

INSPECTION REPORT

PARK ROAD PRIMARY SCHOOL

Sale, Trafford

LEA area: Trafford

Unique reference number: 106297

Headteacher: Mrs. E. J. Jones

Reporting inspector: Mr B Holmes
15215

Dates of inspection: 19th – 22nd June 2000

Inspection number: 189738

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Abbey Road Sale, Trafford, Greater Manchester
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr. W. Linkhorn
Date of previous inspection:	9 th – 12 th July 1996

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Team members		Subject responsibilities	Aspect responsibilities
Brian Holmes	Registered inspector	Science Information and Communications Technology	What sort of school is it? What should the school do to improve further?
		History	School's results and achievements
		Geography	How well are pupils taught? How well is the school led and managed?
Clare Dalton	Lay inspector		Pupils' attitudes, values and personal development
			How well does the school work in partnership with parents?
			How well does the school care for its' pupils?
Arthur Allison	Team inspector	English	
		Religious Education	
		Special Educational Needs	
		Physical Education	
		Music	
Margaret Palmer	Team inspector	Mathematics Under 5	How good are the curricular and other opportunities offered to pupils?
		Art	
		Design Technology	
		Equal Opportunities	

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The Registrar
Inspection Quality Division
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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	12
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	15
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	17
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	19
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	21
HOW WELL IS THE SCHOOL LED AND MANAGED?	22
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	24
PART C: SCHOOL DATA AND INDICATORS	25
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	29

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Park Road Primary School is an average sized primary school with 236 pupils ranging from 3 – 11 years of age. It is in an area of mainly private housing and parents who are fully employed. Most parents are British in origin, and the number of pupils entitled to free school meals is below the national average. The number of pupils identified as having special educational needs is below the national average, with one pupil who has a statement of special educational need. Pupils' attainment level on entry to the school matches that expected for most pupils at the age of five. There are slightly more boys than there are girls in the school as a whole and in some classes there is a significant imbalance of boys and girls.

HOW GOOD THE SCHOOL IS

This is an effective school, where pupils are taught well and achieve good standards in relation to all other schools. It is a caring school, where the pupils are happy. The school sets pupils high standards for their behaviour and their work. They show good attitudes towards school, and achieve good standards of behaviour and very good levels of attendance. The school is very well led and managed by the head teacher, staff and governing body and, as a result, gives good value for money.

What the school does well

- Standards of attainment at the end of both Key Stages 1 and 2 are above the national average in English, mathematics and science when compared to all schools.
- The quality of teaching is good throughout the school. This results in pupils achieving well and making good progress in English, mathematics and science.
- The pupils achieve good standards of behaviour, show positive attitudes towards school, and form very good relationships in a happy, caring environment which teachers work hard to provide.
- Pupils' level of attendance is very good and well above the national average.
- The head teacher, supported well by the governing body, and a conscientious staff, provide a very good standard of leadership and management.
- Good provision is made for pupils' personal development, particularly for social, moral and cultural development.

What could be improved

- The procedures for tracking the progress of children in the nursery.
- The quality of information given to parents relating to what is taught in the curriculum and how pupils are progressing within the National Curriculum level descriptions.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in July 1996 and has made good progress in its planned programme of improvement. Pupils' standards of attainment in English, mathematics and science have improved, particularly in Key Stage One. The overall quality of teaching has improved, with some very good teaching being observed during this inspection. There has been good progress in providing pupils with opportunities to show initiative and take responsibility for their own learning. Assessment procedures have improved markedly since the previous inspection, particularly the use of assessment data to plan pupils' future learning needs and set targets for improving pupils' attainment. Sound progress has been made in improving the attainment of higher attaining pupils. A system of evaluating the quality of teaching and learning has been fully implemented and the outcomes of this process are used to inform planning for pupils' future learning. Subject leaders now have a more clearly defined and involved role in managing their subject areas. Levels of attendance have improved and are now well above the national average. Significant improvement has also been made in the provision of accommodation at the school, including an Information Technology suite and a new library. Provision for pupils' cultural experiences has also improved since the previous inspection.

STANDARDS

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

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

Key

well above average A

above average B

average C

below average D

well below average E

Results in English, mathematics and science at the end of Key Stage 2 are above the national average when compared with all schools. Compared to schools, who have pupils with a similar background, results in English and mathematics match the national average. Trends over time show an overall improvement in the last three years in the three core subjects of English, mathematics and science. Inspection findings agree with this. In the current Year 6, standards of attainment in English, mathematics and science are above the level normally expected for eleven-year-olds. The results of the 1999 national tests for seven year-olds show that results are well above average in writing, above average in reading, but slightly below average in mathematics. When the school's results are compared with schools who have pupils from a similar background they are above average in writing, in line in reading, and below average in mathematics. Inspection evidence shows that standards in reading and writing have been maintained and that standards in mathematics have improved and are above average in the current Year 2. Pupils achieve well and make good progress across the school in the three core subjects. The impact of the Literacy and Numeracy Strategies is helping to raise standards. In information technology, at the end of both Key Stages 1 and 2, pupils' attainment matches that expected nationally. In religious education pupils' attainment at the end of both key stages matches that expected in the Locally Agreed Syllabus. Across the school, pupils achieve appropriately in most subjects. This shows that

standards have been maintained and improved since the previous inspection. There are no significant differences in the achievements of boys and girls, and pupils with special educational needs make sound progress towards the targets set for them. The school is making good progress towards achieving the targets it has set itself, which are suitably appropriate and challenging.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
<i>Attitudes to the school</i>	The vast majority of pupils show positive attitudes, and enjoy school. They are keen to learn and show interest in their tasks.
<i>Behaviour, in and out of classrooms</i>	Behaviour, both in lessons, and in and around the school is good.
<i>Personal development and relationships</i>	Relationships at all levels are very good and are a strength of the school. Pupils' personal development is good, and they show good levels of responsibility.
<i>Attendance</i>	Attendance is very good and punctuality is good.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
56 lessons seen	Good	Good	Good

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

The quality of teaching is good. Teachers successfully meet the needs of most pupils. Across the school, 98 per cent of teaching seen was satisfactory or better, with 45 per cent good and 11 per cent very good. One unsatisfactory lesson was seen during the inspection. The quality of teaching of English and mathematics seen was sound in Key Stage 1 and good in Key Stage 2. The pupils' work and their achievements over time show clearly that the overall quality of teaching is good across the school. The skills of literacy are effectively taught, while those of numeracy are well taught. Pupils are well motivated by the tasks teachers prepare. Teachers have a good knowledge and understanding of the subjects they teach and plan effectively. They have high expectations of pupils' work and set them challenging tasks. They manage pupils particularly well, and foster good relationships. Time and resources are both well used, which sustains a good pace throughout and develops pupils' interest, concentration and independence. The quality of teaching for pupils with special educational needs is satisfactory.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
<i>The quality and range of the curriculum</i>	The curriculum is broad, balanced and meets statutory requirements. Planning ensures continuity and progression of pupils' learning throughout the school. Good provision of a range of extra-curricular activities.
<i>Provision for pupils with special educational needs</i>	Good provision. Work is planned to meet needs. Effective planning and support help pupils to achieve their targets.
<i>Provision for pupils' personal, including spiritual, moral, social and cultural development</i>	Good provision for pupils' moral, social and cultural development. Adults provide good role models. Good opportunities for pupils to show responsibility and learn about a variety of cultures.
<i>How well the school cares for its pupils</i>	The school provides a close-knit secure and happy environment. Assessment is very good and is used well to track pupils' progress and to set targets for improvement. Child protection procedures are good.

The school keeps parents informed about events in school through newsletters, but information to make parents aware about what pupils learn in school and how they are progressing is insufficient. Parents effectively support pupils' learning both in school and at home.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
<i>Leadership and management by the head teacher and other key staff</i>	The head teacher provides high quality leadership and management and has a clear vision of the direction the school needs to follow. She is committed, conscientious and effective. There is a good team approach, and subject coordinators manage their subjects appropriately.
<i>How well the governors fulfil their responsibilities</i>	The governing body is very supportive of the school's management. It makes a very good contribution to the leadership and management of the school, and fully acts as a 'critical friend' of the school.
<i>The school's evaluation of its performance</i>	The school evaluates its performance very well. Where areas have been identified the school considers and implements ways to improve them.
<i>The strategic use of resources</i>	The school uses the money it receives extremely well and deploys its resources well.

The quality of the school's accommodation is good. The levels of appropriately qualified staff and learning resources are satisfactory. The school applies the principles of best value extremely well in purchasing equipment and resources.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">the school promotes a caring environment, and values each child.the high standards of behaviour the school promotes.The ethic of hard work which the school successfully promotes.	<ul style="list-style-type: none">the range of activities offered to pupils outside of lessons.the detail of information as to how their children are getting on, in relation to the curriculum and individual pupils' progress.

Inspectors' judgements support parents' positive views. They do not support the view held in relation to the range of activities offered to pupils outside of lessons. Inspectors judged the range of extra-curricular activities offered by the school to be good for a school of its size. Inspection judgements did support the view of parents in relation to the amount and quality of information communicated by the school. The school will need to improve the quality of information it offers to parents in relation to the curriculum taught in school and the progress of each individual pupil at the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. In the 1999 national tests at the end of Key Stage 2, the proportion of pupils achieving the expected level (Level 4) and above was close to the national average in English, mathematics and science. The proportion of pupils achieving the higher level (Level 5) was above the national average in English, mathematics, and science. Trends over the past four years show an overall improvement in standards. This represents good progress. Attainment in core subjects has fluctuated in previous years, but rose significantly in 1999. In English and mathematics pupils' performance was in line with schools who have pupils from similar backgrounds, whereas in science their performance was below the national average for similar schools. Test results indicate that there are no significant differences in the attainment of boys and girls. At the end of Key Stage 1 the proportion of pupils reaching the expected level (Level 2) and above was well above the national average in writing, above the national average in reading, but just below the national average in mathematics. The proportion of pupils achieving the higher level (Level 3) was well above the national average in writing, above in mathematics, and close to the national average in reading. The results in 1999 were similar to the previous year in reading, writing, and in mathematics. Trends over time show a gradual rise in standards, particularly in reading and writing. Inspection findings show that standards are rising throughout the school and that achievement at the end of both key stages is above average. The impact of the National Literacy and Numeracy Strategies is helping to raise standards.
2. On their entry to the reception class, children's attainment matches the level expected for their age. Overall the under fives achieve well in the reception class and, by the time they reach compulsory school age, they achieve in line with what is expected in language and literacy, knowledge and understanding of the world, physical and creative education, and above average in mathematics and aspects of personal and social development. Children develop their speaking skills, and listen attentively to stories they are told. Most children understand that words and pictures carry meaning. They recognise their names and an increasing number of common words. They practise handwriting patterns and the formation of letters. In mathematics, most children count easily from one to ten and record numbers from one to ten. They develop a good sense of number and order and sequence through daily counting routines. They successfully learn the names of colours and shapes.
3. Pupils achieve well in English. By the end of Key Stage 1, pupils listen carefully, and express their views clearly. By the end of Key Stage 2, their listening skills are reinforced, and they use an increasing range of vocabulary to compare books and express their views. In reading, by the end of Key Stage 1, pupils read books independently and with confidence. They use a range of strategies to recognise words and are developing the skills they need to make sense of non-fiction books. By the end of Key Stage 2, pupils have good study skills and they read a wide range of different types of book with sustained interest and confidence. In writing, by the end of Key Stage 1, pupils plan their own stories and use a wide range of vocabulary and punctuation in their work. In Key Stage 2, pupils develop their stories, and write in a range of styles and for different purposes. They develop good use of key skills, such as the range of their vocabulary and the ability to extend their ideas.

