The school aims to have 80 per cent of pupils aged eleven attaining the level expected in literacy and numeracy by the year 2002.
 2. The key issues from the previous inspection were:
 - to improve standards of attainment in all areas of the curriculum, especially English, mathematics and science;
 - to develop a sharper focus in teaching to ensure that the objectives for specific

lessons are met;

- to raise the teachers' and pupils' expectations of educational standards, especially of the more able pupils;
- to implement the recently-formulated assessment procedures in order to inform teachers' planning for the progressive development of pupils' learning;
- to establish arrangements for the appraisal of teaching staff in liaison with the local education authority.

Key indicators

Attainment at Key Stage 1¹

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

Year	Boys	Girls	Total
1998	10	16	26

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	9	9	9
	Girls	11	15	11
	Total	20	24	20
Percentage at NC Level 2 or above	School	77(86)	92(83)	77(75)
	National	80(80)	81(80)	84(84)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	10	10	10
	Girls	14	11	13
	Total	24	21	23
Percentage at NC Level 2 or above	School	92(83)	81(78)	88(78)
	National	81(83)	85(84)	86(85)

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

Attainment at Key Stage 2²

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

Year	Boys	Girls	Total
1998	11	7	18

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	9	8	10
	Girls	5	4	5
	Total	14	12	15
Percentage at NC Level 4 or above	School	78(76)	67(76)	83(94)
	National	65(63)	58(62)	69(69)
Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	9	8	10
	Girls	5	4	6
	Total	14	12	16
Percentage at NC Level 4 or above	School	78(82)	67(76)	89(94)
	National	65(63)	65(64)	72(69)

² Percentages in parentheses refer to the year before the latest reporting year

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

Attainment and progress

1. In the 1998 Key Stage 1 national tests, attainment was above the national average in writing and average in reading and mathematics. In the teacher assessment for science, results were in line with the national average. In comparison with similar schools³ reading and mathematics were well above average and writing was very high. In the 1999 national tests the percentage of pupils attaining nationally expected standards rose very significantly in mathematics, significantly in reading and marginally in science. Standards since the last inspection three and a half years ago have risen considerably. Current inspection evidence indicates standards by the end of Key Stage 1 are above the national average in English, mathematics and science.

8. In the Key Stage 2 national tests of 1998, attainment was above average in English, mathematics and science. In comparison with similar schools, attainment was very high in English and well above average in mathematics and science. In the 1999 national tests the percentage of pupils attaining nationally expected standards⁴ rose again. Standards since the last inspection have gone up very significantly. Inspection judgements on attainment reflect the high standards of the 1998 national tests, and by the end of Key Stage 2, attainment is above average in English, mathematics and science.

9. The school assembles a wide range of data on pupils' attainments and has used this information to set challenging targets for each of the existing cohorts of pupils in Key Stage 2. By the year 2002, when the existing Year 4 pupils are tested, the school has set a target of having 80 per cent of pupils at the nationally expected level in English and mathematics. This accurately reflects the particular strengths and weaknesses of that cohort of pupils.

10. By the age of five, children's attainment is in line with national expectations in language and literacy, mathematics, their knowledge and understanding of the world, creative, physical, social and personal development.

11. By the age of five, the children's language skills are satisfactorily developed. They build up an adequate vocabulary with satisfactory speaking skills. Children make good progress in acquiring pre-reading skills and an enjoyment of books. They learn the letters of the alphabet and their sounds and build up a bank of words they recognise and read. When writing, children use recognisable letter shapes in their names.

12. Children recognise and use numbers to ten. They identify missing numbers in a sequence. They recognise some two-dimensional shapes. Through their topic work, they learn about their own bodies. Children use paint carefully to create detailed pictures of themselves. They enjoy singing and sing songs from memory. Their manipulative skills when using pencils and scissors are developing well. They hold pencils correctly when writing and colouring. In physical activities they move confidently and co-ordinate their movements with increasing control. There are plenty of opportunities to develop physically using pedal and moving toys.

³ Schools with over 50 per cent of pupils entitled to free school meals.

⁴ The national expectation is that pupils will attain Level 4 by the end of Year 6.

13. In English, at both key stages, pupils' attainment in speaking, listening and writing are above average. Reading standards are in line with the national average by the end of both key stages. Standards of literacy are good across the curriculum at both key stages. By the end of both key stages in mathematics, attainment is above average in all areas of learning. Numeracy skills are developed well across the curriculum throughout the school. In science, by the end of both key stages, attainment is above average in all areas of learning.
14. Attainment in information and communication technology is in line with national expectations by the end of Key Stage 1 but below by the end of Key Stage 2. In art, design and technology, geography, history and physical education standards are in line with national expectations by the end of Key Stage 1. By the end of Key Stage 2, attainment is above national expectations in physical education. Attainment is in line with national expectations in art, design and technology, geography and history. In music standards are below expected levels by the end of both key stages. Since the last inspection the overall attainment of pupils across the curriculum is much higher. Standards of attainment in religious education are reported upon separately in a report produced by the diocese.
15. There is no significant difference in the attainment of boys and girls. The school makes appropriate provision for the small number of pupils who speak English as an additional language. Their attainment matches that of the majority of pupils in relevant year groups. Pupils with special educational needs attain well in relation to their prior attainment and targets set in their individual education plans.
16. Children who are under five years of age make good progress across all areas of learning. The rate of progress slows in reception towards the end of the day because there is no afternoon break. Progress in relation to prior attainment and over time at Key Stage 1 is good in English, mathematics, science, art, design and technology, geography, history and physical education. It is satisfactory in information and communication technology and music.
17. The significant number of pupils (20 per cent) who join the school in Key Stage 2 affects the pattern of pupils' progress across the school. Pupils who join the school have lower prior attainment when compared with other pupils in the school. By the end of Key Stage 2, pupils make very good progress in English, mathematics, science and physical education. Pupils make good progress in art, design and technology, geography and history. Satisfactory progress is made in music but progress is unsatisfactory in information and communication technology. The rate of pupils' progress is quicker now than at the time of the last inspection.
1. The following are examples of the progress pupils make in some lessons.
 - Children under five in the nursery made good progress in a language and literacy lesson about letter recognition. They sounded the letter "c" and some were able to recognise it as an initial letter in some words. The pupils were managed well by the teacher and the lesson was well prepared. An appropriate amount of time was spent on the work. The use of skilled support staff positively affected the progress of the children in the lesson. In a reception class lesson children made good progress in a lesson about counting to ten. By the end of the lesson, they counted to ten forwards and

backwards. The rate of progress was positively affected by skilled use of a puppet as a teaching aid. This motivated children and it helped to hold their attention.

- .In a Year 1 English lesson at the start of the day, pupils made good progress. They consolidated well their knowledge of simple sentence construction. The good progress was the result of a brisk pace to the lesson and work that is appropriately matched to the varying needs of pupils. In Year 4 and Year 5 literacy lessons, pupils made very good progress. In the Year 4 lesson about newspaper reports, pupils by the end of the lesson developed an understanding of how styles of writing differ to fit a purpose. The teacher had high expectations of what pupils were to attain and very secure subject knowledge. In the Year 5 lesson about evaluating a text for purpose and audience, pupils developed very well their ability to cross-reference. Work was very well matched to pupils' varying needs. Individual education plans for pupils with special educational needs were used very effectively to plan appropriate work. This is very good practice.

- .In a mathematics lesson in Year 2, pupils increased at a good rate their knowledge of two and three-dimensional shapes. The teacher made effective use of the National Numeracy Strategy and was clear what was to be taught and learnt. This contributed significantly to ensuring pupils made good progress. Pupils in a Year 6 lesson made good progress in the speed at which they mentally calculated multiplication problems. The teacher's high expectations and infectious enthusiasm contributed to the good progress made.

- .Pupils made good progress in a science lesson in Year 2 when completing work about "growing up". By the end of the lesson pupils knew we need food, drink and exercise to help us grow. Skilled questioning by the teacher enhanced pupils' progress. This good quality of questioning ensured pupils' understanding and knowledge developed at a brisk rate. In a Year 3 science lesson on the functions of teeth, progress was good. Pupils learnt what the functions of incisors, canine teeth and molars is. The teacher made good use of resources and skilled use of questioning to develop pupils' understanding.

- .Pupils made good progress in a Year 1 information and communication technology lesson. They were introduced to how to use the shift key for capital letters. Progress was good because the teacher developed effectively pupils' previous learning. Year 5 pupils made satisfactory progress when using a data handling program. Progress was slowed because the class has the use of just one computer. Progress in information and communication technology is too slow at Key Stage 2 because:

- pupils do not have sufficient planned access to computers;
- not all aspects of the information and communication technology curriculum requirements are taught;
- there are not enough computers to meet the demands of teaching the subject successfully.

19. Pupils with special educational needs make good progress at both key stages. The progress of pupils with special educational needs is positively affected by good teaching and very effective use of well-deployed, skilled support staff. Higher attaining pupils generally progress at a similar rate to other pupils. The exception is in mathematics at both key stages when progress is satisfactory but slower than for other pupils. Progress of pupils who speak English as an additional language is good. There is no significant

difference between girls and boys in the rate of their progress.

20. The very significant improvement in standards of attainment and progress pupils make is affected by the large increase in the amount of high quality teaching. The high standards sought by the headteacher are an important motivational factor. Curriculum planning is very much improved and this ensures pupils' work becomes appropriately harder as they move through the school. The quality of provision for pupils with special educational needs is now better. The effective deployment of skilled support staff also positively affects pupils' progress. Pupils' good attitudes to their work also help them make good progress.
21. Pupils' attainment and progress is positively affected by very good use of assessment. This means that work is matched very accurately to pupils' varying needs. Extra lessons in classes known as "booster classes" also contribute significantly to pupils' high attainment and good progress. Good homework provision enhances pupils' progress.

