

INSPECTION REPORT

**GODFREY ERMEN MEMORIAL C of E AIDED
PRIMARY SCHOOL**

Barton, Eccles

LEA area: SALFORD

Unique reference number: 105946

Headteacher: Mrs J Dunnet

Reporting inspector: Mrs Heather Evans
21374

Dates of inspection: 7-11 February 2000

Inspection number: 190710

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary Aided

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: School Road
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Manchester

Postcode: M30 7BJ

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Appropriate authority: Governing Body

Name of chair of governors: Rev Fr R Smith

Date of previous inspection: December 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs H Evans	Registered inspector	Mathematics	What sort of school is it?
		Music	What should the school do to improve further?
		Physical education	Schools' results and achievements
			Pupils' attitudes, values and personal development
			How well are pupils taught?
			How well is the school led and managed?
Mr B Sylvester	Lay inspector		How well does the school care for its' pupils?
			How well does the school work in partnership with parents?
Ms L Spooner	Team inspector	English	How good are the curricular and other opportunities offered to pupils?
		Special educational needs	
		English as an additional language	
Mrs K McArthur	Team inspector	Science	
		Design and technology	
		Geography	
		Under fives	
Mr G Longton	Team inspector	Information technology	
		Art	
		History	
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Inspection Quality Division
The Office for Standards in Education
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Godfrey Ermen Memorial school is a voluntary aided Church of England school situated in the Barton area of Eccles. Children attending the school live mainly on local council estates with some living in privately owned housing. There are 285 pupils on roll, 40 more than at the time of the last inspection. Of these 98 per cent are indigenous white with very few pupils from cultures other than English. Two pupils learn English as an additional language. There are 75 pupils who are eligible for free school meals and at 29.4 per cent, this is above the national average. There are 59 pupils on the special needs register at 21 per cent this is close to the average in schools nationally. Of these 20 present increased difficulties with four pupils in the process of formal assessment and two who already have statements.

Children under five learn in the nursery and in two reception classes. In one there are also some pupils from Year 1. Attainment levels vary widely but overall the level of attainment on entry to the nursery is well below that found for children aged three in most nursery classes nationally. In the nursery, most children's progress is good but on entry to the reception classes, as shown by the school's baseline assessment, attainment is below that usually found for five-year-olds nationally.

Since the last inspection there have been significant changes in the staffing structure. The staff is now stable with only one change in the last year. Children are taught in nine classes as well as the nursery class. There are a number of mixed age classes at both key stages and the average class size is 24. The standard number for admission to the school each year is 35 and the new classrooms have been built to accommodate the increasing numbers in the younger classes and minimise the number of classes needing to cater for two age groups.

HOW GOOD THE SCHOOL IS

This is a good school where standards are being raised by good quality teaching promoted by the clear effective leadership of the headteacher and her deputy. The subject co-ordinators are skilled at promoting, monitoring and evaluating work in their areas of responsibility and the governing body takes an active and supportive part in the overall running of the curriculum and maintains a safe and workmanlike environment. The management team seeks the best value possible when placing orders and overall the school provides good value for money.

What the school does well

- The standards overall are better than those of similar schools nationally by the time pupils leave at eleven.
- The quality of teaching is predominantly good and was very good in more than 20 per cent of lessons seen.
- Pupils' attitudes to work are good and there are very good relationships evident throughout the school.
- The behaviour of the great majority of pupils is good.
- The curriculum is good and is well balanced.
- The provision for pupils with special educational needs is good.
- The leadership of the headteacher, governors and curriculum co-ordinators is good; there is effective educational direction.
- The commitment of the staff to improving standards and setting challenging work is good.

What could be improved

- The standard of clear speaking and well reasoned argument in English at both key stages.
- The quality of sustained writing at Key Stage 1.
- The overall provision for information technology.
- Formal strategies for assessment of pupils' work.
- Provision for pupils' personal research and private study.
- The quality and presentation of written information for parents.

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 December 1996 when there were a number of serious weaknesses. Since then the governing body and staff have addressed each identified weakness with good level of success. Standards in art, information technology and design and technology have been raised and the provision for all other foundation subjects has been reviewed and revised so that curriculum provision is now good overall. The quality of teaching has been raised considerably with five lessons in ten judged to be good with a further 2 in ten very good. Teachers now have good subject knowledge, plan thoroughly and employ a wide range of methods and strategies successfully. Assessment procedures are sound although the staff has clear plans improve them further. Teachers know their pupils well and organise their classrooms effectively to provide suitable work well matched to the needs of groups and individuals. The values and opinions of pupils are held in high esteem and pupils' spiritual and cultural development are provided for well. The management and leadership of the school have been strengthened, governors have undertaken training in important areas and the role of the co-ordinators has been raised very effectively. They are now very well informed and manage the planning and delivery of their subjects with skill and dedication. There are improved opportunities for pupils to develop their own initiative and to be more involved in decisions about their work but there is still room for further improvement. There are clear plans to address this when the information technology suite is established. The new members of the governing body are involved in training and others are linked to classes and subjects in order to monitor the work of the curriculum and evaluate the benefits of spending against standards attained. Overall there has been very good improvement since the time of the last 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 schools
	1997	1998	1999	1999
English	C	D	C	A
Mathematics	A	C	C	B
Science	C	C	C	B