4. Pupils achieve well in mathematics and their attainment is above average at the end of both Key Stages 1 and 2. All pupils achieve well and make good progress across the school. By the end of Key Stage 1, pupils have a sound understanding of number and understand the concept of tens and units. They know the principles of simple multiplication. They measure accurately using standard and non-standard units, and recognise the properties of a range of two and three-dimensional shapes. By the end of Key Stage 2, most pupils demonstrate secure knowledge and understanding of the four operations of addition, subtraction, multiplication and division. They use mathematical vocabulary well in its correct context. They use both decimal notation and fractions with confidence and present data using a range of charts and graphs.
5. In science, pupils' attainment is above the nationally expected level by the end of both Key Stages 1 and 2. They achieve well, and make good progress throughout the school. By the end of Key Stage 1, pupils have good scientific knowledge and skills, and are developing a sound scientific approach in observing and communicating their findings. In Key Stage 2, pupils carry out a fair test, and deepen their knowledge and understanding of scientific processes. By the end of Key Stage 2, most pupils have developed their scientific knowledge and skills appropriately, with good in-depth knowledge and understanding, and the ability to use scientific terms with accuracy.
6. In information technology, pupils achieve well and their attainment matches the expected levels at seven and eleven. By the end of Key Stage 1, most pupils are confident in using a computer and understand the basic functions of the keyboard and the mouse. They use a range of software for different purposes, and work well both independently and in small groups. By the end of Key Stage 2, pupils have a sound capability, using e-mail, importing images, and creating spreadsheets. They have appropriate word processing skills, save and retrieve their own work, and present their work well taking the intended audience into account. Standards are rising in both key stages after a planned programme of development to improve provision. This is particularly the case in Years 3 and 4.
7. By the end of both key stages, pupils achieve well in religious education and standards match the expectations of the locally agreed syllabus. Pupils in both key stages have a sound knowledge of the six main world faiths, learning about the similarities and differences between the major religions and the major festivals. They make sound progress across the school in extending their knowledge and understanding of different faiths.
8. At the end of both key stages, the standard of pupils' work is at the level expected for their age in art, design technology, history, music and physical education. This shows that a steady rate of improvement has been maintained in all of these subjects since the previous inspection. Pupils achieve well, and in lessons progress is almost always satisfactory or better. It is good in approximately 60 per cent of lessons. Over time, pupils make good progress in the core subjects of English, mathematics and science, and sound progress in information technology, history, physical education, art, music and design technology. It was not possible to make a judgement about geography because of a lack of evidence. There is no significant difference in the progress made by boys and girls. The school has made good progress towards achieving the targets it has set itself which are appropriate and suitably challenging. A significant factor affecting the improvement of standards of attainment in school has been the impact of the system of monitoring and evaluation, and the assessment procedures which the school has put in place since the last inspection. This would account for the gradual improvement in standards of attainment since 1998 in the core subjects. In addition, the

positive impact of the Literacy and Numeracy Strategies is also contributing to the raising of standards of attainment across the school.

9. Across the school, pupils' literacy skills are effectively developed through other subjects. There are sufficient opportunities to develop writing through other subjects. During the inspection, examples were observed in history, geography and in science. Research skills are used to enhance learning in other subjects, for example, history, where pupils use their skills to search for and find information to support their work on the Victorians. Pupils' numeracy skills are used effectively in a range of subjects across the curriculum, for example, for grid references in geography in Year 2 to develop pupils' understanding of map references; and recording measurement in science in Year 6 where pupils use their numeracy skills to support their scientific investigations.
10. Pupils with special educational needs make satisfactory progress towards the targets set for them in their individual education plans. Their work is closely monitored and recorded and the teachers continually adapt and assess their work. The level of their support enables them to make sound progress overall and good progress in reading. Higher attaining pupils make sound progress and achieve standards of attainment, which match their potential. The school has taken appropriate steps since the previous inspection to improve provision for higher attaining pupils and the use of assessment information to plan future learning has resulted in higher attaining pupils being set appropriate targets. The school has planned well for a gifted and talented pupil in Key Stage 1 who is making sound progress toward the targets he has been set.

Pupils attitudes, values and personal development

11. Pupils display positive attitudes throughout the school. They are keen to come to school and enjoy the lessons. Most pupils respond well in lessons, are polite, attentive and interested in learning. Discussion with a group of Key Stage 2 pupils describing their enthusiasm for lessons reinforces this observation. Many pupils, especially at Key Stage 2, participate in the range of activities that are provided during lunch hour and after school.
12. Pupils in the nursery are happy and settled, play well with others, and independently in self-directed play. They concentrate for long periods, take turns and help each other. Most are confident to ask questions and express opinions. They show excitement and wonder in new things, for example when trying exotic fruits. Pupils behave well around the school and in the playground. They treat property with respect and handle resources well. In a Year 3 information and communications technology lesson, pupils worked extremely well together in using the computers in the information and communications technology suite.
13. Standards of behaviour are good throughout the school. Pupils are clear about what is expected of them and respond well to both class and school rules. They respond in a positive way to the system of rewards and sanctions that are consistently applied during the school day. The standard of behaviour achieved is a direct result of high teacher expectations and the firm and consistent positive reinforcement of acceptable behaviour. Close links are established between the class teacher, the headteacher and parents to monitor pupils with specific behavioural difficulties. There have been no exclusions in the current academic year. Pupils are polite to each other and to staff, and take good care of their own and others' belongings.

14. Relationships within school are very good. Pupils work and play well together and relate well to all adults in the school. Pupils show good levels of respect for the beliefs, feelings and cultural practices of others. For example, in a religious education lesson in Year 6, pupils treat the artefacts of many religions with great care. Pupils listen to others' views, and older pupils particularly display a mature awareness of, and an acceptance of, difference. Pupils are given increasing responsibility as they progress through school. They undertake monitoring duties at lunchtime and in the library. They also organise music for assemblies and the snacks pupils take at breaks and playtimes. Apart from having particular responsibilities, older pupils also volunteer to help each other with their tasks and responsibilities within class and throughout the wider school. The older pupils complete individual projects of their own choice, involving independent research.
15. Pupils work in a positive atmosphere and learning environment. Any incident of oppressive behaviour, although rare, is quickly and appropriately responded to by the head and staff. Pupils are very confident in the knowledge that they can approach staff with any difficulties, and that their needs will be fully addressed sensitively and consistently.
16. Attendance levels are well above the national average for primary schools. There has been an increase in overall levels of attendance since the previous inspection. Unauthorised attendance is well below the national average for primary schools in England and Wales. Registers are completed in accordance with the latest guidelines, and procedures for monitoring absence are competently and consistently implemented. Pupils' punctuality to school and to lessons is good.

HOW WELL ARE PUPILS TAUGHT?

17. The good quality of teaching has been maintained since the school was last inspected. 11 percent of lessons observed were very good, which compares favourably to the previous inspection when no very good teaching was seen. Teaching was also good in 45 percent of lessons. Only one unsatisfactory lesson was seen during the week of the inspection, so teaching was satisfactory or better in 98 percent of lessons. The quality of teaching has improved for the under fives, where over 60 per cent of lessons were good or very good. In Key Stage 1 standards of teaching have been maintained with forty per cent lessons good or better, and in Key Stage 2 teaching has improved with over sixty percent of lessons judged to be good or very good. A number of factors have contributed to the improvement in the overall quality of teaching; the introduction of assessment procedures which provide information for planning pupils' next steps in learning, and matching tasks more specifically to the abilities of different groups of pupils. The introduction of a system for monitoring the quality of teaching and learning has contributed significantly to improvements in the quality of both.
18. The teaching for under-fives is good, particularly for language and literacy, mathematics and knowledge and understanding of the world. It enables children to acquire new knowledge and skills well. The nursery and reception class teachers have a good understanding of how young children learn. They form very good relationships with children and, along with support staff, promote good standards of behaviour. Teachers' planning, particularly for literacy and numeracy, is clear and focused. Teachers ensure that children are provided with a range of stimulating, first-hand experiences which increases their understanding in the areas of learning. These experiences build confidence by developing children's enjoyment and their ability to learn independently. The teaching of basic skill is good. In a very good literacy lesson focusing on the story of the three bears, the teacher told the story with very good

expression and diction, providing a good model for the children. She planned a good range of related activities which further developed children's understanding of the story by making their own zig- zag book.

19. In Key Stage 1, the quality of teaching seen during the inspection was satisfactory, but with areas of strength in expectations of what pupils can achieve, the range of teaching methods used, the management of pupils and the use of time and resources. However, taking into account, the scrutiny of work and pupils' achievement over time it is clear that the quality of teaching overall in Key Stage 1 is good. In the lessons seen teaching was always satisfactory or better, and is good or better in 42 per cent of lessons. In 5 per cent of lessons, teaching is very good. The sound quality of teaching provides pupils with opportunities to apply their intellectual and creative effort in their work and to achieve well. Where teaching is good or very good, teachers plan carefully and set clear learning objectives with high expectations of what pupils know, understand and can do. Pupils are well motivated by good use of praise and encouragement, and have a clear idea of what is expected of them. Pupils are provided with challenging tasks, and work is well planned to meet the needs of different ability groups within the class. An example of very good teaching occurred in a history lesson when pupils were investigating everyday life in the past through an examination of objects and artefacts. Questioning was used extremely well to challenge pupils to think for themselves and to develop their own ideas. They had to work out what the object was and what the modern day equivalent is. In completing the task the pupils worked productively, at a good pace and showed good levels of responsibility for their own learning, especially in working out their own questions about the objects. In the literacy hour, teachers have established good routines, and there is a good learning environment and atmosphere. Pupils work independently and concentrate well, showing the ability to manage their own learning. In the numeracy hour, the structure of the numeracy strategy is adhered to and pupils are managed well, which contributes towards a good pace of learning.
20. In Key Stage 2, teaching is good. The teaching is satisfactory or better in 97 per cent of lessons, good in 52 per cent of lessons and very good in 10 per cent. The best lessons include a clear focus for teaching, and the purposes of lessons are made clear to pupils. Lessons are effectively planned and challenge pupils to think for themselves and develop their ideas. Questioning is used well to direct pupils' learning and to check their understanding. Learning proceeds at a good pace. An example of very good teaching occurred in a mathematics lesson where pupils were revising and consolidating graph work. Very good knowledge and understanding was used to make a confident presentation and promote a good pace of pupils' learning, particularly their ability to calculate at speed. The teacher used mathematical vocabulary consistently, such as vertical axis, and promoted pupils' understanding and use of these terms. She had high expectations of what pupil should do and used a stimulating range of strategies and methods to enable pupils to deepen their understanding of the concept. On the other hand, the unsatisfactory teaching stemmed from ineffective planning of the lesson which resulted in a slow pace of delivery and pupils' learning.
21. Teachers have a secure knowledge and understanding of the subjects they teach. Particularly well taught subjects are science, and English and mathematics for the under fives and in Key Stage 2. There is good continuity between those lessons that are part of a series, especially in English and mathematics. Pupils are taught literacy skills effectively. Phonics and number skills are taught well by all teachers. Whole class sessions are used well to set the scene, and effective use is made of plenary sessions to check on pupils' learning. Overall, the teaching of mathematics is good and the structure of the lesson is based on the National Numeracy Strategy. Teachers place an appropriate emphasis on mental mathematics to give pace to the start of the

lesson. There is a range of tasks for pupils of all abilities. There is a final plenary session, which is used effectively to reflect on pupils' learning and draw out important ideas.

22. Homework is used effectively to support the work in classrooms. It is effective in promoting the development of reading and mathematics, and also in developing pupils' ability to work and research independently. Most parents are happy with the amount of homework given, although a minority expressed some concern in the parents' questionnaire that pupils did not receive a sufficient amount of homework.
23. Pupils with special educational needs are effectively supported, and have access to all areas of the curriculum. Early identification of their needs, and the drawing up of individual education plans mean that they receive an education which is relevant to their needs.