Attitudes, behaviour and personal development

22. By the age of five most pupils have settled confidently into school life, know classroom routines and carry them out sensibly. They are increasingly independent, getting things out, tidying up and looking after their own personal needs. They play well together in the playground. Some pupils in reception and Year 1 still find it difficult to concentrate during direct teaching time or sustain an activity for the required time. They become tired during the afternoon session where there is no break timetabled. As a result concentration and progress decline. In both key stages, most pupils develop a strong sense of belonging, created by the friendly atmosphere of the school. They have positive attitudes to school and to learning. Most listen attentively to teachers' instructions although a significant minority find this difficult and sometimes call out or interrupt. Most pupils show interest and enthusiasm in lessons. They show imagination and creativity in aspects of their work, particularly in dance and art. They handle equipment sensibly and share it readily when required. Pupils enjoy their work and apply themselves willingly to their tasks, taking a pride in their work and trying hard to produce their best. This contributes to the high standards of presentation that most pupils achieve.

1. By the time pupils are ready to leave the school, they have the confidence to ask and answer questions about many issues. They show responsible attitudes as a result of the values that the school develops in them. There are, however, too few opportunities for pupils to take responsibility for aspects of their own work, where this is appropriate, for example in the choice of materials and equipment and in deciding how to record and present their work. There is also little evidence of pupils being encouraged to follow their own lines of enquiry or to undertake personal study other than homework.
2. Behaviour is good in both key stages and together with their positive attitudes, this makes a significant contribution to the good progress pupils make. Parents are pleased with the standards of behaviour and the attitudes and values the school promotes. The standards commented on in the previous inspection report are now firmly established and have continued to improve. Pupils are friendly, courteous and trustworthy and show respect for one another and for property. They have a clear sense of right and wrong and show, during conversations, a strong sense of fairness and justice. During lunchtimes, pupils are well mannered and sensible. They are obedient and respond readily to the clear rules and consistently high expectations of teachers and lunchtime staff. They show respect for well-established procedures and routines, conducting

themselves in an orderly way as they move about the school.

3. Incidents of bullying are rare and when they occur are resolved promptly. Pupils with behavioural difficulties improve as they get older, as a result of the procedures adopted to help them. There have been no recent exclusions.
4. Relationships throughout the school are good. The adults work very well together as part of an effective team. Relationships between adults and pupils are based on mutual respect. Pupils play well together at lunchtimes and break, using constructively the wide range of equipment provided for them. In the classroom, pupils co-operate in pairs and, as they get older, collaborate effectively in small groups. Boys and girls work together particularly well in dance and physical education. There are harmonious relationships and firm friendships between pupils of different backgrounds and ethnic groups.
5. Pupils make good progress in their personal development. They show self-esteem and pride in their achievements, both personal and academic. Older pupils carry out a number of tasks willingly and sensibly in the classroom and around the school, when asked to do so, contributing well to the feeling of community. They show care and consideration for younger pupils when they help to organise games for them during lunchtimes. They show an awareness of the needs of others through their contributions to the harvest celebration and distribution of produce and by occasional fund raising for good causes locally. By the end of Key Stage 2, pupils are confident to question their teachers, to express their own views and opinions. They consider their emotions and feelings in their response to dance and to issues raised in history. They show a growing understanding of, and respect for, the views and beliefs of others. This is developed particularly, but not exclusively, through their work in religious education. There are few opportunities for pupils to show initiative in the school setting other than by contributing to the organisation of the annual entertainment for the community.

27. Attendance

28. Attendance for the previous academic year was 93.8 per cent, which is in line with the national average and an improvement in attendance since the previous inspection. Registers are marked neatly and accurately at the beginning of each session. Punctuality is a concern. However it is improving and most pupils arrive within the first few minutes of the commencement of each session.

27. Quality of education provided

27. Teaching

29. The quality of teaching is good, with a significant amount of very good and excellent teaching having a positive effect on pupils' attainment and progress. Teaching is satisfactory or better in all lessons, with 45 per cent good, 27 per cent very good and two per cent excellent. The teaching of the under fives is good in 33 per cent of lessons and very good in 50 per cent. It is satisfactory in the remainder of lessons. At Key Stage 1 teaching is good in 55 per cent of lessons, 17 per cent is very good and the rest satisfactory. At Key Stage 2 all lessons are satisfactory or better with 47 per cent good and 28 per cent very good. Across the school three out of four lessons are good or better. This is commendable. The quality of teaching has improved very markedly since

the last inspection.

1. The quality of teaching of the under-fives varies from satisfactory to very good and is good overall with half the lessons very good. Individual lessons are well planned and clearly show what is to be taught and learned. In the best lessons teachers have high expectations that are based on a good understanding of the learning needs of the children. Very secure subject knowledge is evident. Relationships with the children are very caring and the management of their behaviour very good. Children receive good, skilled support from support staff. Assessment of children's attainment is thorough and is used effectively to plan work that is matched accurately to their varying needs.
2. At Key Stage 1 the quality of teaching is good, ranging from very good to satisfactory. At Key Stage 2 it is also good and ranges from excellent to satisfactory. At Key Stage 1 the quality of teaching is very good in design and technology and good in English, mathematics, science, art, geography, history and physical education. It is satisfactory in information and communication technology and music. Teaching at Key Stage 2 is good in English, mathematics, science, art, design and technology, geography, history and physical education. It is satisfactory in information and communication technology and music.
3. Across the school, teachers work very hard to plan and prepare lessons. The planning clearly shows what is to be taught and learnt. Teachers give pupils opportunities to develop numeracy and literacy skills in different subjects, for example in design and technology by measuring and in science by ensuring pupils record their findings in a variety of different written formats. There is effective use of pupil assessment to ensure that activities are matched to pupils' varying needs and prior attainment.
4. A range of appropriate teaching methods is used. These include whole-class teaching, group and individual work, involving practical, investigative and problem-solving activities. Time and resources are generally used efficiently. The exception is that computers are underused to support pupils' learning. Teachers have secure subject knowledge. Pupils' behaviour is managed effectively. A strength of the teaching is the good relationships between staff and pupils. Support staff are used well to support pupils' learning and contribute positively to pupils' progress.
34. The quality of the marking of pupils' work is good. All work is marked and the best marking places an emphasis on what pupils need to do to improve their work further. Homework is provided and extends significantly pupils' learning.
35. The teaching of pupils with special educational needs generally takes place within the classroom and is good. There are effective support strategies. These include good use of skilled support staff, planned withdrawal for specific teaching of reading and work set at appropriate levels.

33. **The curriculum and assessment**

1. Curriculum provision is good. The curriculum for English and physical education are very good. The curriculum for information and communication technology is unsatisfactory in Key Stage 2, where it omits the strands of control and monitoring technology and does not cover data handling in sufficient depth. Otherwise the curriculum is appropriately balanced, broadly based and relevant to pupils' needs. It effectively promotes pupils' intellectual, physical and personal development. The school

prepares its pupils well for the next stage of education. With the exception of provision for information and communication technology in Key Stage 2, the curriculum meets statutory requirements to teach all the subjects of the National Curriculum. Literacy and numeracy are given a high priority. Although many effective links are made with other subjects, the planning of literacy and numeracy is not a formal process. An appropriate programme of sex education, based on the school's sound policy document, prepares older pupils for the changes which will occur as they grow older. A good planned programme of personal and social education promotes pupils' personal development and includes suitable reference to health education and dangers of drugs misuse.

2. The careful monitoring of the curriculum by the headteacher, and increasingly by subject coordinators, has enabled the school to redress the weaknesses identified in the 1996 report.
3. The curriculum for the under-fives is very good. The work is planned to provide an appropriate, balanced and broad curriculum which takes into account the learning needs of young children and which offers very good equality of access to all pupils. A good range and breadth of activities gives children the opportunity to develop a wide range of skills, providing an effective foundation for starting the National Curriculum programmes of study.
4. The school makes good provision for equality of access of all pupils in both key stages to the curriculum, enabling them to make good and often very good, progress. Strategies such as matching of work within attainment groups in most subjects, to give the appropriate level of challenge and the provision of support assistants for lower attaining groups, effectively contributes to efficiency in teaching and pupils' confidence in learning. At times, in mathematics, the work set for higher attaining pupils is insufficiently challenging. Where pupils are withdrawn from class lessons for group tuition careful timetabling ensures that they do not repeatedly miss important elements of those lessons. The weakness in planning work to meet the varying needs of pupils found in 1996 has been turned round, to become a strength of the school.
5. The school meets well the curricular requirements of all pupils on the register of special educational needs. Provision, based securely on the Code of Practice⁵, is good. A wide range of support programmes, based on increasingly precise targets set out in pupils' individual educational plans, promotes their good quality of learning. The terms of the statement of special need for one pupil are met in full.
6. Planning for progression and continuity of learning is very good. A key issue of the 1996 inspection report related to weaknesses of planning for pupils' progression of learning linked to limited use of assessment procedures. The school has acted effectively through its action plan and development policy to address these issues and has achieved significant improvement by the adoption of a common format for lesson planning. In-service training has improved the quality of lesson planning and teachers distinguish clearly between learning objectives and classroom activities. Lesson objectives now clearly separate the strands of what pupils will know, understand and be

⁵ Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

able to do and assessment opportunities are written which test the rate of progress towards those objectives.