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

Despite the fact that the number of pupils identified as having special educational needs in the group tested is greater than the national average, pupils attained standards that match the national average and are better than the average in similar schools. Standards in English were well above those in similar schools nationally and above those in similar schools in mathematics and science. However, the numbers of pupils attaining the higher levels in mathematics and science are lower than those in schools nationally. Standards in information technology are broadly in line with national expectations but few pupils have advanced skills. The overall attainment in all other subjects is at least in line with national expectations and the performance of some pupils in art, music, history and physical education is good. The great majority of pupils learn well and progress is good. The standards in the national tests for English, mathematics and science in recent years have improved in line with those in schools nationally. The school has set realistic targets for continued improvement. During the inspection the work seen indicates that standards are at least as good in the core subjects as in the most recent tests. Pupils of all ages need to improve their skills in speaking in more complex sentences in all subjects in order to help them to describe their experiences and in turn enhance their written work. Standards at Key Stage one reflect the low level on attainment on entry but are improving as a result of the improved teaching and enhanced curriculum provision.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Predominantly good and sometimes very good.
Behaviour, in and out of classrooms	Inside the classroom almost always good. The majority of pupils behave well even when not closely supervised although there are a few instances of aggressive and unacceptable behaviour in the playground.
Personal development and relationships	Relationships between pupils and between staff and pupils are always at least good and are most often very good. Teachers know pupils well and support their learning and personal development very effectively.
Attendance	Attendance is similar to that in schools nationally although the incidence of unauthorised absence is low.

The positive attitude to work by the vast majority of pupils and the productive and supportive relationships between staff and pupils make a positive contribution to the strong and effective atmosphere for learning present in all classrooms. Pupils like school and the low level of unauthorised absence contributes to the progress seen across the school.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	aged 7-11 years
Lessons seen overall	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 in all subjects for children under five and at both key stages across the curriculum is never less than satisfactory. This is a great improvement since the time of the last inspection. Teaching is good in at least half of all lessons seen and was very good in more than 20 per cent of lessons. The teaching in one lesson was judged to be excellent. In English at Key Stage 1 it was good in one lesson and was very good in another. At Key Stage 2, teaching in English is mostly good. In mathematics teaching is predominantly good and there was very good teaching in other subjects at both key stages. The teachers plan effectively and organise their classes well. They match work carefully to the needs of individuals and groups and set appropriate challenge for pupils of all abilities. The high percentage of pupils with special educational need in classes throughout the school, means that work must be tailored to meet the needs of individual pupils and matched groups and additional support is regularly provided. The most important skills in literacy and numeracy are taught systematically and are reinforced regularly in all classes. The impact of the teachers' attention to detail is that learning for the majority of pupils is pleasurable and purposeful. Pupils are encouraged to work hard, to discuss their learning and share their success with their classmates. They enjoy the challenges presented to them and delight in the work they are doing.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Overall good. The curriculum is broadly based and well balanced and fully meets statutory requirements.
Provision for pupils with special educational needs	Good. Pupils benefit from work that is matched to their needs and abilities. Additional support is provided which enables them to keep up with their classmates in most cases.
Provision for pupils with English as an additional language	There is appropriate support for the very few pupils who learn English as an additional language
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall There is good provision for pupils' personal development. Provision for pupils' spiritual and cultural provision is good and for pupils' moral and social development it is very good.
How well the school cares for its pupils	The school cares effectively and successfully for pupils with varying needs and abilities.

The school is only partially successful in its work in partnership with parents. The great majority of parents believe the school to be effective in explaining what is taught and how pupils are making progress but a significant minority state that they are unsure how the school manages the curriculum and how to ensure that the needs of their children are met. These parents say that they find communication between the school and parents to be unhelpful and would welcome more open discussion to find a solution to the present difficulties. The new home and school agreements are proving to be helpful in many situations where parents and teachers co-operate well together and the reading diaries are very effective lines of communication for the majority of pupils. Most parents welcome the information presented in the written reports but would appreciate if they could be sent earlier to enable more time for review and discussion with teachers. The curriculum is good, former weaknesses have been addressed successfully and although the school is still waiting for the new computer suite there are no significant weaknesses in provision. The school is committed to the care and well being of its pupils. The school provides a range of extra-curricular opportunities including literary, artistic, sporting and musical opportunities. These activities are available to pupils in both key stages and the pupils taking up these opportunities is greater than in many schools. The major school productions involve almost all pupils and many parents help to prepare scenery and costumes. All parents enjoy these high quality presentations. Each year a number of pupils benefit from a residential visit where additional experiences are made available.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall. The headteacher has a clear vision for the future of the school and provides effective educational direction. She is very well supported by a strong senior management team and a committed and hardworking team of teachers especially in their roles as subject co-ordinators.
How well the governors fulfil their responsibilities	The governors are becoming increasingly skilled and now fulfil all their statutory responsibilities. Some new governors are attending training courses to improve their present skills.
The school's evaluation of its performance	The school has an effective audit system with which it evaluates its performance against the targets set in the school development plan and against national standards.
The strategic use of resources	Resources are planned for and provided to match identified needs and are used effectively to promote learning and aid teaching.