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

24. The curriculum for children under five in the nursery and reception class incorporates all the expected areas of learning and enables children to make good progress towards the learning goals. It also provides a secure foundation for National Curriculum work. Appropriately, high priority is given to provision for children's personal and social development, language and literacy and mathematics.
25. The school offers a broad and appropriately balanced curriculum that meets the requirements of the National Curriculum in all core and foundation subjects and fulfils the requirements of the locally Agreed Syllabus in religious education. A firm emphasis is placed on English and mathematics in the time allocated to each subject. Teachers' planning is based on the National Literacy and Numeracy Strategies and this ensures that they are clear about what pupils are to learn. Throughout the school the strategies for teaching literacy skills are soundly promoted overall. Strategies for teaching numeracy skills are successfully established at both key stages and successfully support pupils' learning.
26. The issues identified in the previous inspection linked to continuity and progression of pupils' learning and opportunities for pupils to learn independently have been successfully addressed. Planning based on schemes of work in all subjects ensures that repetition of topics is avoided and there is progression in pupils' learning as they grow older. Teachers motivate pupils' interests and soundly promote their independent learning through a range of strategies including presenting them with tasks in the form of personal "challenges", for example in mathematics.
27. The school has a sound policy for promoting pupils' personal, social and health education and raising their awareness of the dangers of drug misuse. Sex education is taught as part of the whole school programme and delivered through science and timetabled sessions of personal, social and health education. Activities such as visits from members of the Road Safety Department and the Year 6's 'Crucial Crew' visit make a positive contribution to the older pupils' learning about keeping safe.
28. All pupils, including those for whom English is an additional language, have full and equal access to the curriculum regardless of gender or ethnicity. Provision for pupils with special educational needs is consistently good throughout the school and conforms to the national Code of Practice. Good procedures are in place to ensure early identification of pupils who all receive their curriculum entitlement. The staged

identification, assessment and review of special educational needs pupils' progress towards their targets is well established and effectively implemented. This enables them to meet the objectives within their individual education plans. The school also makes good provision for a gifted pupil in Key Stage 1, ensuring the provision of suitably challenging work and appropriate support.

29. A planned programme of visits, such as those to Poole's Cavern, Little Morton Hall and Martin Mere enrich the curriculum and successfully promote pupils' interest and involvement in their studies. Visitors from the police and fire service promote pupils' knowledge of the local community and other presentations raise pupils' awareness of such issues as recycling and the rainforests. The school benefits from links with the local secondary school, for example, occasionally using their kiln, and appropriate links are in place to ensure pupils' smooth transition at the end of Year 6. All members of staff are involved in providing a good range of extra-curricular activities, mainly aimed at pupils in Key Stage 2. The choice of activities includes musical and sports groups, as well as computers, weaving and sewing. This provision makes a positive contribution to pupils' motivation and learning by building on skills developed in lessons. For example, pupils in the computer club are working on contributions to the school's own web site.
30. The school successfully promotes pupils' moral, social and cultural development through a range of activities which reflect the values expressed in the school's Mission Statement. These findings largely reflect the findings of the last inspection, whilst marking an improvement in the provision for cultural development.
31. Provision for pupils' spiritual development is satisfactory. The school provides appropriate insight into Christian values in religious education lessons and assemblies. Regular assemblies led by a local Christian minister make a valuable contribution in this area. Pupils have opportunities to join in prayer and sing hymns at assemblies and hymn practices. However, moments of quiet stillness and opportunities to reflect are often fleeting and without a visual focus to promote pupils' thoughtfulness. Occasional instances were noted, however, when pupils were uplifted by a sense of awe and appreciation of the beauty of the natural world; for example, children in the nursery gasped in wonder when they cut into an apple and revealed a pattern inside the fruit.
32. The provision for pupils' moral development is good. Members of staff are consistent in their application and promotion of the school's Good Behaviour and Discipline policy, with its emphasis on positive encouragement of appropriate behaviour. From their earliest days in school, pupils are successfully made aware of what is expected of them and the difference between right and wrong. Appropriate attention is given to school rules and pupils draw up their own class rules at the beginning of the year. They discuss acceptable behaviour in a range of contexts, including PSHE sessions. Good behaviour and pupils' personal achievements are consistently encouraged and recognised, notably in the monthly Praise Assembly. Regularly in assemblies, worthwhile consideration is given to such moral issues as, "being honest" and "keeping promises". Much of the school's provision is embedded in its everyday life and teaching. The head teacher and staff provide good role models and consistently treat pupils, other members of the school community, and each other, with respect.
33. Arrangements for promoting pupils' social development are good. Very supportive and constructive relationships between pupils and teachers successfully promote pupils' self esteem and social interaction. Assemblies often focus on such themes as "friendship" and "sharing"; and, pupils frequently work collaboratively in small and larger groups, for example in mathematics and science. Pupils are given opportunities to develop a sense of responsibility. These increase as pupils grow older, and include

collecting registers and dinner numbers and organising the music at assemblies. Pupils' social awareness is also promoted by such occasional events as the visit of the mayor. Teamwork and a sense of fair play are well promoted through team games and inter-school competitions which include football matches and swimming galas. Pupils are encouraged to reflect on the needs of others and have supported a range of both local and national causes, including Pendlebury Hospital, the Salvation Army and the Royal National Institute for the Blind.

34. The cultural dimension of pupils' development is well promoted. Pupils learn about their cultural heritage, through their work in history and presentations of historical events by visiting drama groups. Pupils also benefit from visits, such as those to Bolton Museum and Styal Mill. As pupils grow older, they become increasingly familiar with the work of a range of famous artists. Pupils' work in music lessons, participation in extra-curricular music groups and listening to presentations in school by visiting musicians also effectively promote their cultural development. However, their knowledge of famous composers is less well developed and makes a more limited contribution. Pupils learn of major world faiths through religious education and assemblies. They also know of a range of festivals being celebrated throughout the year. These activities successfully promote pupils' awareness of the many cultures represented in Britain today.
35. The daily acts of collective worship meet statutory requirements. Although sometimes rather brief, they generally contribute effectively to the provision for pupils' spiritual, moral, social and cultural development.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. The provision for ensuring pupils' welfare is good. The school provides a close knit secure and happy environment in which pupils are well protected and their individual well being is promoted. This represents a satisfactory improvement since the previous inspection. All staff work to ensure that the best interests of all pupils are met. Teachers know pupils well and respond appropriately to their personal, social and academic needs.
37. Governors and staff reflect the high priority given to all aspects of safety within school in the strict adherence to the health and safety policy. Safety and security within the school environment are of paramount importance, and procedures are consistently adhered to. Most of the teaching and mid-day staff have received basic training in first aid and there are detailed procedures for administering and recording first aid provision. Individual pupils' medical needs are well known to all personnel, with efficient systems for the storage, administration and recording of any medication provided. Child protection procedures are good. The school follows local child protection procedures and its' own internal procedures rigorously, with the headteacher as the designated person. The detailed guidelines available for staff form the basis of internal training for all new staff. The promotion of healthy and safe living permeates all aspects of school life. This is achieved through the personal, social and health education programme, the promotion of healthy diets, effective health care and contributions from external agencies.
38. Procedures for monitoring attendance are good. This has had a positive impact on attendance figures, which have improved in the current school year. Daily follow up and close collaboration between the school administrative officer and teaching staff results in an effective system of monitoring. Joint working with the Education Welfare Officer takes place as and when necessary.

39. Good behaviour is promoted and monitored rigorously throughout the school day. Class teachers are very effective in maintaining good levels of behaviour within the classroom. Pupils are well aware what is expected of them, and good management of behaviour is maintained during break and lunch periods. Staff employ effective strategies to promote acceptable behaviour such as the rewarding of stickers and team points, and the celebration of achievements in the monthly Praise Assembly. Another effective strategy, such as the creation of the lunch time chess club, resulted in two pupils, previously in conflict with each other, playing chess together. Pupils are proud of their reputation for good behaviour outside of school when on school visits.
40. The overall arrangements for assessing pupils' attainment and progress are very good. Information gained from these procedures is very effectively used to guide long and medium term curricular planning throughout the school. These findings indicate marked progress since the previous inspection when the improvement of assessment was highlighted as a key issue for development.
41. When children enter the nursery their skills are assessed and a Profile initiated. However, although records of progress are maintained, procedures are not fully in place to track children's progress in all areas of learning towards the goals expected. From entry to the reception class, when the statutory Baseline Assessment is carried out, and throughout Key Stages 1 and 2, the assessment programme is carefully planned and teachers are supported by a clear policy which works well in practice. In addition to the end of key stage statutory tests, the school makes effective use of non-statutory tests to keep track of pupils' progress and detect any under-achievement, at the end of Years 1, 3, 4 and 5. Information gained is used to detect weaker areas of learning and identify higher attaining pupils, in order to direct support and modify planning; for example, the amount of time allocated to science was increased at Key Stage 2 following the analysis of test results.
42. These results support teachers' own, on-going assessments of pupils' performance and are used to inform annual target setting for all pupils. Teachers assess pupils' performance regularly in English, mathematics and science and maintain half-yearly records of progress in all National Curriculum subjects. These assessments provide on-going information of pupils' progress and are used inform planning and modify targets if need be. In addition, teachers' planning incorporates the aims of all units of work. Teachers evaluate lessons and assess pupils' learning in the light of these objectives and use this information to plan further work on a weekly and day-to-day basis. Teachers' planning is monitored by the head teacher to ensure that these procedures are carried out. In this way, pupils' attainment is monitored throughout the year and formally reported to parents in the annual report. Specific targets, however, are not included in the annual report. Pupils also maintain record of achievement folders, which include pieces of their best work which they select and review with their teachers.
43. Procedures for monitoring and supporting pupils' personal development are good. Pupil achievements in all areas of their lives are celebrated. Those pupils with individual special educational needs are satisfactorily supported through their individual education plans. Their parents are involved in planning and monitoring goals and targets. Targets, for example behavioural targets, are also discussed and reviewed with individual pupils. Provision for pupils with additional learning needs in literacy is satisfactory. The monitoring of pupils' academic progress is satisfactory. Whilst work is marked regularly, and rewards are given through the use of team point and stickers, the use of marking to set targets for individual pupils is inconsistent.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. The quality of the school's partnership with parents is satisfactory overall. This represents satisfactory progress since the previous inspection, although inspection evidence shows that there are still some areas for improvement in relation to the communication of information to parents. Parents' views of the school are good. The majority of parents are satisfied in terms of the standards achieved. They appreciate the good care that pupils receive, and feel that pupil behaviour is good. They like what the school does to promote hard work and endeavour among the pupils. The involvement of parents of pupils with special educational needs, from the initial identification of need is a strength of the school.
45. The general information provided for new parents within the prospectus is detailed and informative. In addition the bi-monthly newsletters keep parents up to date with events and school developments. Small groups of parents were involved in working parties drafting the Home School Agreement document and other policies, whilst consultation on a range of draft policies took place. Curriculum workshops are generally well attended. A number of parents assist in school and on educational visits. Parents usually help for specific sessions such as swimming in Year 3, and in the regular organisation of the library. Similarly, in the nursery parents help with multi-ethnic cooking on a weekly basis. Individual reward systems in terms of behavioural programmes are negotiated with parents. The regular funds contributed by the Home School Association, for example, to the Information and Communications Technology suite, has had a significant impact on the provision of education in the school.
46. There is a flexible approach to the induction of pupils and parents in the nursery with a staggered entry, and many parents spend time settling their children into the session each day. In the reception class, new pupils, and their parents, have two afternoon sessions as an induction, although most pupils have already spent at least a year in nursery. Daily contact with early years parents tends to be informal and there is limited evidence of babies and toddlers visiting school on a regular basis. Parents are not usually invited to assemblies within school, but specific annual school events are well supported.
47. Parents' evenings each term provide opportunity for teacher-parent consultations, but many parents of older pupils are given little other opportunity for dialogue with class teachers. Detailed guidance for parents on what is expected from pupils' homework is limited. Annual written reports are discussed with parents at the final parents' evening in July. Parents and pupils comment in the report, but there is no evidence of written agreements about targets to improve individual pupils' performance. Reports do not explicitly specify targets to be met in each area, and although some reports do contain areas for improvement, there is no consistency between subjects and years. Parents of pupils with special educational needs are regularly involved in identifying their needs and in reviewing their progress.
48. Parents receive information about the curriculum at the beginning of the school year. With the exception of the nursery, where information is displayed on the notice board, information about what is being taught lacks detail and is irregular. Many Key Stage 1 and Key Stage 2 parents feel that they have insufficient information about what their children are learning in school, and how they are progressing within the National Curriculum level descriptions.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The leadership and management of the school are very good and have played a major role in the improvements the school has made since the last inspection, ensuring that there is a planned programme for continued improvements. The key issues for action identified in the 1996 report have been fully addressed and improvement has taken place in a number of other areas of the school. The headteacher, governors and staff have successfully raised the quality of education the school provides for its pupils and also managed the implementation of the literacy and the numeracy strategies.
50. The headteacher continues to provide high quality leadership and management and has a clear vision of the path the school needs to follow to continue improving. She is committed, conscientious and effective. Her all round performance over past years means that she has secured the respect of governors, staff, parents and pupils. She has been instrumental in developing target setting, improving the accommodation and facilities of the school, and developing a team approach; all of which have contributed to the raising of standards. A strong emphasis has been on developing a system of monitoring and evaluation and the use of assessment data to analyse pupil's performance and set targets for further improvement. The school is also engaged in a process of self-review, which involves all staff at the school and is aimed at developing the school as a more cohesive unit. All outcomes of the school review are fed into the school development planning process. There is a sound management structure in place, although the deputy head teacher has recently left the school due to a promotion. All staff are effectively involved in the day-to-day life of the school through clear channels of communication. Subject leaders manage their subjects appropriately, particularly in devising policies and schemes of work.
51. The governing body successfully meets statutory requirements and is very supportive of the school's management. It makes a very good contribution to the leadership of the school and fully acts as a 'critical friend'. The governors' committee structure provides a clear framework for governors to fulfil this role. They are fully involved in all policy-making and give careful consideration to the implications of their decisions. A very good feature of the governors' role in the school is in the appointment of designated governors for a number of curriculum areas, for example literacy and numeracy, and other key areas of the school such as special educational needs and target setting. Governors have a good understanding of the schools' commitment to raising standards and play a critical role in the evaluation of spending decisions and strategic financial planning.
52. Curriculum development is planned for the core subjects and a number of non-core subjects and systems for monitoring the quality of teaching and learning are in place. The headteacher and senior management team mainly monitors the quality of teaching to maintain and improve standards of teaching. The subject leaders for English, mathematics, science and information technology, plus the governors for literacy and numeracy, have all undertaken classroom observations. The benefits of this process are evident in the work of the school, for example, effective monitoring in science has resulted in a clear picture of standards of attainment in the subject and the strategies needed to raise standards further. The core subjects are regularly reviewed through scrutiny of teachers' planning and sampling of pupils' work. Coordinators have clear responsibilities laid out in their detailed job descriptions and relevant targets set for the development of their area are a feature of the school's development plan. Appropriate structures exist for coordinators to give advice on and develop their subject. However, some subject leaders have not yet had the opportunity to monitor the teaching in their subject effectively. The school has recognised this situation and has plans to