7. Long term planning is based on good school schemes of work, or recent national guidelines, where the sequence of development of knowledge and skills is clearly laid out from the nursery to Year 6. The schemes ensure that learning is planned linking phase to phase and build systematically on existing knowledge, avoiding wasteful repetition. The scheme for information and communication technology lacks this level of precision. The school guidelines on how to plan and how to assess are exemplars of good practice. Frequent meetings of the staff concerned ensure that planning takes account of pupils' progress as they move up from one phase to another. Each year's planning sets demanding targets and high expectations. The planning process is very well monitored by the headteacher. All these factors represent a significant improvement on the previous report.
8. The curriculum is enriched by a good range of visits to places of educational value which act as valuable starting points and reference sources for science, history, geography, art and design. Many of these make good use of the local environment. A good range of extra-curricular activities builds skills which feed back into the curriculum of English, music, art, information and communication technology and particularly physical education. The older pupils are able to give back to the community the high quality of expertise that they have gained in dance, in their own presentations. The uptake for the various clubs is good, involving nearly a third of the school. The answer to the question, "can both boys and girls participate in, say, football and netball", is "of course". The school football team is successful in competitive games.
9. Procedures for assessing pupils' attainment are good. The policy has been revised and updated since the last inspection and details not only a good range of systems but also promotes consistent use from class to class. Rightly the school has given priority to the core subjects to carry the greatest detail, but half-termly assessments in all subjects provide valuable information for planning further work and informing accurate reports to parents. Assessment in the core subjects meets the requirements of the National Curriculum. Good use is made of baseline assessment information in the nursery and at the start of the reception year to identify pupils with special educational needs. Continuous monitoring of under-fives' progress enables the teachers to determine their readiness to start the National Curriculum.
10. The use of assessment to inform curriculum planning is good throughout the school. It is very good in Years 5 and 6. The use of assessment data to match work closely to the needs of identified groups lies at the heart of the very good progress which the school is able to achieve. This aspect is closely monitored and the school knows the levels of its pupils sufficiently to set realistic targets for the future. Progress tests in reading are administered in each year. Regular analysis of the assessment data enables the school to know the value added by its teaching, or the effectiveness of, for instance, the strategy for teaching writing.
11. Although older pupils learn about targets for development and now select their own work samples for inclusion in their records of achievement, they are not formally involved in the process of self-evaluation, or in the attainment levels to which they are working. From its data the school can be confident that its global targets for the following year are realistic, but it does make explicit the targets for individual pupils to build towards that

forecast. Much of the marking practice in the school is already of the quality where teachers are referring to standards and showing pupils what they need to do to achieve higher levels.

12. The portfolios of work for the core, and some of the foundation, subjects have developed considerably since the last inspection and now provide a valuable source of evidence of standards. In the cases of best practice they act as a monitoring tool for planning, showing how closely teachers achieve the progression they intended. The results of the national standard tests are analysed effectively to indicate trends and weaknesses in provision. In this way the school identified the need to move its focus from writing to speaking, spelling and reading.
47. **Pupils' spiritual, moral, social and cultural development**
13. The provision for pupils' spiritual, moral, social and cultural development is good, including that for pupils under five years of age. The school is a caring, supportive community that fulfils its clearly stated aims to foster both intellectual and personal development. There is a strong sense of community and belonging. There has been an improvement in each aspect since the previous inspection. The school has no written policy or guidelines to make clear to teachers how each element might be developed in the classroom.
14. Provision for spiritual development is good. Pupils and their work are respected and valued. In some areas of the curriculum, notably through dance, teachers inspire pupils to produce imaginative work of outstanding quality, in response to their feelings and emotions. These opportunities, for example the crown of thorns sequence, contribute strongly to their spiritual development. In art, pupils reflect on and are inspired by the work of artists and craftsmen. In history, especially in the World War II topic studied by Year 6, good opportunities are made for pupils to discuss important issues, such as the use of force and human rights. Pupils are given good opportunities to gain understanding of other major world faiths and to reflect on the beliefs and values of others, through religious education lessons. Pupils learn the values and beliefs of the Christian faith. Moslem pupils are invited to share aspects of their faith and to explain how it affects their lives. In other areas of the curriculum, however, opportunities for reflection and spiritual enrichment are few. A structured programme of worship provides further opportunities for reflection on a variety of themes. The cross, display of flowers and well-chosen book in the entrance hall give pupils and parents pause for thought and remind them of the school's foundation and underlying Christian ethos.
15. There is good provision for pupils' moral development. A carefully considered discipline policy is based on mutual respect and co-operation and its principles are consistently reinforced. The school promotes a strong sense of shared standards and values both through its positive ethos and the good examples and high expectations of good manners set by the head teacher and all staff. Adults encourage pupils to behave well and show consideration for others. Teachers frequently praise pupils and give rewards for their behaviour, efforts and achievements, promoting their self-esteem. Pupils develop a clear understanding of 'right and wrong' through well-chosen stories. The sensitive handling of behavioural issues, as they arise in the classroom and playground, contributes to pupils' understanding.
16. Provision for pupils' social development is good. The school provides a programme of visits, culminating in an annual residential visit for Year 6, which broadens their social

experience and provides valuable opportunities to develop independence. Pupils participate in competitive sports and activities, such as football and rounders that promote a sense of teamwork. The school fosters a sense of the value of the community. Older members of the community are involved in classroom work, for example sharing their experiences of the war years. Others hear pupils read on a regular basis or attend the awards assembly along with parents and friends. Pupils are involved in distributing harvest gifts to the elderly and organise an annual, social event for them in school. These have become popular events in the community. The curriculum provides good opportunities for pupils to work co-operatively in pairs and groups, for example in physical education and in English. This encourages pupils to consider the views of others. They are involved in fund raising for local charities, especially in response to the needs of members of the school community. They gain a good understanding of citizenship through the programme organised with the local police. Pupils are given a variety of responsibilities related to school organisation, which they carry out sensibly and willingly, enabling them to contribute to the school community.

17. There is good provision for pupils' cultural development. Pupils examine the cultural heritage of the area when they visit Lyme Park, Manchester Cathedral, the Mosque, Jewish Museum and the Lowry Gallery. The school celebrates special events in the Christian calendar and festivals from other major faiths. Pupils are provided with many opportunities to learn about artists. Similar opportunities to learn about composers, for example in music lessons, are few although in one lesson observed good use was made of the music of the war years. Teachers occasionally make use of first hand multi-cultural experience and information provided by pupils within the school. It is evident that consideration has been given to ethnic diversity in the choice of fiction and reference books. African art is represented in displays of pupils' work and artefacts, although the artists they study are almost all European. Opportunities to learn about non-white and non-European cultures are insufficiently integrated into the curriculum at present. Opportunities are missed for example in design and technology, including food-technology and in music to celebrate the rich diversity of pupils' backgrounds and cultures. Classroom assistants are drawn predominantly from parents of pupils in the school. The ethnic minority community is not currently represented amongst them or amongst the many parent helpers. The school values the support it enjoys in other ways from parents of many ethnic backgrounds. It has yet to consider how to involve them more closely in classroom work.

52. Support, guidance and pupils' welfare

18. The good care given to pupils found at the time of the last inspection has been maintained. Parents are appreciative of the standards of care and support provided by the staff. They know their children are treated with understanding and respect. Recording and monitoring arrangements for pupils' academic progress and personal development are good. In addition to the national tests all pupils do a range of tests. Three reviews are held with parents each year and a written report is issued on each pupil's academic progress and personal development. The whole school approach to monitoring progress together with the review meetings and informal contacts with parents means that teachers know their pupils well. Sporting achievements, good work, attendance and attitudes to learning are celebrated in assemblies. This recognition and reward provides frequent and public confirmation of good performance. Highlights of each pupil's work, awards and certificates are collected in pupils' achievement files. For

pupils identified as having special educational needs monitoring arrangements are good. Links with outside agencies are not frequent enough and do not have a positive affect on pupils' learning.

19. There has been an improvement in the consistent application of the school's policy on behaviour. All staff follow the procedures which promote the school's expectations for behaviour. The staff deal with any reported instances of bullying or unacceptable behaviour swiftly and effectively.
20. The school has excellent procedures for regularly monitoring and encouraging attendance. Parents are clear about informing the school when their children are absent. The education welfare officer visits the school regularly and assists with attendance when problems arise.
21. The school follows the procedures of the local area child protection committee. There is a named member of staff with responsibility for child protection issues. All staff have undertaken recent training and the procedures are well known. Matters in relation to pupils' health, safety and well-being are catered for effectively. There is a comprehensive health and safety policy and risk assessment is regularly undertaken. The school has an agreed sex education policy and drug awareness is taught. The procedures for administering first aid and informing parents in an emergency are good. All relevant safety checks on fire appliances and electrical equipment will be completed this month. The steps outside the exterior doors of the Key Stage 2 classrooms which are used as fire exits give cause for concern, as they are a trip hazard.

56. **Partnership with parents and the community**

22. The school has worked hard to encourage parents to support their children's learning and improve the information provided for them. This aspect has improved since the previous inspection and is now very good.
23. Parents are happy with the general information they receive from the school. There are regular newsletters, a useful prospectus and a notice board to aid the transfer of information. Annual progress reports are detailed and some contain information on areas for improvement. Parents are given information on the topics to be covered each term. Some parents take part in the reading together project that involves parents and their children reading at home to assist with literacy at school. Parents are happy with the amount of homework given to their children and some parents regularly complete their children's reading diary. The homework given increases as the pupils move through the school and contributes significantly to their learning. Parents feel welcome in the school and some assist in class and on educational visits. Parents of children with special educational needs are fully informed about the school's general procedures and they are always invited to the reviews.
24. There are good links with the church. The parish priest regularly leads collective worship and pupils visit the church for Christmas, Easter and leavers' service. The harvest is distributed to local senior citizens who are also invited to the school pantomime. Pupils have taken part in fund raising for charities such as the Macmillan Cancer Relief Fund, which enables them to develop an awareness of others less fortunate than themselves. The school has worked with Manchester City Football Club on the community learning through football project. Pupils have taken part in dance festivals, the diocesan jubilee festival and the Mothers Union centenary festival. These

links, visits to places of interest such as the nearby Salford Museum and the expertise of visitors to the school adds to the quality of learning provided for the pupils.

59. **The management and efficiency of the school**

59. **Leadership and management**

25. The school is very well led by the headteacher who provides clear educational direction, and strong, influential and supportive leadership. The deputy headteacher and senior teacher, who together with the headteacher provide an excellent senior management team for the school, very ably support her. The senior management team effectively monitors educational provision in school. Most co-ordinators are newly appointed to the school. The role of subject co-ordinators is clearly defined and they have already a positive influence on standards. They provide expertise and monitor coverage of pupils' work. They have not had time yet to monitor the quality of teaching or standards of attainment within the subject for which they are responsible. The two established co-ordinators provide very good all round leadership within their subjects. The quality of leadership has improved markedly since the last inspection.

26. The governing body meets regularly and nearly all statutory requirements are met. The exception is all aspects of information and communication technology are not taught. The governing body's meetings are very efficiently and effectively managed. Committees effectively oversee various aspects of school life and designated governors provide valued support, for example in respect of special educational needs. Governors demonstrate a good understanding of their roles and work hard to support the school with advice and encouragement. The governing body is involved in strategic planning, decision-making, and in reviewing and monitoring school developments. This is very good practice.