There is an adequate number of suitably qualified teachers and support staff to meet the needs of the pupils and the curriculum. They share a good range of expertise and experience and the support systems for new teachers are efficient. The accommodation has been improved recently and changes mean that when complete facilities for learning will be good. Every subject has an adequate supply of good quality readily available resources. The leadership of the school has been significantly improved since the time of the last inspection. Planning for high standards is good and the strategies to monitor work throughout the school and evaluate the effectiveness of spending against improved standards are proving to be clear and effective. Financial planning and management is good and the school has adopted effective ways of ensuring that good value is sought in its use of time, money and personnel.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • They are pleased to see their children making good progress. • They are pleased that the school promotes good behaviour. • They like the fact that the quality of teaching is good. • The majority state that they feel welcome in the school and are pleased that teachers are approachable. • Parents like the fact that children are expected to work hard. • Most are happy that older pupils are gaining in maturity. 	<ul style="list-style-type: none"> • Parents would welcome more information about how their children are getting on. • Some would welcome increased opportunities to develop closer links between home and school. • A significant minority is unhappy about some recent management decisions that have affected their own children including the number of mixed age classes. • Parents wish that there were more extra curricular activities.

The inspection team agrees with the majority of parents in their views about how the school makes good provision for their children's education. The team also agrees with parents that the quality of teaching is good as a result of sensible management decisions and training offered and undertaken over the past four years. The team considers that information presented to parents is satisfactory overall but that consideration should be given to improving the style and quality to make it more attractive and easier to follow. The school is more than willing to discuss ways of improving the quality of written information and to consult with parents as to how staff might resolve any present difficulties. The recent open days to explain the numeracy strategy and the SATs tests at the end of each key stage as well as the leaflets explaining how parents might help their children at home are already a good start towards this more friendly approach. The team believes that the management decisions, which resulted in mixed aged classes, are an inevitable result of restricted class sizes in the younger classes and the school's financial limitations. The team share the opinion, that although less than desirable, the decisions were prudent and that the improved facilities created by the new building programme will eventually enable the number of mixed age classes to be kept to the minimum. The team believes, that for the number of teachers in the school, the range of additional activities provided by the school is at least satisfactory and the number of children sharing in these activities, even in the winter is commendable.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Standards overall are improving across the curriculum as a result of positive changes to the curriculum and the predominantly good teaching in all classes. At the end of Key Stage 1, in the national tests in 1999, standards in reading were in line with the national average at 82 per cent however; the number of pupils attaining higher levels was well below the national average. Standards in writing were overall below the national average because few pupils attained higher levels. In mathematics the percentage attaining level 2, the expected level, was 89 per cent which is in line with the national average but again few pupils reached higher levels. Teachers' assessment of standards in science again indicated that overall; standards were below national expectations. However, this particular year group included a higher than average number of pupils with special educational needs at more than 30 per cent. When compared with similar schools, pupils' attainment in reading was above that found nationally and was in line with other similar schools in writing and above in mathematics. Over time the trend has been that standards have been below those nationally but in the recent past it has been moving upwards towards the national average.
2. Standards at the end of Key Stage 2 in English were above the national averages for pupils attaining the expected level 4 and close to the national average for pupils attaining higher levels. In mathematics, standards were above the national average at level 4 but only 10 per cent of pupils attained the higher level 5. This was well below that attained by pupils in schools nationally. Standards in science, shown by the tests, were well above the national average at the expected level but again only a few pupils reached higher levels. When compared with similar schools the school attained well. Standards in English were well above those in similar schools and pupils' standards were above those in similar schools in mathematics and science. The school has maintained a trend of steady improvement in line with that found in schools nationally.
3. Inspection evidence indicates that pupils' attainment in English at the end of Key Stage 1 in reading is close to national expectations but in speaking and writing it is below. The difficulties in writing result from pupils' lack of an awareness of more advanced language structures in their spoken language. The presentation of their work and the standard of handwriting and spelling are at least satisfactory and for many pupils are good. Standards in mathematics are in line with national expectations at the end of both key stage and those pupils capable of higher attainment are being challenged effectively and are already working at higher levels. Pupils know how to count forwards and backwards in ones, twos, fives and tens and can explain about the axis of symmetry in two-dimensional shapes. Standards in science are overall in line with national expectations at both key stages. Pupils know the effect of light and water on growing plants and understand how a plant takes up nutrients from the soil.
4. By the end of Key stage 2, inspection evidence indicates that standards in English are above the national average for pupils attaining the expected level and an increasing number of pupils are attaining higher levels. Pupils read fluently and with good expression and their written work is interesting and well prepared. Spellings and handwriting are at a standard that is at least satisfactory. In mathematics standards are in line with national expectations with a group of pupils working at higher levels. Pupils are confident working with two and three-dimensional shapes, they know how the decimal system works and can convert fractions into decimals explaining the processes involved. Pupils review their own work and understand when an answer is wrong what they need to do to correct mistakes. In science pupils are working close to the standards expected, they have a good understanding of how to establish a fair test and are growing in confidence when planning their own investigations.