implement a monitoring programme in other subjects in the next academic year. The special needs policy meets statutory requirements.

53. The school has experienced teachers who have the expertise and subject knowledge to teach the whole curriculum. They are suitably qualified. Teaching and support staff work well together and their teamwork makes an effective contribution to pupils' learning. Appraisal has had a sufficiently high priority in school, and has helped staff to focus on improving specific aspects of their teaching. Staff completes an audit of training needs each year, and this audit informs in-service provision within the school development plan. Appraisal arrangements are currently under review in preparation for the introduction of performance management strategies. Induction procedures for new staff are in place.
54. The school's accommodation is of good quality and is well maintained by the caretaker and cleaners. Good quality displays of pupils' work enhance the learning environment and strengthens the ethos for learning in classrooms. The nursery has secure outdoor play facilities, with plans in place to develop outdoor play facilities for children in the reception class. Improvements have been made since the previous inspection with the development of the television room and the Information Technology suite. The quality and provision of learning resources is satisfactory overall, but there are some areas of strength within the school's resource provision. Provision for information technology is good through the dedicated suite, with plans to further increase the number of computers available for teaching and learning in order to further raise standards of attainment. Very efficient use is made of information and communications technology in the management of the school and school administration ensures its smooth running. The use of information technology in the curriculum is satisfactory with a developing strength in literacy. For pupils who are under five, there is a good range of outdoor equipment, including a sand tray, and imaginative materials. In religious education there is a good range of artefacts for different faiths which are used well to support teaching and learning and enhance pupils' understanding of other faiths.
55. Development planning involves the whole staff and governing body in the setting of priorities and targets for the coming year. The format shows sound practice. It identifies most key areas for development, is carefully costed and has success criteria against which to judge success. The school's mission statement includes the development of pupils morally and socially, and also to fulfil the potential in each and every pupil. This draws policy and practice together and provides a sound basis for the caring ethos that exists within the school. The school is rightly committed to the continual raising of standards, and to meeting the needs of all pupils. The highly effective day-to-day management and organisation by the head teacher and staff ensures that pupils are well taught in a safe and happy environment that promotes effective learning.
56. The budget is managed well and resources are carefully considered before purchase. The school's strategic use of resources is very good. The school development plan is closely linked to the budget and is based on astute financial management and on the clear priorities that have been identified, such as improving staffing levels, curriculum development, improvements to the accommodation and the provision of resources. Soundly based financial projections mean that the school has a clear vision of what can be done both now and in the longer term. Very good financial management ensures that curriculum initiatives are supported through commitment to staff development and to good levels of support staff. The school has set targets for improvement and specific grants are linked to school priorities. Financial decisions are made as a result of

careful auditing of needs and priorities and ensure that purchases are cost effective. Day-to-day administration of the finances is very efficient.

57. The school is successful in meeting its stated aims. The headteacher, governors and staff share a common purpose in providing the best education for the pupils and have this aim foremost in all considerations. They fulfil their statutory duties very well and apply best value principles rigorously. The capacity for further improvement is good and the school is well placed to continue the improvement in the quality of all that it does. Taking account of the level of pupils' attainment on entry; their good progress as they grow older; the good quality of education provided, the good standards of behaviour and relationships found, the very good leadership and management of the school and the good rate of improvement since the previous inspection, the school gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

58. There are no key issues that the school needs to address. However, some areas of minor weakness were identified which the school should consider in forming its action plan.
- Further improve procedures for tracking the progress of children in the nursery (**paragraph 41 and 65**)
 - Improve the quality of information given to parents relating to what is taught in the curriculum and how pupils are progressing within the National Curriculum level descriptions (**paragraph 48**)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	56
Number of discussions with staff, governors, other adults and pupils	33

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	11	46	41	2	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	25	211
Number of full-time pupils eligible for free school meals		19

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		35

English as an additional language

	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	4.1
National comparative data	5.4

Unauthorised absence

	%
School data	0.15
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	13	21	34

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	12	11
	Girls	18	20	17
	Total	30	32	28
Percentage of pupils at NC level 2 or above	School	88 (79)	94 (88)	82 (82)
	National	82 (77)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	12	13
	Girls	19	18	20
	Total	31	30	33
Percentage of pupils at NC level 2 or above	School	91(84)	88 (80)	97 (93)
	National	82(81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	23	9	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	16	19
	Girls	8	8	8
	Total	25	24	27
Percentage of pupils at NC level 4 or above	School	77 (56)	75 (49)	84 (59)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	14	17
	Girls	8	8	8
	Total	25	22	25
Percentage of pupils at NC level 4 or above	School	78 (63)	69 (56)	78 (67)
	National	68 (65)	69 (65)	75 (71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	0
Black – other	0
Indian	2
Pakistani	0
Bangladeshi	1
Chinese	2
White	203
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: R – Y6

Total number of qualified teachers (FTE)	8.7
Number of pupils per qualified teacher	26.4
Average class size	30.1

Education support staff: R – Y6

Total number of education support staff	3
Total aggregate hours worked per week	17

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25.0

Total number of education support staff	1
Total aggregate hours worked per week	36

Number of pupils per FTE adult	12.5
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FTE means full-time equivalent.

Financial information

Financial year	00-01
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	£
Total income	433,925
Total expenditure	425,993
Expenditure per pupil	1,790
Balance brought forward from previous year	13,659
Balance carried forward to next year	21,591

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

236

Number of questionnaires returned

94

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	47	49	3	1	0
My child is making good progress in school.	39	54	5	1	0
Behaviour in the school is good.	38	56	2	1	2
My child gets the right amount of work to do at home.	26	55	14	1	1
The teaching is good.	38	50	6	4	5
I am kept well informed about how my child is getting on.	30	55	12	0	0
I would feel comfortable about approaching the school with questions or a problem.	47	44	5	3	1
The school expects my child to work hard and achieve his or her best.	47	47	5	0	1
The school works closely with parents.	21	60	13	2	4
The school is well led and managed.	29	57	7	1	5
The school is helping my child become mature and responsible.	36	57	2	0	4
The school provides an interesting range of activities outside lessons.	10	36	31	12	12

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

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

59. Children are admitted to the nursery in September or January, before their fourth birthday. They are admitted as part of an induction programme, which includes two opportunities for parents and children to visit the nursery prior to starting. Children's start dates are staggered so that small groups of new entrants join the nursery over a period of a few weeks. These arrangements allow children to be introduced gradually and enable links with home to be established at an early stage. This is a satisfactory procedure. A range of attainment is represented in the nursery intake, with most children demonstrating skills expected for their age. Children move on to the reception class in the September before their fifth birthday. At the time of the inspection, there were three children under five in the reception class. On entry to reception, children under five demonstrate sound skills across the areas of learning and many display above average skills in mathematical development and aspects of personal and social development.
60. Boys and girls of all backgrounds settle well into the nursery and reception class. They achieve well due to the good quality of teaching and provision. Children with particular needs are sensitively supported and make progress, which matches that of other pupils in their class. High and low attaining pupils are generally well supported. Assessment procedures are in place and meticulous records of children's progress are maintained in the reception class. However, in the nursery less consistent use is made of assessments of children's progress to help in the planning of future learning. This is an area for development, which is recognised by the school, and recently published local authority assessment materials are being considered for use.
61. These findings broadly reflect those of the last inspection, when many children under five were found to be achieving standards above expectations across the areas of experience.

Personal and social development

62. Children show confidence and a good degree of independence in their response to activities and daily routines. They independently put on aprons for wet activities and reception children change clothes for physical education, with a minimum of adult help. Children respond readily to their teachers' questions in the class group. They eagerly settle to tasks and concentrate well for increasingly extended periods of time. Children are considerate towards others and handle books and equipment carefully. They co-operate well in role-play, for example in the "café", and take turns well when using equipment. The children are well motivated and their behaviour is good.
63. The nursery and reception class teachers have a good understanding of how young children learn. Along with support staff, they establish very good relationships with the children and successfully promote good standards of behaviour by their high expectations. The nursery and reception class present a secure and calm environment in which the children are encouraged to settle happily into school life. The nursery children come willingly into class and at the end of the session are keen to show their parents what they have done. They take care of their own personal needs and readily stop and tidy away when asked to do so. In the reception class, the children enjoy school. They accept school routines well and behave sensibly when joining older

children in assembly and hymn practice. Early years' staff consistently celebrates children's efforts at the end of sessions and their work is valued and well presented in the classroom and around the school. This encourages children to be proud of their work. Their self-esteem is further promoted by such occasional activities as their participation in the school's Christmas performance, when they all appeared as "stars".