27. The school has appropriate aims and values. Although implicit in the school's aims there is no clearly stated commitment to high standards of attainment. The implementation of the school's stated aims and values is very good and they are well supported by parents. There is a very positive ethos, which reflects the school's commitment to an effective learning environment, very good relationships and equality of opportunity for all pupils. The school's ethos very positively affects standards.

28. School development planning is very good. It provides in detail areas for development during the next two years. Developments are given appropriate priority, costed and clearly show what improvements are to be made in order to evaluate their success or not. Previous strategic planning is thoroughly reviewed and evaluated and form the basis of the current school development plan. The school development plan is regularly monitored by the senior management team and discussed fully with the governing body.

63. **Staffing, accommodation and learning resources**

29. The match of number, qualifications and experience of teachers to the demands of the curriculum is good, including that for the teaching of the under-fives. The school has a larger than average team of very hardworking and committed teachers, well qualified to teach the subjects of the primary curriculum. The teacher of pupils with special educational needs gives valuable specialist support to class teachers. Additional part-

time teachers and booster tutors give effective support to lower attaining groups in the period leading up to the national tests. Visiting teachers give expert tuition in instrumental tuition. The staff works in close partnership to maximise the potential of the resources and accommodation to raise standards.

30. The match of number, qualifications and experience of support staff to the demands of the curriculum is very good. Every teacher is capably assisted by a nursery nurse or class support assistant. Their work as both general classroom assistants and in supporting the learning programmes for individuals and groups of pupils with special educational needs is particularly effective in promoting progress. They are versatile and give good support in a wide range of subjects. There is close liaison between all members of staff.
31. Arrangements for induction of new members of staff are good. Arrangements for formal appraisal have covered the longer serving members and will be applied to newer staff under the new arrangements. Staff have detailed job descriptions which specify their roles as classroom teachers or as subject co-ordinators. This is an improvement since the previous inspection. Co-ordinators are able to provide an effective in-service training programme, which is beginning to have a positive impact on the expertise of staff and which has established an ethos for subject development. The senior management team makes time available for the co-ordinators to carry out their role of monitoring teaching and provision in their subjects.
32. The headteacher is very ably assisted by the school secretary to ensure the smooth operation of the routine administration. The site is well tended by the caretaker and her cleaning team, who maintain the school as a clean and secure environment, creating a welcoming and tidy impression. The teachers have worked particularly hard to provide an attractive environment with bright, often interactive displays, not only celebrating pupils' work, but also providing a record of progress and at times a good teaching resource. They appreciate the assistance of parents in this and other vital tasks. The midday supervisors contribute well to the pleasant, orderly atmosphere at lunchtime, in the dining hall and playgrounds. In summer they give time and attention to promoting a range of play activities.
33. There is better than average accommodation for the needs of the pupils and the curriculum. Many large and bright classrooms create a good working environment. The central dining area is flexibly used as a quiet working environment for groups of children with special educational needs and promotes good progress. The school site has good sports facilities and a secure area for under-fives play and physical activities. A well-stocked library is available for pupils' research or quiet independent study but is more often used for literacy hour introductions. Overall accommodation has a positive impact on teaching and learning. Attached to the school is a circular building, the worship centre. This is an eyesore at the moment but the governors have plans to refurbish it and bring it back into use possibly as an information and communication technology suite.
34. Resources for teaching and learning are satisfactory and generally meet the needs of the curriculum and the range of pupils. Some are very good, for instance equipment and materials for English, history, geography and physical education. Others, such as for information or design technology, are unsatisfactory. The school lacks sufficient computers and equipment for control and data sensing. Imaginative and appropriate

special needs resources motivate and encourage pupils to learn. Resources overall have improved since the last inspection. Good use is made of loan services to supplement the school's resources. Particularly well-planned use of outside resources and visits contributes to the quality of pupils' education.

69. The efficiency of the school

35. The overall efficiency of the school is good. Funding for pupils is around the national average for primary schools. Governors are very committed to spending this funding to support the education of those pupils currently in the school but at the same time have a good awareness of future needs. Financial planning is very good. Governors are provided with all the information they need to make considered decisions. There is an active finance committee, with appropriate terms of reference, which understands the school's financial position and priorities. They make good use of available financial information and plan ahead as far as is reasonable. The money carried forward from previous years is planned for carefully. There is an ongoing programme of internal decoration. The number of support staff has been increased. Money is set aside to develop a computer suite.
36. Grants for staff training are allocated to support the targets in the schools' development plan and in this way are directly related to the pupils' learning. This has a positive effect on standards. The school spends effectively on special educational needs confirming its commitment to the support of these pupils.
37. Teaching and support staff are very well deployed. All staff are involved in curriculum planning and are very well aware of pupil needs through the sharing of information and access to individual education plans. All teachers take the lead and support in at least one curriculum area.
38. Resources are used efficiently to support pupils in their learning except in information technology. The available accommodation is used well. The newly established library is not yet fully functional.
39. The recent audit of the school earlier this year gave some recommendations for the school's financial administration. The governors have acted upon these. Finances are kept in good order. Budget accounting systems are not computerised. The financial administration takes up too much of the headteacher's management time. This is unsatisfactory. The school's day-to-day organisation and administration runs very smoothly and efficiently carried out by a friendly, helpful secretary.
40. Taking into account the attainment of the pupils on entry, the good quality of teaching provided, together with the overall high standard of work, good progress and behaviour, the excellent leadership and the costs involved, the school is judged to provide very good value for money.

75. **PART B: CURRICULUM AREAS AND SUBJECTS**

75. **Areas of learning for children under five**

76. Provision for children under five years of age is good and takes place in bright spacious nursery and reception classrooms. Since the previous inspections under-fives' provision has improved significantly. The quality of teaching is better, curriculum planning and assessment procedures are improved and outdoor play facilities are now of a very high standard. The school has a very positive commitment to under-fives' provision.
77. Children enter school when they are three and at the time of the inspection all children in the nursery and the vast majority of those in reception were under five years of age. They enter school with a range of ability, which for a very high percentage is below expectations. By the age of five most children achieve the Desirable Learning Outcomes⁶ in all areas of learning. They make good progress across all these areas.
1. Children are quickly integrated into the welcoming atmosphere of the nursery class and respond well to the stimulating routine. In the nursery and reception the teachers and nursery nurses provide a good programme of activities that gives very good support for the areas of learning for children under five, whilst preparing them for the formal requirements of the National Curriculum. Opportunities are given for children to make choices and play at their own pace. The absence of an afternoon break for children in reception adversely affects their progress in lessons at the end of the afternoon. In some literacy and numeracy lessons in reception the time children are expected to work on their own is too long. In reception, the carpet space available for children to sit on for whole class sessions is too small for the number of children currently in the class.

Personal and social development

79. Children make good progress in personal and social development and, by the age of five, share equipment and play and work happily together. They gain in independence and develop good relationships with one another and adults. They develop an understanding of the difference between right and wrong and learn to care about those around them.

Language and literacy

80. Many children start in the nursery with limited ability to concentrate and underdeveloped speaking and listening skills. By the age of five, language skills are in line with nationally expected standards for many children and they build an adequate vocabulary and increased clarity in their speaking skills. This represents good progress. Many children make good progress in acquiring pre-reading skills and an enjoyment of books. They take books home to read with their parents. This is reinforced by access to areas of the classrooms set aside for activities to develop reading and listening skills. As language skills develop they learn the letters of the alphabet and their sounds and start to build a bank of words that they recognise and read. When ready, children use the school's reading scheme well. Role-play areas, such as the "shops" in the nursery and reception classes stimulate imagination and enhance language development. Children steadily learn to copy simple sentences, moving on to more independent writing with attention to spelling and presentation.

⁶ These are goals for learning for children by the time they enter compulsory education at the age of five. They mainly refer to literacy (speaking, listening, reading (recognising their own name, enjoyment of stories, books and pictures) and writing, e.g. writing their names and recognising UPPER and lower case, numeracy (recognising the meaning of numbers, beginning to add and subtract small numbers, sorting and matching objects and numbers and recognising common shapes and patterns) and personal and social skills.

Mathematics

81. Good progress is made in mathematical development and children reach standards expected of five-year-olds. By the age of five, many children count, sort, match, order and sequence numbers and objects. They handle two- and three-dimensional shapes and compare them, learning to name them correctly. Many children recognise and use numbers to ten and beyond. Some understand number operations such as simple addition and subtraction. They enjoy number songs and rhymes, which enhance learning. Children explore capacity and volume through water and sand play.

Knowledge and understanding of the world

82. Children learn to explore the world around them in a scientific way. Through activities such as examining different materials they find the difference between their surfaces. They learn the names of parts of their body. They know what senses they possess. Through sequencing of events and sharing news they learn about the past and how things change. They talk about where they live and their families. Computers are used effectively by children to reinforce their learning, such as making patterns with shapes in a mathematics lesson. Standards are those expected of five-year-old children and they make good progress.

Physical development

83. Children's physical development, by the age of five, is in line with the standards expected of children of this age and they make good progress. Children make models with construction kits and use tools in activities such as cutting and joining different materials. These skills are used effectively in designing and making a montage of faces. They learn how to use pencils and paintbrushes correctly, drawing and painting pictures. They climb safely on the outside climbing apparatus. They throw quoits and balls with increasing control and accuracy. They move imaginatively in movement work in the school hall. They use pedal and moving toys to develop their coordination and stamina.

Creative development

84. By the age of five, children's creative development is that expected of children of this age and they make good progress. They use different media and tools to explore colour, texture, shape and form. They produce a range of black and white pictures in the style of Escher. They print patterns on paper and fabrics with a range of objects, including their hands. They enjoy musical activities and sing with enthusiasm, learning the words of songs and singing in time.

1. Teaching is good and often very good. It demonstrates very good knowledge of the needs of young children, very good teamwork and organisation. Teachers use resources well and develop very caring relationships with the children. Classrooms are very well prepared with appropriate resources and expectations are very high. Support staff are skilled and make a very valuable contribution to enhancing children's learning.
2. The curriculum is very well planned and leadership is very good. Through regular meetings, involving all staff, the curriculum is monitored and adjusted appropriately. The assessment of children is very good. Records are kept carefully and the information used to assist planning, reporting to parents and to track the progress children make against targets set. Resources for the early years are good. There is a secure outside play area with sufficient appropriate outdoor play equipment.