5. In the light of the analysis of results teachers have modified the curriculum and their methods of teaching to increase challenge and accelerate the pace of work. Teachers are now placing greater emphasis on practical and investigational work and there are a significant number of pupils at the end of both key stages, but particularly at the end of Key Stage 2, working at higher levels. In all subjects pupils are learning at a good rate. Frequently however, they are prevented from expressing themselves clearly by their limited vocabulary and their restricted understanding of advanced language structures. In mathematics, science, art and design and technology, where all technical language has to be taught separately, this difficulty is much less evident.
6. Pupils of all abilities, including those with special educational needs and those capable of higher attainment, work at levels well matched to their abilities and their previous experiences. Overall attainments are broadly similar for boys and girls and for the very few pupils who are from other ethnic groups or who are learning English as an additional language. Those pupils identified as having special educational needs are catered for in an efficient and effective way. Teachers set work linked to that of the class paying attention to the targets set in pupils' individual education plans. Extra help and support is provided in many lessons especially in English and mathematics.
7. The school has concentrated in the past in bringing the attainment of all pupils to the expected levels of level 2 at the end of Key Stage 1 and level 4 at the end of Key Stage 2 and few pupils have attained higher levels. The trend at Key Stage 1 has been below that nationally since the time of the last inspection due in part to particularly high numbers of pupils with special educational needs and also changes in the method of calculating performance. The staff has reviewed curricular provision in the light of these results and the trend is now moving upwards as more pupils are attaining higher levels. At Key Stage 2, as identified special educational needs have been addressed, standards have been close to those nationally and the trend in recent years has been in line with that in schools nationally.
8. Throughout the school attainment in information technology is broadly in line with national expectations but the relatively limited availability of computers means that few pupils have advanced skills. For the great majority of pupils keyboard skills and the use of control technology is at least satisfactory at the end of both key stages. Attainment and progress in other subjects are at or above those identified at the time of the last inspection. Where work, attainment and progress was good as in history this has been maintained. Where areas for improvement were identified, as in art, design and technology and music, there has been a rigorous audit of the curriculum, teaching strategies and resources and improvement is very good. The audit process has been followed in all subjects and every subject is at least satisfactory with good features found where teachers have a special personal interest as in geography at Key Stage 2. and physical education at both key stages. The school has been successful in introducing the Literacy Hour and the numeracy strategy. The increased emphasis on meticulous planning for these subjects has enabled teachers and pupils to work together to raise standards by increasing the pace of learning in lessons through a shared enjoyment of the different activities.
9. Where at the last inspection work was judged to lack challenge and demanded too little of the most able there has been a thorough review and impressive improvement in all classes and in all subjects. All work is carefully targeted to match pupils' needs and reflects the demands of the National Curriculum and the detailed schemes of work. The school has agreed challenging targets for the present and coming year with the local education authority. Indications from inspection evidence are that it will achieve these by the time pupils in the present Years 5 and 6 leave the school at the end of Key Stage 2 when they are eleven.

Pupils' attitudes, values and personal development

10. In all classes pupils like school and are interested in the work offered. They are eager to describe their activities and to tell of what they do outside the classroom at playtimes, lunchtime and after school when the range of extra-curricular activities is satisfactory. They are friendly and work well together building strong relationships with one another and the adults in the school. They know that they are valued as individuals and respond very positively to this knowledge. Pupils are far from silent and at playtimes are frequently noisy and behave in a boisterous manner. Never-the-less behaviour is almost always good in lessons and outside there is no evidence of persistent aggressive behaviour. Pupils state that when unacceptable behaviour occurs it is rare and is always dealt with firmly by the staff of the school. During the inspection, two boys who broke the agreed code of behaviour during the lunch break were reported to their parents and their faults were formally recorded. In the past year there have been a dozen such incidents and there has been very little reoccurrence. The boys involved knew they had done wrong and understood why they were being punished. The treatment was considered to be swift, fair and even handed by other children. In the last year there were 5 fixed term exclusions, 4 boys and one girl. The level of exclusions is declining, year on year. Parents overwhelmingly agree that behaviour is generally good. However, a few parents were concerned about the perceived high level of bullying. Whilst some bullying does occur from time to time the fear that it is at a high level was not borne out by the inspection evidence.
11. Overwhelmingly, boys and girls work and play together very well and the atmosphere for learning is harmonious in all lessons. Pupils are well aware of how their actions affect others and listen to the opinions of their friends with interest and courtesy. In lessons and during corporate worship pupils explore how other peoples feelings deserve to be considered with the same respect they would wish for themselves.
12. The personal development of the pupils is very good. Pupils in the younger classes regularly help friends and undertake small tasks without instruction to enable the smooth running of lessons. Older pupils act as monitors in a number of ways. Each year they have to write a formal application for those jobs that they feel capable of undertaking and readily accept these small responsibilities in a considered and mature way. Monitors have numerous duties including showing visitors around, setting up for assemblies and helping in the library. The school council meets half-termly to discuss matters of interest. Year 6 pupils help the younger ones at lunchtime. Pupils show initiative by organising a football tournament and writing a school newspaper. Some pupils have taken part in a local initiative aimed at developing citizenship and have benefited from this work in their approach to work and towards each other.
13. Attendance is in line with that in most schools nationally at 93.4 per cent. At the time of the last inspection it was said to be good. The attendance rate has not declined but the national average has improved. The incidence of unauthorised absence at 0.3 per cent is lower than that in most schools. Most of the pupils are punctual but a few do arrive late and one or two are persistently late. Punctuality has improved since the last inspection.