Language and literacy

64. Children greatly enjoy stories and rhymes. They listen attentively and readily join in with repeated refrains, as with the story of the "Gingerbread Man". Within a small group, most children express themselves confidently, communicating their ideas simply and using appropriate vocabulary. Children are interested in books. They understand that words and pictures convey meaning. They recognise their names in writing and an increasing number of common words. By the time they are five, children are familiar with the characters in their reading books and some begin on the initial stages of reading. They satisfactorily practise handwriting patterns and the formation of letters and make good progress in learning to identify the sounds that letters make. By the time they are five they write their own names and some are beginning to express their ideas independently in writing, using simple words and phrases.
65. Overall the quality of teaching and provision is good. Children are progressively introduced to the literacy hour. Stimulating texts are shared, followed by a range of practical activities. In the reception class, these are particularly well matched to pupils' attainment. Resources, such as the glove puppet who cannot say his sounds, ensure phonics are introduced in a lively way and successfully promote children's involvement and extend and reinforce their learning. From the nursery onwards, children's interest in reading is encouraged by regularly taking home books to share in reading with their parents. A range of resources, including "small world" toys, dressing-up clothes and well-planned role-play areas, successfully provide opportunities for children to explore imaginative language. Children's writing skills are promoted through a range of activities, such as making an illustrated book, primarily arising from the shared text in the literacy session. Also, nursery children "sign in" when they arrive each day. Statutory assessments for children under five are carried out appropriately and aspects of their reading progress are regularly recorded. However, nursery children's achievements in language and literacy are not consistently tracked nor used directly to inform the planning of future work to ensure that it closely matches their prior attainment.

Mathematics

66. Children develop a good sense of number, order and sequence through daily counting routines and a good range of activities and number rhymes, as well as structured sessions, introducing children to the requirements of the National Numeracy Strategy. They successfully learn the names of colours and shapes. They understand mathematical language well, for example appropriately identifying the large, medium-sized and small chairs in the story of "Goldilocks". Children make good progress in developing numeracy skills. By the age of five most count and recognise numbers beyond 10 and identify the missing number in a sequence. Most record numbers to 10 and make sets of a given number.
67. The quality of teaching and provision is good and all opportunities are taken to develop children's awareness of number. Careful, detailed planning ensures that children have access to a sufficient range of first-hand practical experiences to promote their use of appropriate language and to secure their mathematical understanding; for example, to

reinforce their knowledge of money, children in the reception class "bought" items from the classroom shop using the required coins. Questions are appropriately directed towards groups of children to promote thinking and check understanding. However, there are insufficient procedures in place to regularly assess and record children's learning in order to provide detailed information on which to plan the next stage of their learning.

Knowledge and understanding of the world

68. Children successfully acquire a sound knowledge and understanding of their world through a range of stimulating activities. They learn about the properties of materials such as sand, water and clay by handling and working with them. They are interested in aspects of their environment; for example, nursery children eagerly looked through binoculars to watch for birds from their "hide" set up on the outside grassed area. Children use the computer appropriately to support their learning; for example, by the time they are five they competently control the mouse to move graphics on the screen and quickly learn to use the arrow keys and space bar in an unfamiliar program. Children make good progress in their learning when they participate in well-planned visits and activities, such as the nursery's visit to Tatton Zoo and the reception class's visit to Stockley Park. The children also showed great interest and learned some of the requirements of living creatures when newly hatched chickens were kept in the nursery for three weeks.
69. The teaching of this area of learning is often good. Interesting topics stimulate children's learning and successfully promote their motivation and involvement; for example, children have experience of baking, often linked to current topics, such as gingerbread men. They also prepare and eat a range of foods, including sandwiches and fruit salad. However, procedures are not in place for observing, recording and updating what children know and can do in order to inform the planning of future work.

Physical development

70. Children move safely and confidently in and around the nursery and reception classroom. Regular periods outside provide good opportunities for vigorous play. The nursery children have access to a designated secure outdoor area for vigorous free play. They handle a range of wheeled toys with confidence and increasing control. In the reception class, children enjoy regular opportunities to be active in movement and physical education lessons, using a range of apparatus and developing growing confidence in jumping, climbing and balancing. By the time they are five, children demonstrate a sound awareness of space and change speed and direction competently. They use small equipment, such as balls with increasing control and co-ordination. Children have opportunities to use large and small construction materials and equipment and demonstrate sound manipulative skills. This is also seen when children use a range of simple tools, including scissors. Many children make good progress in pencil control and use a range of markers with growing dexterity.
71. The quality of teaching in this area of learning is satisfactory. Planning ensures that appropriate use is made of the accommodation and range of resources to provide sufficient opportunities to soundly promote children's physical skills. Within the classrooms, opportunities are planned which promote children's manipulative skills alongside other areas of learning; for example, nursery children used knives with appropriate control and awareness of safety when cutting fruit to explore what it looked like inside. However, systems are not established for the assessment of pupils'

progress towards the acquisition of skills, in order to support the planning of the next stages in children's learning.

Creative development

72. Children enjoy singing and joining in with an increasingly wide range of songs and rhymes, often reinforcing their learning across the areas of learning, such as the counting song, "Two Elephants". They have opportunities to use percussion instruments, as when the nursery children accompanied the story of "Goldilocks" with appropriate sound effects. They do this satisfactorily. Children mix paint and draw their own pictures using different techniques, including producing fruit and vegetable prints. They produce collages and demonstrate a sound range of cutting, sticking and clay modelling skills; for example, following their farm visit children in the reception class created a good display depicting the farm and the animals they saw.
73. The quality of teaching and provision in this area of learning is sound. In general resources are well prepared and children confidently approach the range of stimulating art and craft activities. However, their opportunities to explore sounds are more limited as they do not have ready access to musical instruments. Whilst planning gives a clear picture of the activities for each area of this provision, it does not consistently specify what the children are to learn or how this is to be assessed.

ENGLISH

74. The results of the 1999 tests in English at the end of Key Stage 2 were close to the national average. When compared with similar schools the results match what is expected. The performance of pupils shows that in 1999 attainment was above the average overall. Over the four year period from 1996 to 1999 the performance in English was close to the national average. Over the four year period there was no significant difference between boys' and girls' performance. Inspection evidence indicates that the standards in English of the present Year 6 group are above average. The school has maintained a satisfactory improvement on the standards identified in the previous report.
75. In 1999, the results of the National Curriculum tests at the end of Key Stage 1 were above average in reading and well above average in writing. When compared with the results in similar schools reading was below average and writing was above average. During the period 1996 to 1999 the performance in reading and writing was above average. Inspection evidence shows there is no significant difference in boys' and girls' performance in reading and writing. Inspection findings show that attainment at Key Stage 1 is above the average overall, being close to the average in reading and above the average in writing. This is an improvement from the previous report.

76. The attainment of seven-year olds in speaking and listening is above average and reflects the good progress they have made from when they enter the nursery. Pupils extend the range of vocabulary during discussions with the teacher and other pupils. Pupils express their views clearly, for example when describing their views about a book they have read. Pupils listen carefully to the teachers, especially during the literacy hour. Year 2 pupils give ideas and suggestions in a letter writing activity focusing on the use of interesting vocabulary. The views and opinions of other pupils are treated with respect. Most pupils speak clearly though some are a little reluctant to speak in whole class situations.
77. By the age of seven pupils of above average and average attainment are reading independently and with confidence. They correct themselves when they make a mistake and the use of expression is developing well. They have strategies for using the sounds of letters or groups of letters, and use other textual clues, to help with unfamiliar words. Pupils predict what will happen next in a story, talk about the main characters and retell the story with confidence. They are developing the necessary skills to use non-fiction books to find information to a satisfactory level. They use the contents page and index either independently or with a little help. They read with enjoyment and enthusiasm. Pupils of all levels of ability select their own book and give reasons for their choices. All take books home from school to read to parents and a number of pupils borrow books from the local library. Lower attaining pupils also have an enthusiasm for reading, but read more hesitantly and only occasionally correct themselves. They have a more limited sight vocabulary, but use picture and phonic clues when they encounter words they do not recognise. They are developing confidence when reading.
78. Seven-year olds attain standards in writing that are above national expectations. In Year 1 they retell stories such as 'Red Riding Hood', write stories using rhyming words, compose simple poems, and write about materials – 'Glass'. They learn to sequence stories, for example when writing about Christmas Eve and they write to give information as in 'Games in the Playground'. They perform these skills to the level expected. In Year 2 these experiences are developed. They learn to plan stories, for example, 'Gary's Birthday', to write questions and to write accounts of holidays or 'Eating Out'. Towards the end of the key stage in a piece entitled 'The Adventures of a Wobbly Tooth' higher and average attainers show imagination, organize their writing well and use full stops and capital letters appropriately. They are beginning to use exclamation marks, which shows a higher level of attainment. Spelling of simple and more complex words is usually correct. Lower attainers' writing is less detailed and less accurate. The handwriting skills of the higher and average attainers have progressed well. Letters are evenly formed and joined. The handwriting of lower attainers is less even and, in the sample seen, letters are only joined in specific handwriting exercises in specially lined books. The writing by teachers in books provides a good model for the pupils.
79. By the end of Key Stage 2 most pupils' attainment in speaking and listening is above national expectations. All pupils at this key stage listen very well to their teachers. Pupils in Year 6 listened intently in a music lesson to an extract from 'Bugsy Malone'. They identified with the character and expressed their thoughts clearly about him and about the plot. In a literacy hour pupils listened well to what their peers had written and valued each other's opinions. They compared well stories written by Anne Fine and used appropriate vocabulary when doing so.

80. By the end of Key Stage 2 inspection evidence indicates that pupils attain standards in reading that are above average. In the literacy hour Year 6 pupils read as a class an extract from 'Bill's New Frock'. The extract was read fluently, at a good speed and with obvious enjoyment. The school promotes reading very effectively and this has a good impact on pupils' attitudes to reading and the level of achievement. All pupils in Key Stage 2 take reading books from school to read at home. What they read and their favourite author is influenced by the literacy hour. In Year 6 books by Anne Fine are popular because of this. However, average and above average attainers read more widely including fiction such as 'The Lion, the Witch and the Wardrobe', the Harry Potter stories, 'The Hobbit' and 'What Katy Did', non-fiction such as 'Coping with Pets' and books of poetry such as 'There's an awful lot of weirdo's in my neighbourhood'. Favourite authors include Roald Dahl, J. K. Rowling, Enid Blyton and Anne Fine. Good progress is made throughout the key stage in reading with expression, in building on their sight vocabulary and in using a wider range of strategies for tackling new words. Higher attainers make good use of contextual clues. Lower attainers are more likely to use phonic skills, breaking the word into syllables. They are also less able to predict what may happen next in a story. Some pupils are members of the local library. Pupils develop good strategies for choosing books. They look at the front cover to see the title, author and the cover illustration. They read the introductory information and sometimes follow this by reading the first few sentences of the first chapter. Higher attainers need more guidance on selecting books so that they experience a wider range of authors and genres. All pupils keep a record of books they have read. When discussing non-fiction books, pupils show that they can use the glossary in addition to the contents page and index. Some older pupils are able to use the classification system in the library to locate books. Older pupils also develop their research skills through homework projects on topics of their choosing, such as 'Reptiles', 'Horse and Pony', 'Beatrix Potter' and 'Charles Darwin'.
81. Attainment in writing at the end of Key Stage 2 is above average. Key skills are being systematically learned, for example punctuation using exclamation marks, question marks and speech marks. By the end of Key Stage 2 pupils of average and higher attainment produce clearly developed ideas sequenced into paragraphs, which shows evidence of higher attainment. They relate sequences of events logically, write in dialogue, include apostrophes and use different styles of writing. Handwriting is generally legible, clearly formed and shows a fluent, joined script. Spelling of simple and more complex words is usually accurate. The writing of lower attaining pupils has a more limited range of vocabulary, is less well structured and less well punctuated. Handwriting is legible with some joins. Spelling of simple words is accurate, but less accurate when words are more complex. High standards of writing are progressively developed throughout the key stage through a wide range of types of writing. Year 3 pupils write letters to parents and a reply, recipe instructions, stories which build on an opening paragraph and story flow charts. In Year 4 this is continued with writing about feelings – 'Then I Freeze', report writing – 'Park Road Broken Into', a diary – 'The Killer Cat', and a four part story. In Year 6 further opportunities are provided to write poetry – 'Poem for Spring' and stories – 'If Pictures Could Talk'. They also write comments on extracts from 'Macbeth' and 'Romeo and Juliet' and analyse characters in stories – Mary in 'The Secret Garden'. In one lesson two Year 6 pupils used a word-processing programme to compose a 'blurb' for a class display about the author Anne Fine.
82. Opportunities are given to use literacy skills in other subjects and in assembly. Year 4 pupils write about life in a village in India. In Year 5 pupils write about life in Victorian times. These opportunities enable pupils to use writing skills they have first practised in the literacy hour to improve their understanding in other subjects. They describe life in an Indian Village and work in Victorian factories more clearly as a result. In all

classrooms reading is well promoted. There are good stocks of books in the classrooms and in the Key Stage 1 library and the main library on what used to be the stage in the hall. However, there was evidence that higher attainers need a wider range of books to select from and the school recognises this. The libraries support reading and research skills. Information books, thesaurus and dictionaries are easily accessible. Books are in good condition and up-to date.