English, mathematics, science and information and communication technology

86. English

3. The school adopted a determined approach to rectify the many weaknesses identified in the 1996 inspection. Through the detailed action plan, the school has not only removed the weaknesses, but has effected a very substantial improvement in standards. The trend over the last four years for writing in Key Stage 1 and for English overall in Key Stage 2 is of rising standards at a significantly higher rate than nationally. Inspection evidence indicates standards are above the national average by the end of both key stages.
4. Whilst standards of reading in the 1998 Key Stage 1 national tests were close to the average, the standards in writing were above the national average and the number of pupils achieving the higher Level 3 was very high in comparison with the average. Standards in English at the end of Key Stage 2 were above average, with the number of pupils achieving the higher Level 5 well above the national average. Girls in Key Stage 2 performed better than boys but no more than the national average for this. The results for the school were well above those of schools with a similar intake. Results for both key stages put the school achievement in the top 5 per cent of the country. Indications are that the school has maintained these high levels of attainment in the 1999 tests.
5. The reason for this remarkable success is the intensive focus given to literacy training. The school created conditions for good progress in literacy. They prioritised the development of the National Literacy Strategy and trialled it before many other schools. They enhanced resources for language teaching and placed greater emphasis on precise teaching of writing skills. The high level of planning, which details very specific skills and shows the sequence of steps by which they will develop, promotes a consistency of approach across the school. Linked to this is a policy for pupils with special educational needs of very good support from classroom assistants, special needs teachers and volunteer parents. They directly match work to the targets in their individual education plans. In the period leading up to the tests there are booster classes, an intensive homework programme and additional support teachers to give extra tuition.
6. In contrast to the 1996 report, pupils' listening skills are above average throughout the school. They listen attentively and reflect on what they hear. They can take in information from teachers and fellow pupils and follow instructions accurately. Standards in speaking overall are nearer to the average. Many pupils are eager to talk and are quite articulate, particularly when they use complete and complex sentences. Year 6 pupils, in reading out their impressions of their dance exhibition, have an above average clarity of diction and phrasing. A minority of pupils are more hesitant and barely achieve the average level by the end of Year 6.
7. Standards in reading at the end of both key stages are in line with the national average. By the end of Year 2 a large minority are in line to achieve the higher Level 3, already demonstrating fluency and awareness of character. By the end of Year 6, pupils possess a satisfactory groundwork of words known by sight and can use the strategy of splitting words into segments to tackle new words. A minority of Year 6 pupils know and can use fast reading strategies of skimming and scanning. Most can extract information

accurately from text, either in books or on the computer screen. The ability to read with lively expression and infer deeper meaning within the text is stronger in higher attaining pupils, who can explain their understanding well but do not know the genre of the books they are reading. Pupils with special educational needs achieve at a lower level, with phonics not as secure and with a smaller vocabulary of words known by sight. Nonetheless they can read with expression and maintain motivation and interest. Overall, skills in using the library as a source for research and the habit of working independently on personal projects are limited.

8. Standards in writing are above the national average at the end of both key stages. Most higher and many average attaining pupils are competent in writing for a wide range of purposes. They write in an interesting style with a good awareness of the audience that the text is aimed at. Pupils with special educational needs find it difficult to distinguish between the styles. Grammar and punctuation are satisfactory for most pupils but spelling is relatively weaker. Most pupils use a consistent and well-formed print but only a minority use cursive script consistently. Spelling is relatively weaker.
9. Pupils, including those with special educational needs and those who speak English as an additional language, make good progress in Key Stage 1 lessons. Pupils in Key Stage 2 make very good progress, accelerating as they go higher up the school. This progress is linked closely to the quality of teaching. Teaching in Key Stage 1 is good overall. Teaching in Key Stage 2 is very good and sometimes excellent.
10. Pupils' response to the subject is positive. They enjoy both reading and writing and listen carefully to instructions and explanations. Many talk about their work with enthusiasm and are keen to make progress. They work well together, both in formal tasks and as part of their learning, sharing ideas and information. Pupils of all ages show an encouraging degree of confidence.
11. Teachers make best use of the purposeful ethos set by the school. Reading progress is maintained at a strong pace through the structure of the reading scheme, enhanced by the teaching of phonics and sentence level work in the Literacy Hour. Teachers use the literacy hour well. The very good quality of assessment enables teachers to match work to pupils' varying abilities. In contrast to the 1996 findings, the tasks given to lower attaining pupils are appropriate and always lead them to make good progress towards their individual plan targets because the tasks have been selected to do this. The higher attaining pupils are well challenged.
12. Expectations of good presentation, steady work and good behaviour are high. The emphasis on textual study makes pupils' writing more interesting and pupils are able to use increasingly more complex sentence structure and more vivid vocabulary. The attention given to speaking in literacy lessons effectively develops confidence in both speech and reading with expression throughout the school. Out of the classroom the headteacher is often to be seen coaching pupils in preparation for a presentation they will be making in public, which encourages them to put trust in their abilities.
13. Teachers use an interesting and effective range of methods to put across the learning points and resources are well prepared. The pupils always have sufficient textbooks for individual work, which aids their concentration. Year 6 pupils progress in their knowledge and accurate use of specific grammar, syntax and stylistic writing techniques from a very good range of prompt sheets prepared by the teacher. Year 1 pupils

developed their awareness of character and narrative by creating dialogue for the Goldilocks and bear family of dolls. The use of information technology by Year 4 pupils gave them a good insight into the value of machine printed work against hand written and spurred them on to improve their work. However, the use of this technology is not consistent through the school.

98. In the strongest lessons, and examples of very good teaching occurred in both key stages, the key factor is good planning. In these lessons teachers set precise objectives for what they want pupils to know, understand and be able to do. They make these objectives known to the pupils and assess progress towards them at the end. The marking of work in these lessons relates to the learning goals. A comprehensive programme of standardised testing is used to track the value added by the school in reading, writing and spelling. The tests also serve effectively to set starting points for topics, to inform the matching of work and to guide the formation of groups.
97. **Mathematics**
1. The 1998 National Curriculum test results at seven years of age indicate that the standard of pupils' attainment is in line with the national average and well above the results of other similar schools. The percentage of pupils attaining Level 3 is above the national average. At eleven years of age results are above the national average and well above those of other similar schools. The percentage of pupils attaining Level 5 is below the national average. The 1999 results show a further improvement on the 1998 results at both key stages. Results in mathematics have risen substantially over the last three years. There has been a very significant improvement in standards since the previous inspection when standards were described as below average and well below average at Key Stage 1. The number of pupils achieving Level 5 at Key Stage 2 remains relatively low.
 2. By the end of both key stages attainment is above average. The school has set ambitious targets of 80 per cent of its pupils attaining Level 4 or above in the end of year tests in Year 6. These figures are lower than last year to reflect the number of pupils in the year group who have special educational needs. The procedures that are in place for homework, individual targets for pupils and arrangements for booster classes indicate that the school is on course to meet its targets.
 3. By the end of Key Stage 1 pupils are secure in addition and subtraction to 20 and understand number patterns to 20. They can order and sequence numbers correctly to 100. They are developing a sound understanding of place value for three digits. Higher attaining pupils solve money problems up to 50 pence and give change. Currently most pupils know number facts to 10 and use them accurately in mental calculations. They are not yet able to apply their knowledge of number patterns and relationships to make mental calculations with two-digit numbers. In shape, space and measures, pupils recognise regular two and three-dimensional shapes. Higher attaining pupils describe their properties, including the numbers of sides and corners. They use everyday non-standard units accurately to measure length and weight. In data handling, pupils gain good experience from recording information in block graphs, for example about how they come to school.
 4. By the end of Key Stage 2, pupils are confident with addition, subtraction, multiplication and division. They have a good understanding of place value including

decimals. Pupils add and subtract decimals accurately to two places in relation to money. They use a variety of strategies effectively when solving number problems. Pupils understand equivalent fractions. Higher attaining pupils understand the relationship between percentages and fractions and use them correctly in finding proportions of numbers. In space, shape and measures pupils calculate accurately perimeters and areas of regular shapes and use simple formulae. They classify angles, measure and draw them accurately. Pupils construct and interpret line graphs properly. Higher attaining pupils understand and use range, interval and mode in data handling activities. The quality of presentation is high and the quantity of work completed by pupils of all levels of attainment is substantial. Currently pupils in Year 6 use a range of mental strategies to solve problems involving multiplication. At least half already have a good recall of table facts. They multiply any two-digit number, including decimals by 10 or 100.

5. Pupils of all levels of attainment, including pupils with special educational needs, make good progress through Key Stage 1. Pupils who speak English as an additional language make good progress. Pupils in Year 1 build on their understanding of early mathematical activities undertaken in the reception class by, for example, investigating different ways of making a given total. They progress from making simple comparisons of length to estimating and making measurements with cubes. They begin to learn about doubles and halves to help them to calculate mentally. They learn the names of two and three-dimensional shapes. In Year 2 pupils improve their ability to calculate with bigger numbers and consider alternative methods. They develop a sound understanding of place value involving three digits. Higher attaining pupils are beginning to explain their methods but many other pupils find this difficult. Work in shape and data handling builds less systematically through the key stage and progress, although satisfactory, is not as good as in number work.
6. In Key Stage 2 pupils, including those with special educational needs and those who speak English as an additional language, continue to make good progress in number work. In Year 3, pupils build up their knowledge of tables and use mental recall to solve multiplication problems. In Year 4 they apply their knowledge of multiplication and division to problems using bigger numbers and develop methods for adding and subtracting four-digit numbers. They extend their understanding of measurement when using standard metric units for length and weight. In Year 5, pupils build on earlier work with halves and quarters when they learn about fractions, including simple equivalencies. They learn how to add and subtract decimals. They make good gains in data handling when they collect class data about credits given for good work and investigate different ways of presenting and interpreting it.
7. Throughout Key Stage 2 pupils make particularly good progress in their knowledge and understanding of number and data handling. Progress in shape and measures, although satisfactory, is relatively slow. There are too few opportunities for using and applying mathematics to real life situations and to investigating patterns and relationships, particularly in the early part of the key stage. Evidence from lessons and from the scrutiny of pupils' work indicates very good progress in Years 5 and 6 in all aspects of mathematics. Progress in mental agility is particularly marked. Teachers' high expectations, careful assessment and target setting for individuals, the regular homework set and booster classes all contribute to this.
8. Numeracy skills are developed well throughout the school. The daily mental sessions

contribute strongly to this. Pupils develop a good sense of number, calculate with a good sense of accuracy and, in Key Stage 2, are confident in using numerical data in tables and graphs.