HOW WELL ARE PUPILS TAUGHT?

14. Pupils are well taught and the quality of teaching is predominantly good and makes a strong contribution to pupils' good progress in many subjects but especially in the core subjects of English, mathematics and science. The improvement in the quality of teaching since the time of the last inspection is a major factor in the improving standards in subjects across the curriculum. Every lesson observed was at least satisfactory; 49 per cent of lessons were good and 22 per cent of lessons were very good and there was one excellent lesson. Teaching is of good quality in the nursery and at both key stages especially in literacy and numeracy. Since the time of the previous inspection, the quality of teaching has been greatly improved in all subjects in classes across the school.
15. The quality of teaching in the nursery and in the reception class, for children under five, teaching is predominantly good. The planning for work linked to the Desirable Learning Outcomes leading towards the National Curriculum is well matched to individual needs. In these classes, teachers know the children well and relationships are very good. Teaching in all the areas of learning is never less than satisfactory and is good in lessons involving literacy, numeracy and knowledge and understanding of the world.
16. The modified literacy strategy is well established and teachers take every opportunity to extend children's learning by good use of questioning and well-planned activities. Numeracy and mathematics are effectively promoted by suitable matching activities as well as singing and counting rhymes. Management and organisation are generally good. On entry to school some children have to learn how to behave and share resources and teachers need to be firm. Planning and assessment are very well linked to the Desirable Learning Outcomes.
17. Teachers frequently use shared planning sessions to organise suitable activities that enable them to check on the attainment and progress of groups and individuals. Results enable teachers to select activities matched to children's needs and abilities. The provision for and the organisation of opportunities to promote children's personal and social development are at least satisfactory and are most often good. Teachers collaborate well together to ensure that children in both reception classes have equal learning opportunities. Teachers in the nursery and the reception classes and trained support staff miss no opportunity to develop children's skills of listening and to encourage speaking. Teachers have developed a range of songs and activities to develop numeracy and an understanding of mathematical language for the youngest children in the school.
18. Throughout the school, the best teaching, both for the under-fives and at both key stages, incorporates strong subject knowledge, thorough planning, clear well-informed introductions and challenging work. Particular strengths were seen in many teachers' individual special interest subjects such as one lesson in art in Year 5/6, where teaching was excellent. Very good teaching was seen at both key stages in English, mathematics, and science where teachers are very effective in teaching pupils the basic skills they require to make progress. In these lessons pupils learn well and, as a result of the very good teaching, progress is almost always at least good and regularly very good.

19. Teaching observed in subjects across the curriculum, such as in art, history, geography, music, physical education and design and technology was never less than satisfactory and, where teachers have special expertise such as in physical education at Key Stage 1 or art at Key Stage 2, it is good. In these lessons pupils develop a deeper understanding of the subject and are encouraged to use the skills learned in mathematics for example in geography, as when using tallying in Years 3 and 4. In this way pupils make good progress. Progress in the great majority of lessons is at least satisfactory and in more than seven in every ten lessons it is good or very good. Over time, systematic work seen in pupils' books indicates that knowledge learned in one lesson is often transferred to another subject. Teachers willingly share their expertise with one another to good effect. Teachers have implemented the literacy hour and the numeracy strategy well. The time allocated to literacy and numeracy each day exceeds national requirements.
20. In the great majority of lessons teachers have realistically high expectations of the quantity and quality of work that pupils should achieve. Where pupils fail to reach this expected standard teachers require the work to be repeated in the pupils' own time unless there has been a rare mis-match. Many classes contain a wide spread of attainment levels as well as pupils of mixed ages but all teachers plan effectively to provide every pupil, whatever their ability with the challenge to learn and do well. They make clear what they expect pupils to do and learn in lessons. For example, in one music lesson it was clearly understood that pupils would learn how to use the sounds made by birds into their musical composition using their voices and instruments. In this lesson, as in most others, boys and girls worked well together. The balance of boys and girls working in groups is generally managed very well.
21. Teachers across the school value pupils' responses and are sympathetic to their efforts to explain ideas and feelings. This is a great improvement from the situation described in the previous report. Work such as that observed in music and art enables pupils to develop not only specific skills but a tremendous feeling of self-worth and a joy in learning. In many classes teachers phrase questions carefully in order to challenge pupils' thinking while still setting small structured challenges leading to a successful outcome. However, occasionally a teacher explains the meaning of a word to move the lesson on when pupils really need to explore their own ideas further in order to extend their language.
22. The relationships between pupils and teachers, in the vast majority of lessons, are very good. They form the basis of the relaxed but at the same time firm and secure control that enables learning to take place. There is regularly good-humoured interaction but at no time is poor behaviour tolerated. On the rare occasion when a child displays challenging behaviour teachers use the agreed behaviour policy quickly and fairly. Teachers usually manage lessons at a brisk and lively pace whilst still allowing pupils time to think and learn.
23. As pupils gain in knowledge and experience teachers expect them to take responsibility for their learning and are beginning to offer increased opportunity for independent initiatives. There is, however, a need for this aspect of pupils' work to be developed further, especially for those pupils who are capable of higher attainment. With more provision for independent learning teachers could create additional time to help those who are less confident and require extra help.
24. The school has responded successfully to the key issues from the last inspection related to teaching strategies. Teachers have extended the range and methods employed and planning for learning and assessment are now thorough and well matched to the pupils' needs.