83. Behaviour in lessons is usually good and never less than satisfactory. In both key stages pupils listen to their teachers, respond well in lessons, and work well individually and co-operatively in groups and pairs. They discuss and put their points of view in a sensible way. Year 6 pupils learning how mnemonics could help with accurate spelling added to the examples provided by the teacher. Pupils work hard in the literacy hour where they are engaged in their learning and concentrate well.
84. The quality of teaching is good overall. In Key Stage 1 the teaching seen was satisfactory whilst in Key Stage 2 teaching is good. It is clear from the scrutiny of work and pupils' achievements over time that the quality of teaching is good across the whole school. Teachers have a secure knowledge and understanding of the format and purpose of the National Literacy Strategy. The structure of lessons follows the format of the Literacy Strategy. The best lessons include a clear thread, which links each section of the lesson. The pace of lessons is good, as is the transition from one activity to another. Resources are appropriate. Good questioning skills are used effectively to recap previous learning and to challenge pupils' thinking. Teachers use correct vocabulary in the literacy hour and take time to explain unfamiliar words such as 'mnemonic'. All classrooms and corridor areas contain displays which support or reflect learning. In a Year 1 class a display about 'Billy the Duck' included 'water words' written in raindrops. Pupils had suggested the words, some as a result of research and asking at home. In a Year 5 classroom there was a 'prefixes' board and suggestions for words to use instead of 'said'. Tasks are usually well planned so that the needs of all pupils, including those with special educational needs, are met and learning is promoted. In one lesson in Key Stage 2 three groups of pupils were challenged to make their own decisions about the content of a display on the work of Anne Fine, including book reviews, illustrations, extracts and personal opinions. However, in a Key Stage 1 lesson two tasks were insufficiently focused on promoting literacy skills, though phonic tasks in the same lesson had been well matched to all abilities. Written work is marked in line with school policy. Encouraging written and oral comments foster pupils' confidence. Plenary sessions are used well to reinforce and assess learning. The skills that teachers use to interest pupils, their high expectations of behaviour and the way in which the activities are managed are supportive of learning. Homework also makes a good contribution to pupils' learning through the reinforcement and further development of skills learned in school.
85. The headteacher is the acting co-ordinator for English at present. Inspection evidence indicates that the subject is well co-ordinated. Since the implementation of the National Literacy Strategy the monitoring of planning and teaching together with scrutiny of pupils' work has had a positive impact on the quality of teaching and learning. The co-ordinator's written lesson observations are discussed with teachers, follow a well-structured format, highlight strengths and show areas that could be improved. The confidence of teachers has grown. A key issue in the previous report related to the use of assessment and evaluation to better target teaching and learning, particularly for the more able pupils. This has been successfully addressed. Progress of pupils is now monitored carefully. Optional tests are used, including in Year 1 where the school has devised its own tests using past National Curriculum test papers, and reading is tested. The information is used to set appropriate, but challenging, targets for all pupils. This

ensures that teachers' expectations of pupils are appropriately high and they plan accordingly. Resources for literacy have been increased, particularly reading books and dictionaries. Additional literacy support for pupils, through support staff in the classroom, in Year 4 and Year 5 is enhancing the learning opportunities for pupils and leading to good progress. The support for Year 5 pupils is a direct consequence of the very effective financial management of the school by the governing body and the awareness of the needs of pupils by the headteacher. The link governors with responsibility for literacy and special educational needs are well informed and take an active part in supporting teachers and pupils.

MATHEMATICS

86. Inspection findings indicate that most pupils at Key Stage 2 are working confidently at the expected level for their age, with about a quarter of pupils achieving higher standards. Pupils' results in Key Stage 2 in 1999 were above average overall, indicating a marked improvement from the previous year, when results were below average. Inspection findings show that a satisfactory rate of improvement has been maintained since the previous inspection. At Key Stage 1 pupils are working at the level expected for their age, with about a quarter of them achieving higher standards. In recent years there has been a rising trend in pupils' overall results, from below the national average in 1997 to slightly above the national average in 1999. These findings show improvement since the last inspection, with more pupils achieving or exceeding the nationally expected standard.
87. Secure foundations for mathematical development are laid in the nursery and reception class. Through a good range of activities including number games and rhymes, children learn to count and relate numbers to everyday happenings in the classroom. They learn to recognise and write numbers correctly and by the time they move to the programmes of study for the National Curriculum children are confident in their mathematics work. Pupils' competence in number, shape and measure is built on in Years 1 and 2 and pupils use their knowledge in practical situations. Many Year 1 pupils work confidently sequencing numbers and finding pairs which add up to 20. By the end of Key Stage 1, they identify numbers up to 100 and understand the concept of tens and units. They are confident in addition and subtraction, know the principles of simple multiplication and have begun work on sharing. They know a range of two- and three-dimensional shapes, including cones and pyramids, and recognise symmetrical shapes. They have experience of measuring, using both non-standard and standard units, such as centimetres.
88. Pupils in Key Stage 2 continue to make good progress in their learning. Pupils in Year 3, accurately multiply by five and ten and have experience of sharing. They use hundreds, tens and units confidently to add and subtract numbers. They record data pictorially and use a tally chart to record birthdays before constructing a simple bar graph. Pupils in Year 4 develop their multiplication skills well and use their knowledge of multiples to solve a range of problems. They tell the time accurately to the nearest minute, using analogue and digital notation. Their work on shapes involves measuring perimeters. They also collect, organise and interpret data using block graphs and Venn diagrams. In Year 5, pupils identify equivalent fractions. They work on measuring and estimating units of time, which involves interpreting information on a train timetable. They also accurately calculate distances in metres and kilometres. They identify rotational symmetry and construct three-dimensional shapes by linking faces. They also begin to grasp the concept and use the language of probability. By the end of the key stage, pupils demonstrate secure knowledge and understanding in the four operations of addition, subtraction, division and multiplication, and appropriately use

vocabulary such as "prime number" and "factor" when discussing their work. They understand decimal notation and express fractions as decimals. They calculate area in square centimetres. They present data accurately on a range of charts and graphs, including frequency charts and conversion graphs. Teachers provide opportunities to reinforce numeracy skills in other subjects, such as science. Such activities as making graphs to illustrate the most used vowels and vocabulary in Year 4 also reinforce pupils' mathematical understanding. However, information technology is not yet widely used throughout the school to promote pupils' numeracy skills. This is an area for development recognised by the school.

89. The quality of mathematics teaching is good overall and successfully promotes pupils' learning and above average attainment by the time they leave the school. Pupils with special educational needs are well supported and make sound progress in their learning. Teachers are sensitive to the needs of individual pupils and there are no consistent variations in the attainment of pupils of different gender, background or ethnicity. In the course of the inspection, most of the teaching observed in Key Stage 1 was sound with examples of good teaching in the reception class. No unsatisfactory teaching was observed. Scrutiny of pupils' work indicates that over time teaching and provision is good across the key stage and results in pupils' secure acquisition of basic mathematical skills and an interest in number. Teaching in Key Stage 2 is good. An example of very good teaching was observed and one lesson was unsatisfactory. These findings mark an improvement since the last inspection, when teaching was satisfactory in almost all lessons. Teachers' knowledge and understanding of current requirements is secure and the National Numeracy Strategy has been successfully established throughout the school. It is having a positive impact on pupils' ability to rapidly recall number facts and lessons were characterised by pupils' positive attitudes to mathematics. Teachers are clear about what pupils are to learn in the course of lessons and units of work, and tasks are usually sufficiently adapted for the different levels of attainment within the class. Teachers have very good relationships with pupils. They manage whole class sessions well and pupils' behaviour is good. The most effective teaching in Key Stage 2 involves very lively introductions. Pupils are often presented with "challenges" which stimulate their curiosity and promote active participation in the lesson. Very good teaching is also characterised by high expectations of pupils' ability to explain the methods they use in reaching conclusions and completing tasks. For example, in Year 6 pupils were asked to explain their calculations in producing line graphs. Teachers make good use of the mental mathematics session to introduce lessons and to stimulate pupils' thinking skills. These strategies successfully reinforce and extend pupils' thinking and enable their teacher to assess their understanding. Teachers use assessment data well to inform long and medium term planning and promote pupils' progress. Also, subsequent lesson plans are regularly restructured to meet the learning needs of individual pupils, on the basis of a teacher's on-going assessment in a particular lesson.

SCIENCE

90. Teacher assessments of Year 2 pupils' attainment in 1999 were well above average for pupils reaching the expected Level 2 and above. The number reaching the higher level 3 was above the national results although in line with those in similar schools. Pupils' attainment was similar in all aspects of science. Inspection evidence shows that the attainment for Year 2 pupils this year is above average, and is better than in the previous inspection.
91. The percentage of pupils attaining Level 4 and reaching the level expected for their age in the 1999 end of Key Stage 2 national tests was above the national average although

the proportion attaining the expected level was slightly below that in similar schools. The proportion of pupils achieving at a higher level than expected was well above the national average. There have been no significant gender differences in attainment. Inspection findings show that the improvement in science results at the age of eleven in 1999 is likely to be sustained with the current Year 6 whose attainment is above average. This represents an improvement since the previous inspection when standards of attainment were judged to match the national average. Results in science, particularly for pupils at the age of eleven, now show a consistent trend upwards.