9. Although test results indicate that there have been significant variations in the attainment of boys and girls in different year groups, overall there is no significant difference between the attainment and progress of pupils of different background, ethnicity or gender. Pupils with special educational needs make good progress. They are well supported by classroom assistants and teachers who have a thorough understanding of their needs and, where relevant, their individual education plans. Where necessary they are occasionally withdrawn in small groups from their classes to go over mathematics work that has caused difficulties. This ensures they are ready to move on in the next class lesson.
10. The pupils' attitude to work is good at both key stages. All pupils enjoy the mental sessions that are a part of every mathematics lesson. They are willing to answer questions and although many younger pupils find it hard to explain their methods, they are prepared to have a try. In Key Stage 1 some younger pupils find it hard to concentrate in the direct teaching part of the lesson and some call out. They respond well to the teacher's reminders, however, and settle to their tasks quickly. Older pupils in the key stage are eager to respond. They take up the teacher's ideas and co-operate well in pairs to play a game with shapes. Most persevere for the required time but some get noisy towards the end.
11. Younger pupils in Key Stage 2 are also inclined to be noisy when they work on independent tasks. They complete their work to a satisfactory standard, however, and seem not to let the noise interfere with their progress. Older pupils in the key stage listen attentively, respond well to questions and communicate information freely and effectively. They concentrate on their work, try hard and take care with the presentation of their written work. They are keen to explain their mental strategies and enjoy demonstrating their skills on the blackboard. Their behaviour is good. There were few opportunities during the inspection for pupils to collaborate on group tasks, to follow their own lines of enquiry or to choose their own methods of recording their work. They respond well when they are required to work with others and share ideas freely.
12. Evidence from the observation of lessons and from pupils' completed work indicates that the quality of teaching is good at both key stages. Teachers have a secure knowledge of the subject. They teach new learning thoroughly and explain tasks well. They circulate well to give pupils helpful and effective support at an individual level. They are using the National Numeracy Strategy planning framework well. This ensures planning identifies clearly what is to be learnt in the mental session and in the direct teaching section and promotes good progress. Progress is particularly marked where teachers share with pupils what they are expected to learn by the end of the lesson. In whole-class sessions teachers use their assessment of individual pupils' level of understanding well to ask questions which challenge pupils of different attainment. They handle misconceptions well, ensuring that pupils learn from their mistakes. They succeed in moving the learning on for all the pupils. Activities for groups of pupils of different attainment are generally well chosen to consolidate what has been taught. They often develop learning further, providing opportunities for pupils to apply new learning to different situations. There are occasions, however, when the work provides insufficient challenge for higher attaining pupils and they do not make as much

progress as they might.

13. Teachers' management and organisation of pupils are good. They have good relationships with pupils and use praise effectively to reward effort and achievement. This motivates pupils and builds confidence. In most classes, in both key stages, teachers use the end of the lesson effectively to consolidate new learning and to establish a secure basis for the next steps. The beginning of the direct teaching part of the lesson is often used well to revise previous work before moving on. At the end of Key Stage 2 teachers' expectations of what pupils can achieve are high and as a result progress is particularly good. They set regular homework to consolidate and extend work in the classroom. They make detailed assessments of pupils' strengths and weaknesses and set individual targets. The teaching of mental strategies is particularly good, developing pupils' ability to see number patterns and relationships, but pupils are given insufficient opportunity to record them.
14. In both key stages teachers give insufficient attention to investigations, for example, proving general statements. There are too few opportunities for applying mathematics to real-life situations rather than to textbook examples and for higher attaining pupils especially, to propose and follow individual lines of enquiry. This limits the progress these pupils make. Teachers ensure that volunteer helpers are well briefed. They give good support to groups and individuals. They are particularly effective in ensuring that lower attaining pupils understand the work and make good progress towards the targets set for them. The quality of teaching in mathematics has improved considerably since the previous inspection when many weaknesses were identified.

112. **Science**

113. Attainment by the end of both key stages is above the national average. These findings are in line with national test results of 1998 at Key Stage 2. Inspection evidence indicates that standards are improving at Key Stage 1 when compared with end of key stage assessment results in 1998. Standards at both key stages are well above average compared with similar schools. These high standards were maintained in the 1999 national tests.
114. Standards since the last inspection have improved very significantly. The reasons for this improvement are better quality of teaching, much improved planning for the subject to ensure work becomes appropriately harder as pupils move through the school and improved assessment of pupils' work. There is far better use of pupil assessment to match work to the varying needs of pupils. Teachers have higher expectations of what pupils are to achieve and there are more and better resources to support pupils' learning.
115. By the end of Key Stage 1 standards are above average. Standards are highest in their understanding of life and living processes. All pupils are aware of the basic elements, such as food and water, essential for survival and growth of living things. They grow beans in their studies of this. Through the study of habitats most pupils link the features of animals to where they live. Pupils reach nationally expected standards in their work about materials and physical processes. They construct a simple electrical circuit. They know that sound is produced through vibration and that sound becomes fainter further from the source. Pupils test materials to find out which are waterproof and which are not. Pupils' attainment in investigative work is in line with national expectations. Pupils

make comparisons of observed objects, recognising different shapes. They draw rough approximations of objects and their labelling of key features is usually accurate.

116. By the end of Key Stage 2 standards are above average. In the last year, there has been a significant improvement in the number of pupils reaching a level above national expectations. Standards are high across all areas of learning in science. Pupils' work on food chains and animal habitats shows a good awareness of the relationships between living things and their habitat. Pupils know how to use keys based on observable features to help identify and group living things. Pupils construct electrical circuits with a closed switch, three bulbs and a buzzer. They have knowledge and understanding of Newton measures. They know the basic principles of evaporation. They separate solids by filtering. Pupils know the properties of various materials. Pupils reach high levels of attainment in their investigative and experimental work. They describe their experiments in detail and record their observations in tables and graphs. They explain what comprises a fair test. Pupils make good use of correct scientific terminology.
117. At both key stages there is good application of literacy and numeracy skills. Pupils use subject specific language in whole-class discussions and in their written work. They record their work using tables, lists and sometimes in extended written form. Teachers develop effective links with literacy when exploring the meaning of words. For example in a Year 2 lesson the meaning of the word "variety" was discussed. Pupils develop their numeracy skills through measuring time, distance and pulse rates. They use a Newton measure. Pupils construct graphs that require accurate use of figures.
118. Pupils make good progress at both key stages, including those with special educational needs and those who have learnt English as an additional language. Progress is consistently good throughout Key Stage 1. The rate of pupils' progress at Key Stage 2 is good overall and increases to very good by the end of Key Stage 2. Extra science lessons, known as "booster classes", prior to the national tests positively affect pupils' progress. Good quality homework provision also enhances pupils' progress significantly. The most significant factor, at both key stages, that affects pupils' progress is the high quality of teaching.
119. The attitudes of the great majority of pupils to their science lessons are good. They clearly enjoy the subject. They have positive relationships with their teachers and show a high level of respect. They are well motivated and take pleasure in their successes. They use equipment sensibly, paying heed to safety issues when these are pointed out. Their good behaviour means their time is well spent in scientific study.
120. The quality of teaching at Key Stage 1 is good and very good at Key Stage 2. Teachers have good scientific knowledge, which helps them to provide clear explanations and accurate questioning. Whole-class sessions are well managed, with suitable opportunities for recalling learning from previous lessons and evaluating the knowledge pupils have gained. For practical work, materials are well organised in advance so pupils are able to make relevant observations. There is good use of weekly planners to provide clear learning objectives for lessons. Opportunities to incorporate literacy and numeracy work are well taken. The correct understanding and spelling of scientific terminology is used to enhance literacy and there are frequent counting and measuring tasks. There is effective use of skilled support staff.

Information and communication technology

121. Standards of attainment by the end of Key Stage 2 are below average. Provision in Key Stage 2 is unsatisfactory and does not meet the requirements of the National Curriculum in breadth or balance. Standards of attainment at the end of Key Stage 1 are broadly in line with those expected for the pupils' age. Building on the solid foundation laid in the early years, Key Stage 1 teachers deliver a reasonable training on the equipment available and pupils have experience of the required areas of learning in information and communication technology, including controlling programmable devices.
122. Towards the end of Key Stage 1 most pupils manipulate a mouse with accuracy and use word processing with simple editing techniques for communication. They investigate colour, shape and pattern well using an art package and can give instructions to a programmable device to make it move across the room. Towards the end of Key Stage 2 word-processing is still the dominant strand and skills in this develop to a satisfactory level. Pupils change fonts, colour and size of print and retrieve information from CD-ROM programs. A minority of pupils can import pictures into their text. They use simple programs that simulate natural events but have limited recall of how to enter information into a database and display it as graphs. They do not know how to obtain and use information from sensing equipment in science or geography and have limited skill in art and music applications.
123. Most of the weaknesses identified in the previous report have been resolved. The staff response to that report was determined and the action plan was effective. A well-targeted programme of in-service training helped to raise the level of teaching expertise above that found in 1996. The introduction of a curriculum framework, based on the national guidelines, has given a basic direction to teachers' planning. The level of equipment, described in 1996 as inadequate has built up to the level of one modern workstation per classroom. This would be just adequate if pupils had full and continuous access to them.
124. Progress, including that of pupils with special educational needs and those who learn English as an additional language, is satisfactory in Key Stage 1, where the equipment is in use for most of the day. Progress within individual lessons in Key Stage 1 is satisfactory. Clear explanations and relevant demonstrations enable pupils to see exactly how various procedures work and how the new learning fits in with previous activities. In the lessons where pupils receive direct tuition they make good progress, often in both computer skills and the content knowledge embedded in the software. When pupils get hands-on opportunity to practise the skills of the week they make effective progress, particularly if they are supervised by an adult, or where a more experienced partner is guiding one less experienced. One little peer tutor in Year 1 was determined that his partners would understand the method of getting capital letters on the screen and by the end of his lesson they did. Sometimes the pupils are working at the computer too long and their attention and work rate fades.
125. Whilst progress within particular lessons in Key Stage 2 is good, over time it is unsatisfactory. Pupils with special educational needs and those who speak English as an additional language make unsatisfactory progress over time. The strategy of whole class teaching of a particular skill, or introducing a new software item, is valid. However, it relies on a follow-up period where individuals or pairs of children get time to practise the new skill. The organisation of class work does not allow sufficient time for the whole

class to get through the programme at a rapid enough rate. A secure strategy to get pupils to the machines and working is missing. Pupils acquire skills and software at a slower rate than possible and over time items shown in the planning to be covered are squeezed out.