25. All pupils have full and equal access to the curriculum and to all extra-curricular activities. Teachers plan their work effectively, enabling pupils to work at an appropriate level. The school monitors pupils' achievements by gender, attainment, and background to enable fairness of treatment. The teachers at both key stages use the marking policy in a consistent and supportive way encouraging pupils by their structured and helpful comments. This forms a valuable part of the day-to-day assessment of work that is used to inform planning for future lessons in all subjects. Teachers frequently mark work alongside pupils explaining how they might improve and where they have made mistakes.
26. The pattern of setting homework has been explained to parents and is understood by the pupils. This includes taking home reading books regularly, as well as work to learn spellings and multiplication tables. Pupils sometimes have to find things out at home to prepare for future lessons and they also work to reinforce what has been learned in school with extra practice at home.
27. Teachers are confident in their knowledge and understanding of the subjects they teach. This is especially true of all teachers' understanding of the National Literacy and the National Numeracy Strategies, enabling them to develop pupils' skills well in these areas of the curriculum. Individual teachers share particular skills and interests in their specialist subjects with colleagues in an open and generous way, often taking additional responsibility for leading a subject as the co-ordinator. Pupils are taught history and geography as part of a humanities programme which links with work undertaken in art, music and religious education at appropriate times each term. This linking of subjects is undertaken very effectively. Throughout the school the support given by teachers one to another ensures that work undertaken promotes skills and continuity and that pupils' progress is at least satisfactory and is most frequently good.
28. The teaching staff is well organised and makes sensible use of the range of good quality resources. They use the skilled support staff effectively and efficiently to assist in lessons. This extra help enables the class teacher to devote additional time to other pupils in the class so ensuring that each pupil's capacity for learning is increasingly well developed. Teachers provide effectively for the two pupils in the school who learn English as an additional language. They are given regular support and are fully involved in all the work of the curriculum.
29. Pupils with special educational needs are provided for in a supportive but challenging manner. In the classrooms, teachers set work that takes account of their needs, while still offering the challenge that will allow them to make good progress. Where appropriate, they are also supported very effectively in small teaching groups outside the classroom.
30. The methods employed by teachers, especially when teaching the same aged pupils in different classes, of working closely with each other at the planning stage and then sharing evaluations and reviews is a vital element in the growing success of the school. Teachers always link their planning with the parallel classes in order to monitor the rate of learning and the progress made by pupils. They offer support and encouragement to one another and make weekly and often, daily opportunities to check that work covered is indeed that planned. For example, during the inspection some pupils found a part of one mathematics lesson particularly difficult. Teaching colleagues consulted with the mathematics co-ordinator how to modify the planning in order to build in new smaller steps so that the work could be repeated without bringing any sense of failure to the pupils. The strategy worked well and pupils delighted in explaining how they had mastered a new process by using skills they had learned in earlier lessons.

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

31. The quality of the curriculum is good overall. It promotes pupils' intellectual, physical, social and personal development and prepares them well for the next stage of education.
32. The previous inspection identified four aspects arising from the curriculum within the key issues for improvement. These have all been fully addressed with a high level of success although one area still needs further attention. All subjects of the curriculum now meet statutory requirements. Much good work has been done to improve the quality of planning which now provides well for all ability groups. The provision for spiritual and cultural development was identified in the last inspection as in need of improvement. The school has successfully taken action and now makes good provision for the development of these aspects. The provision of opportunities for pupils to investigate, use their initiative and make more decisions about aspects of their own work was also identified as an area for improvement. The school has partially addressed this but has yet to provide sufficient opportunities for pupils to fully develop independent skills through personal research and investigation.
33. The curriculum for children under five in the nursery and reception classes is good. It addresses the six areas of learning recommended nationally and makes good provision for children to achieve the Desirable Learning Outcomes. It is a good preparation for Key Stage 1 of the National Curriculum and appropriate account is taken of the National Curriculum programmes of study when planning for the older children in the reception classes. A high level of emphasis is given to the children's personal and social development and to literacy and numeracy. Good arrangements for the promotion of language development are in place where a designated member of staff visits all activities to talk with individual children. Learning through play is valued and there is a good balance of adult-directed and independently chosen activities. Elements of the literacy and numeracy hours are being introduced in the reception classes. Good links are maintained between classes in the early years department through the use of shared space and resources for part of each day. The nursery and reception children have times for outdoor play using wheeled toys. The reception children generally follow the Key Stage 1 timetable, attend assemblies and have morning and afternoon play with the other classes. Nursery children attend some assemblies.
34. The curriculum at Key Stages 1 and 2 is relevant, broad and balanced and complies with the requirements of the National Curriculum. Sex education and drugs awareness are principally delivered through the science curriculum and other subjects as appropriate and in accordance with the governors' policy. Religious education follows the Local Education Authorities agreed syllabus and has been inspected separately. Pupils in Year 6 are provided with a specific programme of sex education led by the headteacher and another member of the school's teaching staff. Parents are invited to view and discuss the materials and subject content each year before the commencement of the programme. Other aspects of personal and social education are also integrated into the whole curriculum with some teachers providing circle time.
35. All teachers in both key stages take good account of the guidelines of the National Literacy strategy in planning the literacy curriculum and the daily literacy hour. This is having a positive impact on standards. However, at Key Stage 1 extended opportunities for pupils to develop speaking and creative writing skills are limited. In both key stages, planning provides satisfactory opportunities for pupils to develop their literacy skills across the curriculum. However, opportunities for older pupils in Key Stage 2 to discuss and take part in organised debate, or to use and develop a wider range of writing skills are not consistently included in the planning for other subjects.