92. By the end of Key Stage 1 pupils have good, scientific knowledge and skills. Year 2 pupils know and understand from their investigations that a bulb will light up when a circuit is completed. Higher achieving pupils work out the conditions in which the bulb will not light up. They then apply their understanding to investigate making a noise with a simple buzzer. They make sensible predictions, and discuss their observations using terms like circuit in the correct context. In other work most pupils show that they know how to record their observations, using block graphs to show the results of surveys of favourite fruits and vegetables. They draw simple conclusions from the results of their investigations – ‘we don’t like sprouts very much.’ In developing their scientific knowledge pupils understand the conditions that plants need to grow successfully and describe how heating or cooling changes substances.
93. By the end of Key Stage 2, most pupils attain at least in line with the levels expected and a significant minority are above the levels expected in their scientific knowledge, understanding and skills. In a Year 6 lesson most pupils understand which variables need to be controlled or changed when carrying out investigations which involve finding out which tyre treads are the most suitable for bicycles and what conditions would cause metal to rust most quickly. Average and higher attaining pupils use their scientific knowledge to make predictions. They understand the importance of repeating tests with precision and use averages to confirm their results. For some pupils, recording the results of their investigations is a weaker aspect of their work. Most pupils use a table to do this, but some pupils do not yet understand the need to choose the best means of recording their results according to the investigation. Some pupils give good examples of irreversible and reversible changes and explain what happens during a chemical change. Scientific knowledge and understanding for most pupils is well developed. They use scientific language to identify the organs on a diagram of the human body and show an appropriate understanding of food chains. In classifying animals to put animals into groups they use flow charts and keys, and explain how different species of animal adapt to their different environments.
94. Pupils’ attitudes to science reflect the quality of the teaching. They are good in both key stages, as is behaviour. Pupils show a real sense of interest in what they are doing and are keen to learn. Pupils in Year 2 Year 3 and Year 6 organised themselves well and showed initiative and independence when working in groups. Relationships between pupils are almost always good and this results in productive cooperative work. Concentration is sustained and pupils remain well on task.
95. The quality of teaching in science is good in both Key Stages 1 and 2. In all lessons there is a direct link between the quality of teaching and the progress that pupils make. Pupils with special needs make sound progress. Standards of teaching have been maintained since the previous inspection. The strengths of teaching are that lessons are well planned with a clear focus for pupils’ learning. Good lessons have clear learning objectives that are shared effectively with pupils. Teachers have high expectations of what pupils can achieve and set them challenging tasks that build on their prior learning and develop new knowledge. This was the case in Year 2 where

pupils investigated electrical circuits. The pupils were organised into groups to encourage discussion and pupils built on their prior understanding of electricity to work out how a simple electrical circuit works. Once they had achieved this they were then challenged to work out what happens when a circuit is incomplete. In Year 6 pupils investigated aspects of 'bicycle science' and were given opportunities to decide which methods they would use to carry out the tests. The open-ended nature of this task challenged pupils and enabled them to make good gains in their knowledge and understanding. They used their understanding of the scientific process to repeat tests for more precise and accurate results and also used their scientific knowledge to explain whether or not their prediction was accurate. Teachers' subject knowledge is secure and is used well to enable pupils to increase their knowledge and understanding, for example, in a Year 3 lesson on the interaction of food dye with celery. The teacher used a simple experiment to show pupils how water is transported through the stem to other parts of the plant. This helped pupils to understand more clearly how plants stay healthy. Resources are well prepared and used, and pupils are well managed and organised into groups to investigate different problems.

96. Science teaching makes a contribution to the development of pupils' literacy skills. At both key stages pupils are encouraged to talk about their ideas and what they see and do. There is appropriate use of scientific vocabulary in all classes observed. Year 6 pupils have used flow charts on a number of occasions to explain scientific processes. Mathematical skills are developed as pupils take measurements and record data. By Year 6 pupils use line graphs to record their findings.
97. The leadership and management of the subject is good and has had a positive impact on standards of attainment, particularly the procedures for monitoring teaching and assessing pupils' progress which have been introduced since the previous inspection. The scheme of work has been revised and now ensures a balanced coverage of all aspects of the science curriculum. Pupils' attainment is assessed at the end of each topic and by end of key stage tests. The targeting and tracking of pupils to raise attainment has begun based on analysis of end of key stage test results and unit tests. Areas of weakness are identified through the revision of curriculum plans and schemes of work. Targets for improving pupils' attainment are set on the basis of the previous years' results at both seven and eleven. The subject leader has monitored the quality of teaching throughout the school, has undertaken sampling of pupils' work and monitored the balance of curriculum coverage through teachers' curriculum plans. Resources have also been developed, particularly for teachers to assist them with planning to raise standards in the subject.

ART

98. During the inspection, no art lessons were seen at Key Stage 1 and one was inspected at Key Stage 2. Evidence from this lesson, pupils' work, teachers' planning and subject documentation indicate that standards achieved by pupils match those expected at both key stages. These findings reflect those of the last inspection.
99. In the early years, children develop their awareness of simple collage techniques and use paint confidently, as when children in the reception class created a display on the theme of their visit to Stockley Farm. Throughout Key Stage 1, pupils' mounted and displayed work shows a satisfactory range of two-dimensional work, incorporating the use of different media including oil pastels and marbling inks. Their three-dimensional work includes clay farm animals and play-dough cakes "for sale" in the class shop. Pupils begin to develop their observational skills, for example when sketching autumn

leaves. Their finished work matches the standard expected by the age of seven. This continues at Key Stage 2 and pupils' work in sketchbooks indicates an increasing awareness of perspective, as well as growing skills in pencil shading. Pupils satisfactorily extend their skills throughout the school; for example, Year 5 pupils worked hard to acquire the control demanded as they successfully learned the techniques involved in lino cutting. Their finished work matches the standard expected by the age of eleven. Art work is often linked to other subjects, such as history, as when pupils created Viking patterns and sketched Roman pottery. In both key stages pupils are introduced to the work of famous artists; for example, in Year 1 pupils painted in the style of L.S.Lowry. By the end of Key Stage 2, pupils are familiar with a range of artists' work, including Paul Klee and Picasso. Their interpretations of the artists' work are presented as the Junior Art Gallery. Throughout the school, evidence indicates that there are no significant differences in the progress of pupils of different gender or background. Pupils with special educational needs are well supported and make satisfactory progress.

100. It was not possible to make a judgement on the quality of teaching in the subject. Overall, the sound quality of pupils' learning indicates that teachers have sufficient knowledge and understanding to teach art. Pupils have opportunities to select appropriate materials for the interpretation of their ideas; for example Year 1 pupils carefully chose the colour of threads used in their sewing, to complement the shade of hessian they were using. However, overall they have insufficient opportunities to select the methods and media to be employed in art projects. Pupils' learning in art makes a satisfactory contribution to their cultural development, particularly their developing knowledge of famous artists. Art work displayed in the school hall and around the school, celebrates pupils' achievements and maintains their interest. In addition, occasional activities, such as the visit to school by a sculptress, successfully promote pupils' awareness of art.

DESIGN TECHNOLOGY

101. In the course of the inspection, no design and technology lessons were observed. Sufficient evidence is available from pupils' completed work and talking to pupils to form the judgement that pupils attain standards which match the expected levels at both key stages. There are no significant differences in the progress of pupils of different gender, background or ethnicity. Pupils with special educational needs are well supported and make satisfactory progress. These findings reflect those of the previous inspection.
102. In the early years, pupils engage in constructional play with a range of materials which soundly promote their creative and manipulative skills. They also have regular opportunities to participate in focused practical tasks involving the preparation of food, such as making sandwiches and baking. Throughout the school, pupils engage in one "design and make" project each term. In Key Stage 1, younger pupils make cardboard houses with simple, opening doors. By the end of the key stage, pupils produce finger puppets from felt, decorated with basic stitching. The work produced shows that pupils use basic techniques to the required level and handle tools safely. In Key Stage 2, projects include pop-up books incorporating a range of paper and card levers, flaps and pulleys. Older pupils use reclaimed materials to make simple "shakers" in the form of humorous heads or imaginary creatures and Year 6 pupils designed slippers. The work produced show that pupils use a variety of materials and techniques in their products and that they produce work with appropriate attention to detail.
103. As no lessons were observed, it is not possible to make a judgement about the quality of teaching. However, from examination of teachers' planning and subject documentation, it is evident that teachers' knowledge and understanding are satisfactory. The scheme of work follows national guidance and soundly supports teacher's planning at all stages. Pupils evidently enjoy design and technology, readily discuss projects and are proud to see their work displayed. However, impact is lost where work is not well displayed and clearly labelled.

GEOGRAPHY

104. Only one geography lesson was seen during the inspection in Key Stage 2, and none in Key Stage 1. Evidence from pupils' work, documentation and discussions with staff and pupils indicate that pupils have a balanced programme of geography during the key stages. There was insufficient evidence to form a firm judgement on standards of pupils' work or of the quality of teaching.
105. In Year 2, pupils know the points on a compass and competently label the countries that form the United Kingdom. They understand simple maps and use two-figure grid references to locate buildings on a map. They are developing the ability to use a key, and identify the main occupations within the local area. By the end of Key Stage 2, most pupils suggest questions to ask of photographs when investigating life in St. Lucia. They use geographical terms, such as humid and tropical, correctly to describe the climate in St. Lucia. They have an understanding of geographical themes having studied rivers and mountains and in their written work they use geographical terms such as precipitation and escarpment in the correct context. The subject is adequately led at present and a major review of the area is planned as part of the school development plan.

HISTORY

106. By the end of Key Stage 1, pupils' attainment in history matches the average levels expected for seven olds, with higher achieving pupils attaining levels above those normally expected. Most pupils develop an increased understanding of historical time through the use of key words relating to the passing of time, such as then and now, old and new. They have developed an increasing ability to compare aspects of life today with life in the past, for example, the differences between hospitals in the present and the past. Higher achieving pupils explain why Guy Fawkes tried to blow up the Houses of Parliament. Most pupils ask and answer questions of objects showing everyday life in the past, and higher achieving pupils devise their own questions and work out what the objects were used for.
107. By the end of Key Stage 2 standards of attainment match the levels expected for eleven year olds. Most pupils develop an increased knowledge and understanding of the periods they have studied, for example, Ancient Greece, The Victorians, Life in World Two, Life in the Fifties and Sixties. They develop a growing understanding of features of past societies and research specific aspects of life in the Fifties. They show a developing understanding of change over time, for example when comparing school life in the 1950s with their own experience. They develop their skills of investigation and devise their own questions to research life in World War Two.
108. Pupils' attitudes towards the subject are good. They are well behaved and are keen to answer questions and be involved when talking about life in the 1950s. They listen attentively, and show high levels of interest in the tasks they are set. They are well motivated, concentrate well, share ideas and co-operate well with each other, for example, in a lesson about Life in Ancient Greece. They behave sensibly in handling objects and show good levels of responsibility in managing their own learning. They show initiative in using dictionaries and glossaries in written work about The Victorians.
109. The quality of teaching in Key Stage 1 is good. There are clear learning objectives, which set high expectations of what pupils should achieve in learning from objects about everyday life in the past. Planning ensures that work is matched to the needs of pupils of different abilities and that activities are challenging for all pupils. Questioning is used well to develop pupils' ideas about what to look for in objects and pupils are clear about what is expected of them. They are engaged in their learning and develop the ability to answer and ask questions of historical objects. Good use is made of resources to enhance pupils' learning. The teaching of historical concepts, such as change and continuity and cause and effect, is good both from lessons observed and pupils' written work on Guy Fawkes and the differences between life in the past compared to the present. The quality of teaching in Key Stage 2 is satisfactory. The best lessons have a clear purpose with good levels of challenge for pupils in selecting information about life in the Ancient Greece. Resources are well organised for work in groups, and pupils' progress is assessed through good use of questions in a plenary session.