126. In some years pupils maintain a record book of computer activities. The practice of writing up instructions on how to use a new program is not as effective as actually using it and learning by trial and error. The more effective practice of pupils' recording their impressions, technical problems and key recollections or even evaluations of progress is not in evidence. Pupils' response is good, in both key stages. They are enthusiastic and trustworthy, using equipment sensibly and sustaining concentration when out of direct supervision. The teachers' clear instructions hold their attention and they set to work understanding what they have to do. When a new feature emerges they take a problem-solving approach and try different solutions.
127. Some elements within the teaching are strong and effective, such as the planning of information technology within the context of other subjects. Thus Year 4 pupils rapidly developed the skill of enlarging print size, changing colour and style of the font, in a topic where comparison could be made with the hand drawn version. They linked this further with the effect of the presentation on influencing consumers' buying choices. This is a good example of literacy built into daily planning and the focus on word processing ensures that English has a high profile. Numeracy is involved in the use of specific mathematics software but the selection of the computer as an ideal way to store mathematical data, display findings, or even solve problems, is not consistently well developed. Good support is given to pupils with special educational needs. They derive much benefit from small group tuition and from the availability of the computer to make recording easier in a variety of subjects. The pupils make good progress at these times. The strengths of teaching information and communication technology are not apparent across the school. Too often pupils do not have sufficient access to computers within individual lessons.

112.

112. **Other subjects or courses**

112. **Art**

128. Standards of attainment are in line with those expected nationally for primary aged pupils. Pupils, including those with special educational needs and those who speak English as an additional language, make good progress.
129. During Key Stage 1 pupils experience a suitable range of materials and media. In investigating and making they produce paintings, prints, drawings, and collage pictures. Pupils in Year 1 make collage portraits as a response to looking at a Picasso portrait. Year 1 pupils experiment with pencils and charcoal, learning about the different lines they can make and the effect that can be achieved by smudging. They develop these skills well when they apply them to the drawing of keys. They look at Lowry's paintings of the local environment and use effectively some of his ideas when they paint their own pictures. Even the youngest pupils experiment with primary colours and are building a good understanding of colour mixing. In Year 2, pupils explore line and shape when they create good pictures based on the work of Paul Klee. By the end of the Key Stage pupils are aware of the styles of different artists.

130. Pupils in Key Stage 2 build on previous learning. They combine their practical skills of investigating and making with knowledge and understanding. They begin to make thoughtful comparisons of the work of different artists with reference to the technique, subject and medium. Pupils are beginning to evaluate and modify their own work through the better use of sketchbooks. They express ideas confidently using their imagination and experiences. African textiles have inspired design and pattern work of good quality on paper and fabric. Pupils in Year 4 develop a range of skills in clay work when they make abstract sculptures inspired by the human body and the work of Barbara Hepworth. In Year 5, pupils extend their knowledge of printing techniques when they make their own printing blocks and use them in repeating patterns on fabric. By the end of the key stage, the standard of painting is high, particularly where pupils have applied some of the techniques they have learnt from the study of famous artists' work, for example the impressionists. Displays of pupils' work indicate that pupils in both key stages make good progress over time in painting. Progress in other aspects is satisfactory. The recent introduction of a more detailed scheme of work has resulted in planning which provides a better balance between painting and other areas, such as observational drawing and three-dimensional work, which are relatively weak. The teaching of a wider range of skills and techniques and their development over time is now more firmly established.
131. Pupils throughout the school enjoy artwork and apply themselves with enthusiasm and sustained concentration. They work hard to achieve the end results, of which they are proud. Pupils listen and watch attentively and ask thoughtful questions when teachers demonstrate techniques.
132. The quality of teaching is good with some very good features. In the lessons seen, teachers show good knowledge and understanding of the subject. They are clear about what they want pupils to learn. Their planning is detailed with materials carefully prepared in advance. Classroom assistants are knowledgeable and clear about their roles. Teachers make good use of them and as a result they provide good support for groups and individuals. This makes an important contribution to the progress pupils make. Teachers value pupils' work, as evidenced by the high quality of display around the school, giving art a significant place in the curriculum. The display of work in the hall inspired by Van Gogh's sunflowers shows good development of a theme in a variety of media and techniques, including painting, printing, charcoal drawing, clay work and collage. Teachers use good questioning techniques to reinforce previous work, for example on impressionist artists. The use of information technology as a tool for experimenting with design is gaining ground in Key Stage 1. Art makes a significant contribution to pupils' spiritual and cultural development by increasing their aesthetic awareness and involving them in consideration of artistic inspiration. The curriculum is enriched by visits to the Lowry Gallery. The weaknesses identified in the previous inspection report, for example pupils' knowledge of artists and the use of sketchbooks, have been successfully addressed. Standards have risen.
112. **Design and technology**
133. Three lessons were observed during the inspection. There was only a limited amount of work available for scrutiny. Pupils were spoken to about the subject. On this evidence standards are in line with those expected for primary school aged pupils. Progress is good in lessons, including that for pupils with special educational needs and those who

have learnt English as an additional language. This represents an improvement since the last inspection. The quality is now better. Improvements to curriculum planning have been made which enable pupils to make better progress. Available resources are deployed more efficiently and effectively. There is an on-going programme of improving quantity and quality of resources. Currently resources are unsatisfactory. There are more opportunities for pupils to achieve higher levels in both designing and making activities.

134. In food technology at Key Stage 1 pupils plan how to make a fruit dessert. They use their plans effectively to make the desserts by using a variety of fruits including apples, pears and Kiwi fruits. At Key Stage 2 pupils select ingredients to make a sandwich. They handle knives safely and correctly to cut and slice. They know the difference between open and closed sandwiches. They show due regard for food hygiene. Pupils at Key Stage 2 design and make their own musical instruments. They use a computer programme as a source of information to help with their designs. They label the designs appropriately and discuss their ideas and how they can improve them. They cut and join various resistant materials such as card and wood to make their instruments.
135. Pupils' attitudes towards the subject are good. They are well behaved, listen attentively to their teachers and pay proper attention to health and safety matters when using tools and equipment. They work co-operatively in groups, concentrate well and remain on task throughout lessons. There are good levels of perseverance when experimenting with materials and pupils use resources sensibly. They are keen to talk about and explain their work and ideas and contribute openly to class discussions. They show a proper willingness to learn from their mistakes and readily celebrate each other's successes.
136. The quality of teaching is very good at Key Stage 1 and good at Key Stage 2. Across the key stages there is clear planning and teachers are secure in their subject knowledge and understanding. Appropriate resources are properly prepared and available to support the teaching and learning. Demonstrations of skills, techniques and the use of tools are effective. The quality of questioning is good and instructions are clear, enabling pupils to undertake tasks with confidence. There is effective use of support staff and volunteer parental help when available. Relationships between adults and pupils are very good and supportive of pupils' progress.

Geography

137. Geography lessons are taught in blocks of half term units. Therefore not all teachers were teaching geography during the inspection week. Sufficient lessons were seen to indicate that geography is on a more secure footing and to judge that the weaknesses identified in the 1996 inspection have been remedied. Pupils, including those with special educational needs and those who speak English as an additional language, make good progress in both key stages. This is because teachers now use a strong planning base, taken from recent national guidelines. This ensures that teachers have not only a clear focus to their lessons but also a detailed outline of what will be taught, to show the sequence of steps by which content knowledge and skills will develop over time.
138. Daily lesson plans show how closely teachers adhere to the National Curriculum programmes of study. Long term plans and timetables indicate that sufficient time is being allocated to geography. Assessment of pupils' attainment and progress is undertaken each half term. During planning meetings for each key stage teachers decide how the information from assessment will influence further planning. Very good links between the key stages ensure a smooth transition and continuity of learning as pupils move up the school. All of these features are significant improvements on the findings of the previous inspection.
139. Teaching in both key stages is good. Particularly strong features are planning and preparation. Resources were found to be inadequate in 1996. The school has built up a good stock of maps, globes, atlases, aerial photographs, topic books and measuring instruments. Many of these are well used in lessons, as are visits to sites of geographical interest. Pupils in Year 1 could visualise what a route meant from the beautifully painted Goldilocks picture. Year 3 pupils increased their understanding of features to be found in a city by close study of photographs. Year 5 pupils made good progress in extending their knowledge of coordinates from four to six figures by using appropriate maps that promoted this skill. Teachers select resources thoughtfully and ensure that they are ready for use.
140. Work is well matched to pupils' varying needs and their prior attainment. Linked to the good use of support assistants, it ensures that pupils with special educational needs are able to tackle their work confidently and make good progress. Teachers also set a good level of challenge for higher attaining pupils by adding more difficult conditions, such as reducing the list of features in the Year 3 playground design, or by setting tougher problems for the higher attainers. Pupils respond well to this and use their initiative. The furrowed brows in Year 5 indicated the level of thought going into solving mapping problems. Pupils showed persistence and no one in class was ready to give up.
141. Numeracy is frequently built into daily planning well. Pupils are likely to solve problems of working out distances from their measures and the scale of the map by trial and error, and accepting what looks likely to be a sensible answer. Alternatively they might develop their own strategies, such as crossing over two rulers to locate an exact point on a map. Teachers encourage this and the mental strategies lead to good progress in understanding. Information technology, either for the study or the collection of data, is not as well used. Literacy appears in the reading of text and topic books, where pupils extract information well and in the writing of notes or short answers. Pupils do not yet prepare longer reports in a geographical format, although they are introduced well to the

technical vocabulary for doing this. The focus on speaking, as in training pupils in techniques of presenting their reports verbally, is not undertaken.