36. The National Numeracy Strategy was introduced at the beginning of the school year. This is now well established in both key stages and is supported by clear and detailed planning for each section of the lesson.
37. All subjects have a policy and scheme of work and these provide good guidelines for medium- and short-term planning. Full account is taken of the National Curriculum programmes of study and in many subjects the school also integrates the most recent national guidelines. Planning is detailed and well matched to the full range of ability and takes good account of the needs of mixed age classes.
38. The school makes good provision for pupils with special educational needs and sensible provision for the very few pupils who are learning English as an additional language. This has a positive impact on the progress that pupils make. In the nursery and reception classes teachers and support staff work together in deciding and operating the patterns of support for individual children. At Key Stages 1 and 2, pupils are withdrawn for more focused tasks, mainly in literacy, and are also provided with good support in lessons. The curriculum meets the needs of all pupils on the special needs register and teachers take good account of targets in individual education plans. Statements of special educational need are reviewed regularly to monitor each pupil's progress towards their learning targets and to set new ones. Every pupil has full access to the National Curriculum.
39. The school makes good provision for all pupils to make progress and to have equal access to all aspects of school life. Both boys and girls take part in the range of extra-curricular activities provided. The very few pupils who learn English as an additional language are provided for well.
40. A satisfactory range of extra-curricular activities is provided and many pupils take part including pupils in Key Stage 1 as appropriate. Provision includes competitive sport, music, cross-country running and a library club. Educational visits are closely linked to the topics being taught in subjects such as history, geography and science. Pupils in Year 6 have an opportunity to take part in a residential visit to Prestatyn each year and most pupils are involved.
41. The school has a satisfactory level of links with the community through a range of activities and a close link with the church. Recently, older pupils in Key Stage 2 have visited Eccles Sixth Form College to look at the three dimensional model for improvement of the local park. The school is involved in the "Safer Salford" Neighbourhood Watch and the wider community is kept informed of school activities through regular information in the church newsletter. Satisfactory arrangements are in place to ensure that Year 6 pupils make a smooth transition to their secondary schools.
42. The provision for pupils' spiritual, moral, social and cultural development is good overall. Provision for spiritual development is good. This represents an improvement since the last inspection when it was identified as needing further development. Assemblies provide good opportunities for pupils to reflect on spiritual aspects of life. During assemblies and in classes, pupils are given commendations for their endeavour and good work; this provides good opportunities for them to gain insights into their own personal worth. In the nursery class, when working on ice balloons, the children were amazed and delighted at the effects of food dye on ice. In literacy lessons, pupils compose their own poems and listen entranced to stories read by their teachers. The headteacher and co-ordinator for religious education monitor planning to ensure that appropriate opportunities for developing the spiritual elements of a subject are in place.

43. Provision for social and moral development is very good and takes place within a clear framework of values within the school. The detailed behaviour policy is put into practice consistently both in lessons and around the school. The code of conduct is successfully supported by the rules displayed in classrooms and around the school. Adults are very good role models, treating all pupils with fairness and consideration whilst reinforcing their understanding of the difference between right and wrong. Pupils' social development benefits from the wide range of extra-curricular activities provided and the opportunity for the oldest pupils to take part each year in a residential visit. This takes place during school holidays when staff readily give their time for the benefit of the pupils.
44. Pupils play their part in the smooth running of the school. Older pupils are involved in the monitor system, for example, through helping in the dining room at lunchtime. A school council has been established which includes representatives from each Key Stage 2 class. The practice of giving pupils responsibilities begins in the early years when children are expected to care for each other, their classroom and resources.
45. Provision for cultural development has improved since the previous inspection and is now good. Boys and girls are involved in the Salford Dance Festival. Pupils are provided with opportunities to learn to play the recorder and to sing in the school choir. A range of music from different times and cultures is played in assemblies. Pupils study the work of famous artists and the introduction of the literacy hour has enhanced pupils' knowledge of authors and stories from other cultures. In history pupils are introduced to the mathematics from ancient cultures and learn about important scientific discoveries. Pupils learn about their own heritage through visits to places of historic interest. Multi-cultural awareness is fostered through the inclusion of work about other faiths and cultures in the curriculum. The school monitors the library and resources provision to ensure fair representation of different groups.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