110. The leadership of the subject is sound. A whole scheme of work is in place and ensures a balanced coverage of the programmes of study across the whole school. Assessment of pupils' progress is managed within the whole school system of assessing pupils' achievement half way through the school year. The monitoring role of the subject leader is at present limited to sampling pupils' work, although a focused review of the subject area is planned for the next school year. The school has made sound progress in developing the history curriculum since the school was last inspected. Standards of attainment have been maintained and show signs of improvement, particularly at the end of Key Stage 1

INFORMATION TECHNOLOGY

111. The school has made good progress since the last inspection in improving provision for information technology, both in relation to the level of resources available and the confidence and expertise of the teaching staff. These initiatives are beginning to have a positive impact on pupils' standards of attainment.
112. By the end of Key Stage 1 the attainment of most pupils matches the attainment levels expected by the age of seven. They type their own names using different fonts and sizes of text. They type in poems independently and use a drawing program to design their own pictures and shapes. They show confidence in using computers and most log on and off and access files on their own. They retrieve stored information from CD Rom about animals and use their skills to good effect in using programs in a number of subjects within one lesson.
113. By the end of Key Stage 2, the attainment of most pupils matches the attainment levels expected by the age of eleven and most pupils have developed a good level of basic skills. Pupils in Year 3 have their own e-mail addresses and know how to send e-mail messages. Pupils in Year 4 are beginning to show a sense of audience in the presentation of their work. By Year 6, most pupils show a good awareness of audience in editing text into the format of a play script. They use a range of techniques to achieve this, and select the appropriate font, size or colour of text depending on the purpose for which they are needed. They handle computers with appropriate confidence, log on/off and save work for future reference. They have experienced using web pages, producing text for a multi-media presentation, creating their own pictures and producing line graphs from an analysis of data.
114. Pupils' attitudes towards information technology are positive and they behave well. They focus well on the tasks they are set, concentrating well and sustaining their interest and enthusiasm. They work well co-operatively, and manage their own learning well showing good levels of responsibility. They are enthusiastic, attentive and enjoy lessons. In a Year 3 lesson pupils show good levels of respect for one another's contributions in sending an e-mail message.
115. The quality of teaching is satisfactory, with strengths in the lower junior years. In the best lessons teaching has high expectations, and pupils are provided with a good level of challenge in tasks, such as sending e-mail messages in Year 3 and using the cut and paste facility to edit text for a purpose in Year 4. Planning ensures that lessons build on pupils' prior learning experiences. Teachers make good use of the school ICT suite and use a good range of group work strategies to manage and organise pupils' learning. All pupils are given sufficient opportunity to practise and develop their basic skills in ICT lessons and are given opportunities to work independently. Teachers have secure subject knowledge, and give clear instructions. Modelling activities are well used

as a strategy to make clear to pupils what they have to do and what is expected of them, for example in a Year 1 activity on data collection where the teacher shows the class how to highlight data and make a graph before the pupils do the activity themselves. Work is clearly targeted at appropriate levels of attainment, which gives pupils a clear idea of what is expected of them. There is effective monitoring of pupils' work and progress, both with small groups and whole classes, with questioning being used well to check pupils' levels of understanding.

116. The leadership of the subject is good. The subject co-ordinator has a clear vision of how information technology can contribute to pupils' learning and she has taken a lead role in developing staff confidence to use information technology within the curriculum. Since the previous inspection both hardware and software resources have improved significantly through the provision of an information technology suite. Each class, from Year 2 upwards, has timetabled lessons each week and, consequently, pupils have much more regular access to computers than previously. A whole school scheme of work ensures that statutory requirements are met and that there is continuity and progression of pupils' learning. Teachers plan a balanced coverage of the information technology curriculum. Information technology is particularly used to support work in literacy and work is being systematically planned in other subjects. The subject co-ordinator has undertaken a range of strategies to monitor the quality of teaching in information technology, including classroom observation and sampling pupils' work. The assessment of pupils' progress has been introduced, and a whole school system of recording pupils' progress in information technology is planned for introduction.

MUSIC

117. In the previous inspection music was judged as meeting the requirements of the end of key stage level descriptors at the end of Key Stage 1 and was judged to be good at Key Stage 2. From the limited amount of teaching seen and other evidence gathered during this inspection it was possible to judge that pupils make satisfactory progress towards attaining the standards expected in both key stages. This is despite the limitations of time allocated to the subject because of the required focus on core subjects. The previous report also stated that there was good recorder playing in Years 5 and 6. This is still the case.
118. Reception, Year 1 and Year 2 pupils in hymn practice sing from memory to piano accompaniment. They listen attentively and develop a growing ability to phrase the music and sing in tune. Year 1 pupils make simple shakers and use these to compose simple sound pictures reflecting noises heard in town and country. Year 2 pupils listen with concentration to develop their ability to appraise what they are hearing. They draw pictures to show their feelings and recognise when there is a change of mood in the music.
119. In Key Stage 2 pupils develop the ability to sing in tune and with enjoyment and clear diction. Singing in hymn practice and assembly reflects well the mood of the hymns. Pupils provide accompaniment for the hymn in assembly on descant and treble recorders, xylophones, glockenspiels and steel drums. Year 4 pupils develop an effective, and growing, awareness of dynamics and tempi. They use simple, three-line 'squiggle' notation to represent words and phrases such as 'spring-time' and 'nearly summer'. They also increase their knowledge of pitch by composing simple tunes using the pentatonic scale and record these on paper. Year 5 pupils increase their knowledge and understanding of music from different cultures through a study of Asian music and dance. In the one lesson inspected, Year 6 pupils sang tunefully and with clear diction, illustrating sound progress across the key stage. A group of recorder

players provided effective accompaniment to the singing and pupils used a good range of sounds to provide ostinato accompaniments.

120. The quality of teaching is sound overall, with some good lessons observed. Teachers' knowledge and understanding of music is secure. Teachers choose appropriate music to develop listening skills and encourage pupils to respond to music which has an impact on learning. In a Year 2 lesson pupils listened with concentration to part of 'Ma Vlast' by Smetana. They drew pictures in response to the music. When showing other pupils their pictures they expressed what the music had meant to them with phrases such as 'My cat at home chasing butterflies' and 'Dancing in a field of daffodils'. They showed changes in the mood of the music through their drawings. Lessons have clear objectives and assessment opportunities. Resources are used effectively to promote learning. Teachers also take the opportunity to reinforce pupils' literacy skills in music. For example, in a Key Stage 2 hymn practice pupils were challenged to think about the difference between the first two and the last two lines of a verse, which required them to use inferential comprehension, and say how that would influence the singing.
121. The music policy sets out clear aims and objectives. The subject co-ordinator has a clearly defined role, which includes monitoring of teachers' planning to ensure coverage of the curriculum requirements in music. The scheme of work is the focus of curriculum planning and ensures that national requirements are met. The school recognises the need to review assessment and recording in the light of the new requirements. Music is a target subject in the school improvement plan for 2001. The school has adequate resources to enhance pupils' learning in music. For example, there are books on African music and software resources for using information and communications technology in music. The provision of inset for all staff to improve curriculum delivery is a priority of the school so that there is less dependence on commercially produced taped lessons.
122. Extra-curricular activities enrich the music curriculum, although there is no formal choir. All Key Stage 2 pupils have the opportunity to learn the recorder, glockenspiel, xylophone, steel. Harvest Festival and Christmas celebrations together with annual productions by Year 5 and Year 6 pupils, such as 'Bugsy Malone', provide opportunities for singing and playing. Those who are able to take such opportunities are encouraged to perform for others. In an act of collective worship a Year 4 beginner recorder group played 'Jesus Hands Are Kind Hands' to a very attentive audience. Older pupils accompanied the singing of the hymn on descant and treble recorders and tuned percussion instruments.

PHYSICAL EDUCATION

123. In the teaching seen in gymnastics and games pupils make satisfactory progress towards attaining nationally expected standards by the ages of both seven and eleven. In swimming progress is good and attainment exceeds national requirements. This is similar to the previous report which stated that achievement matched and occasionally exceeded national expectations in pupils' ability at catching balls and using raquets.
124. In Key Stage 1 pupils effectively develop their gymnastic, dance and games skills. The focus in lessons seen was on gymnastics. In Year 2 the emphasis is on the smooth linking of a sequence of movements, with pupils challenged to think of unusual shapes to incorporate into their movement sequences. There is a clear progression in the quality of the gymnastic skills of the pupils. Pupils also learn to handle apparatus safely and to be aware of others when moving around the hall. They know why it is important to be suitably dressed for PE

125. In Key Stage 2 pupils further develop their gymnastic skills . In Year 3, all pupils swim a minimum of ten metres and 60 per cent swim further. In Year 6 pupils develop skills of catching, throwing and striking a ball for net games. They bounce a ball in a controlled way on a padder-tennis bat at least ten times without losing control of the ball. Most hit a ball accurately for a partner to catch. In pairs, they hit and return a tennis ball with some control and accuracy. Pupils make good progress in lessons.
126. All pupils show positive attitudes and are keen to participate. This attitude is also seen in swimming where the teaching is done by the qualified staff of the Leisure Centre. In a Year 3 lesson pupils listen to instructions and work on the tasks with both concentration and enjoyment resulting in good progress.
127. The quality of teaching in Key Stage 1 is satisfactory and is good in Key Stage 2. Long, medium and short term planning ensures continuity and progression. Teachers have a secure knowledge and understanding of gymnastics and games. In a Year 3 class the teacher organises the lesson so that pupils are able to observe others and critically comment on the performance of other pupils which promotes progress in their ability to pass and dribble a basketball. In a Year 5 class, in addition to critically commenting on the performance of others, they can, by the end of the lesson, evaluate improvement in their own ability to develop a controlled sequence of shape movements. Teachers make good use of resources, both indoors and out. In all lessons seen teachers used praise and encouragement, had high expectations of pupils and set appropriately challenging tasks which had assessable outcomes and ensured that all pupils, including those with special educational needs made progress in the lesson.
128. In the previous report the range of extra-curricular provision was described as good. This is still the case. Extra-curricular provision enriches the curriculum. Pupils have the opportunity to participate in football, basketball, netball, athletics and swimming events with other schools. Basketball is an after school option offered to pupils.
129. The physical education policy is a comprehensive document, which sets out the areas of activity to be included each term by each year group and ensures that curriculum requirements are met. The scheme of work is the focus for curriculum planning and is currently being reviewed to meet new requirements. The subject co-ordinator has a clearly defined role, which includes monitoring of teachers' planning to ensure coverage of the curriculum requirements in physical education. The subject co-ordinator recognises the need to review both procedures for monitoring the quality of teaching and for assessing and recording pupils' progress. Learning resources are sufficient to enhance pupils' learning in the different aspects of the subject.

RELIGIOUS EDUCATION

130. Pupils at both key stages attain standards which match with those required by the Local Education Authority Agreed Syllabus. This reflects the standards described in the previous inspection report. By the end of Key Stage 1 pupils have reached the required standard in their knowledge and understanding of the six main world religions – Christianity, Judaism, Buddhism, Sikhism, Hinduism and Islam. Pupils have an appropriate understanding of the major festivals and the important artefacts associated with the main religions. They design prayer mats when studying Islam. They know what a mosque is and about Allah, the Qu’ran, the Ka’bah, Eid, Prayer mats, and why Mecca is the holy place for Moslems. By the end of Key Stage 2 pupils have extended their knowledge and understanding of the six main world religions. In a Year 4 class an introductory lesson on the theme ‘We worship God in Church and at home’ each group of pupils examined artefacts from one of the main religions. They found that some artefacts were similar, for example the beads used in the Sikh and Islam faiths and the Christian rosary, and considered why this may be. In Year 6 pupils develop their knowledge and understanding of the main religions by examining artefacts to identify not only what they are, but how and why they are used. They answer questions from other pupils to explain their findings.
131. Pupils respond well in religious education to well prepared and presented lessons. They listen attentively, both to the teacher and to each other. They are very interested and work cooperatively with each other. Reverence for the beliefs of others is clearly demonstrated, particularly in Key Stage 2, where they handle artefacts sensitively and with respect. The subject makes a contribution to pupils’ spiritual and moral development a very good contribution to pupils’ cultural development.
132. Teaching in religious education is good overall and in one lesson was very good. Work is interesting, well planned and has a clear religious focus. Teachers are confident with a variety of subject matter and about requirements. In a very good lesson on the six main religions a real excitement was generated when pupils became fascinated by a Jewish seder plate and Buddhist prayer flags. The teacher asked challenging questions which enabled pupils to think deeply about the purpose of the artefacts and about similarities and differences in the main religions.
133. The subject is very well co-ordinated by the headteacher. She is knowledgeable and enthusiastic and knows well how the subject might develop further. The policy contains a clear statement of aims. There is a new Locally Agreed Syllabus which will ensure continuity and progression. The documentation issued by the Qualifications and Curriculum Authority is being examined to see how it can support and dovetail in with the Locally Agreed Syllabus to enhance the teaching and learning. Teachers’ planning is monitored to ensure that the curriculum is being adequately covered and in sufficient depth to enhance pupils’ knowledge and understanding in religious education. The head teacher has led in-service training for staff recently and has also held separate key stage meeting to discuss progression. Resources for the subject are very good and include very good artefacts, pictures and library books.