History

142. Pupils, including those with special educational needs and those who speak English as an additional language, make good progress in lessons in both key stages. Progress over time has been inconsistent as a result of somewhat patchy coverage of the curriculum and an inadequate amount of time being allocated to it. As a result pupils have an uncertain grasp of historical skills and chronology.
143. Younger pupils in Key Stage 1 acquire a concept of “then” and “now” and have some knowledge of the changes that have taken place within the living memory of their families. As they get older they become increasingly aware of times beyond living memory. They are currently learning about the Fire of London. Most pupils are extending their knowledge of the events leading up to the fire. They know about some of the social conditions of the period. Higher attaining pupils are beginning to understand why the fire started and spread so rapidly and what effect it had on the lives of the people at that time. Some pupils recall the date.
144. In Key Stage 2, pupils in Year 4 are gaining a good understanding of what life was like in Tudor times. They have drawn up a list of questions they want to be able to answer through their studies over the term. The scrutiny of last year’s work shows that pupils know about buildings, towns, monarchs and the everyday life of the period. They make comparisons with the present day. They know about some important people and events, for example Henry VIII and the sinking of the Mary Rose. They are beginning to understand why people acted as they did. Pupils in Year 6 talk knowledgeably about different sources of evidence, for example photographs, artefacts, books, letters and diaries. They know how to use them to increase their knowledge and understanding. They know what life was like in Britain in the 1930s and explain that there are people who are alive today who experienced these times and can make valuable contribution to an understanding of the period. These include visitors to the school who have helped pupils in their studies. They have some understanding of the contributions that were made by significant leaders, for example Sir Winston Churchill, and the effects of war on ordinary people. They have thought about the links between the war and the type of music written at the time. They have a developing sense of chronology.
145. Pupils enjoy their work in history and talk with enthusiasm about it. They bring in artefacts, which they use well along with others provided by the school. They listen well to teachers and share their ideas readily when opportunities are provided.
146. The teaching observed was good in both key stages. Teachers have a thorough knowledge of the subject and an enthusiasm that is transmitted to the pupils. The teachers’ planning is now informed by a scheme of work developed by the school from national guidelines. This provides a clear structure for the knowledge and skills to be taught. Lesson plans indicate clearly what is to be learnt and the work builds carefully on what has been taught before. In the past this was not always the case. As a result pupils’ skills and their understanding of chronology are insecure. The history curriculum provides some valuable opportunities for pupils to extend their speaking skills through discussion and to improve their literacy skills through extended writing, especially in response to visits they have made. Visits and visitors give pupils opportunities to consolidate what they have learned in the classroom and to gain further insight into the topics studied. There have been improvements in the planning and teaching of history since the previous inspection.

Music

147. In all the lessons observed in both key stages the progress of pupils, including those with special educational needs and those who speak English as an additional language, is satisfactory. Evidence of pupils' attainment indicates that this is a recent improvement. There are considerable gaps in their knowledge and understanding of musical terms, in their ability to listen and appraise critically and in their skills in performing and composing.
148. Pupils in Key Stage 1 learn the names of some percussion instruments, the individual sounds they make and how to play them. They learn how to use them to accompany their singing, for example by maintaining the beat. They are beginning to recognise different note values. They learn to sing a range of songs and rhymes. Pupils' singing, composing, performing and appraising skills develop slowly in both key stages. In Key Stage 2, pupils extend their repertoire of songs, some linked to work in history, for example songs from the 1930s and 1940s. However, insufficient progress is made in the quality of the singing, including phrasing and dynamics. The opportunities that have been provided in the past for composing have not been sufficient to ensure sound progress. Pupils lack confidence and are unsure of the effect of different instruments on mood and sound quality. Listening and appraising activities have been given inadequate attention. Pupils discuss in only the broadest of terms the music they hear; for example, they talk about their likes and dislikes. Although music is used occasionally when the school meets together, opportunities are missed to use this to extend pupils' knowledge of composers, styles and different musical traditions and to listen for key elements.
149. Pupils in Key Stage 1 enjoy their music making and singing. They listen well to their teacher when she demonstrates how to keep the beat and to each other as they follow her clapping. They handle instruments sensibly. They make few suggestions about how their performances can be improved. Pupils in Key Stage 2 listen carefully and with interest to the taped music on a wartime theme. They offer some suggestions about its mood and about the instruments used. They state their preferences confidently but they have insufficient musical knowledge and experience to be able to substantiate them. They sing with enthusiasm the songs they have learnt.
150. Teaching at both key stages is satisfactory. The school's recently introduced scheme of work now gives good guidance on what is to be taught to each year group and the skills to be developed. Although the teaching staff as a whole lacks expertise in music, there is sufficient knowledge and experience to enable teachers to plan adequately for the development of skills in their lessons. There has been insufficient training on the new scheme to ensure that all teachers have the confidence to put it into practice effectively. There is a temporary post-holder, with many other responsibilities, who currently leads the subject. There is no one with the time and expertise necessary to raise the standards in music to the same high standards as those in other expressive arts in the school or to give it the same status. There are good opportunities for pupils to learn instruments. A peripatetic music teacher gives lessons to groups of pupils from various classes in Key Stage 2 in recorder, flute and clarinet. The teaching is good, resulting in good progress. It enables a good proportion of the Key Stage 2 pupils to read musical notation and broadens the scope of their musical experience. Pupils are involved in school performances that combine music, dance and drama and in celebrations and festivals. These are greatly appreciated by parents and other members of the

community. Music is included in a wide range of after-school clubs that provide further opportunities for pupils to extend their musical skills.

Physical education

- 151 During the inspection, lessons in gymnastics and dance were observed. Standards of attainment are above those expected nationally for primary school aged pupils. Pupils, including those with special educational needs and those who learnt English as an additional language, make very good progress by the age of eleven. The quality of performance in dance is outstanding. Scrutiny of teachers' plans indicates the full range of activities is taught during the year. Most pupils reach the nationally expected standard of swimming unaided 25 metres.
152. At Key Stage 1 pupils show different ways of performing the basic actions of travel on the floor and apparatus using feet and hands. Many link and repeat a series of actions to form a sequence. The quality of performance is high. In dance they develop control, co-ordination, balance and poise. They interpret music and other stimuli imaginatively. They appraise their own movements and improve upon them.
153. At Key Stage 2 in gymnastics pupils imaginatively incorporate balancing postures with various movements. They practise and improve their own performance. They repeat a previously performed series of movements with increasing control. They extend effectively the range of movements when they use the large apparatus. In dance, the quality of performance is very high. They perform dances demonstrating control and sensitivity. They perform with great fluency, clarity and imagination. Quite outstanding!
154. Pupils' attitudes to learning range between very good and excellent and are very good overall. They enjoy physical education and always work enthusiastically. Pupils show very high levels of motivation and perseverance. They work very well together in pairs and groups, showing consideration and respect for each other. Behaviour and relationships are very good.
155. Teaching is good across the school. Teachers dress appropriately and this sets a good example for pupils to follow. Lesson planning is detailed and identifies clearly what is to be practised and learnt. Teachers organise resources well and ensure lessons are conducted at a brisk pace. This results in a high level of activity during lessons. Teachers manage and control pupils well and insist on high standards. Pupils are clear about the expectations teachers have of them and respond well to them.

112. **PART C: INSPECTION DATA**

112. **Summary of inspection evidence**

1. The inspection team consisted of four inspectors, one of whom was a lay inspector. They spent 14 inspector days in the school.

157. During the inspection:
 - they saw 62 lessons or part lessons;
 - they held discussions with teaching and non-teaching staff;
 - they held discussions with members of the governing body;
 - they held discussions with representatives of the agencies which support the school;
 - they observed pupils in and around the school at break times and lunch times;
 - they took lunch with the pupils;
 - they scrutinised samples of work from all classes together with pupils' records, reports and teachers' planning files;
 - they heard pupils in each class reading and spoke to them about aspects of their work and school life;
 - they scrutinised minutes of governing body meetings, school policy documents, the attendance registers, the school development plan, previous inspection report and action plan;
 - they held a meeting of parents before the inspection and analysed questionnaires giving parental views.

158. As the Church of England School of the Resurrection is a voluntary aided school, an inspection of collective worship and religious education was carried out by the diocese under Section 23 of the School Inspection Act 1996.

- **DATA AND INDICATORS**

- **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR - Y6	217	1	44	131
Nursery Unit/School	26	0	0	16

- **Teachers and classes**

- **Qualified teachers (YR - Y6)**

Total number of qualified teachers (full-time equivalent):	8.5
Number of pupils per qualified teacher:	25.5

- **Education support staff (YR - Y6)**

Total number of education support staff:	7
Total aggregate hours worked each week:	198

- **Qualified teachers (Nursery class)**

Total number of qualified teachers (full-time equivalent):	1
Number of pupils per qualified teacher:	26

- **Education support staff (Nursery school, classes or unit)**

Total number of education support staff:	1
Total aggregate hours worked each week:	33
Average class size:	31

- **Financial data**

Financial year:	1999
	£
Total Income	372719
Total Expenditure	365888
Expenditure per pupil	1506
Balance brought forward from previous year	75190
Balance carried forward to next year	82021

- **PARENTAL SURVEY**

Number of questionnaires sent out: 150
 Number of questionnaires returned: 37

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	43	49	5	3	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	54	35	11	0	0
The school handles complaints from parents well	30	62	5	3	0
The school gives me a clear understanding of what is taught	38	49	8	5	0
The school keeps me well informed about my child(ren)'s progress	35	54	8	3	0
The school enables my child(ren) to achieve a good standard of work	51	49	0	0	0
The school encourages children to get involved in more than just their daily lessons	43	52	5	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	51	46	0	3	0
The school's values and attitudes have a positive effect on my child(ren)	51	44	5	0	0
The school achieves high standards of good behaviour	59	41	0	0	0
My child(ren) like(s) school	57	43	0	0	0