46. The steps taken to ensure the pupils' welfare, health and safety are satisfactory. The teachers know their pupils well, recognise their needs and give them sound support and guidance.
47. The school has a good Health and Safety Policy. Regular safety checks are made on the buildings and grounds and risk assessments are completed. Fire drills are carried out each term and all the moveable equipment is checked regularly. The School Nurse and the Dental Officer come into the school to complete health and dental checks.
48. The school has an appropriate Child Protection Policy and the procedures adopted follow the Area Child Protection Committee requirements. There is a named teacher who is the designated Child Protection Officer and she has received the necessary training. Other members of staff are made aware of the procedures to adopt if they have concerns. The school procedures for child protection and for ensuring pupils welfare are satisfactory overall.
49. The personal development of the pupils is monitored by their teachers and recorded in their records and in pupils' own records of achievement and their annual written reports. The teachers follow the progress of families in their care and are very interested in all pupils' personal development. The pupils' successes both inside and outside school are celebrated in assemblies. The care of the family as well as the individual child has been built up over the years as many of the parents and grandparents also attended this school. The family involvement is in many cases instrumental in building a secure base from which pupils are able to develop success in both academic and sporting achievements.
50. The school's procedures for monitoring and supporting the pupils' personal development and for monitoring and improving attendance are good.

51. Class teachers and the headteacher monitor pupils' attendance. The Educational Welfare Officer (EWO) visits every 2 weeks and follows up any concerns by making home visits. Full attendance and the award of certificates encourages punctuality.
52. The school has an appropriate behaviour and discipline policy, which was updated in 1998. It encourages self-discipline and contains a suitable range of rewards and sanctions that are well understood by the pupils. Class rules are written in a positive manner. All pupils understand what is expected of them and the vast majority abides by the rules at all times.
53. The school does not have a separate formal policy on bullying apart from that included in the behaviour and discipline policy. However, the small numbers of incidents that do occur are dealt with speedily and effectively. Records are kept and parents are informed. The school procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour are good.
54. Academic progress is monitored carefully by the class teachers. They make good use of baseline tests, standardised tests and other tests. Assessment of the pupils' work is evolving and developing. There are portfolios of moderated work in English mathematics and science. However, the discussions about the agreed level of marked work as part of the moderation process is ready for refinement. The school has identified this need and there are already working parties in place to improve the contents of the existing portfolios to make them more relevant as tools for the assessment of work. The formal end of section assessment that currently takes place and the day-to-day assessment through evaluation and marking of work is used well to inform curricular planning and to set individual and class targets. Through good use of the marking procedures all work is carefully matched to the individual needs of the pupils.
55. Overall, the procedures for monitoring and supporting the pupils' academic progress are at least satisfactory.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

56. Parents are generally supportive of the school but a number express some concerns about how they are informed about progress and how closely the school works with parents.
57. Inspection evidence indicates that the quality of information provided to parents is at least satisfactory. The pupils' annual reports tell parents what their child knows, understands and can do but this is not always clear in every class. Targets for improvement in subjects are not always clearly explained. Some parents feel that these reports are sent out too late in the summer term to enable them to have any constructive discussions with the class teacher. Formal parental consultations take place in the autumn and spring terms.
58. Regular newsletters and information letters are sent out but the presentation is not always very attractive. There is a notice board for parents in the new extension where letters to parents and other useful information are displayed. The school holds workshops and explanatory meetings about new initiatives including the numeracy strategy, SATs and sex education. Parents new to the school are invited to an induction meeting. Informative booklets on 'Helping your child with numbers' have been provided for parents for each year group and parents have been invited into classes to work with the numeracy strategy with their children. A questionnaire was sent to parents, on before and after school care from which there was a good response and this has promoted a number of changes. Teachers at both key stages provide information about future half-term topics. Investigation indicates that a number of pupils regularly fail to hand over communications from the school to their parents.

59. Overall the school's links with parents are satisfactory. The contribution of parents to their children's learning, at school and at home varies. Where parents support reading and other work regularly, using the reading diaries, it is good but it is not more than satisfactory overall.
60. The school has an active Parent Teachers' Association. Parents organise a range of fundraising and social events, which are usually well attended. The money raised is used to buy additional equipment and resources for the school.
61. Every family has signed the newly introduced Home/School Agreement. The purpose of the agreement was explained to parents and there was full consultation about it before its introduction.
62. Parents are encouraged to help in the school and a small number offer regular support for pupils to aid their learning. A small team of parent volunteers helps in the library and some are attached to classes. Other parents also offer their talents to help with artistic displays and scenery and costumes for the school productions.
63. The provision of homework is satisfactory and the reading diaries act as a valuable line of communication between school and home. Where parents involve themselves fully these are an important link and enable full collaboration, which helps pupils learning, and progress.

HOW WELL IS THE SCHOOL LED AND MANAGED?

64. Since the time of the last inspection when weaknesses were identified in management strategies, the headteacher has introduced new procedures and working practices, which have greatly improved the management and organisation of the school. She is a strong positive leader who quietly sets a good example to staff and pupils. She has demonstrated the ability to identify areas of weakness and to take the appropriate firm action necessary to bring about improvement. She is an effective organiser and has the ability to take other people along with her in partnerships. Staff and governors share her vision for the future development of the school. The management of the school is committed to setting appropriate challenges for itself, the staff and all pupils.
65. The school's aims and values are reflected in well considered objectives and policies. However, parents need to be more fully involved in supporting the work of the school. Although communication between home and school is clear and informative, meeting all statutory requirements, many parents need additional help in developing a greater understanding of how the school enables their children to learn within the education system. The Equal Opportunities Policy outlines all possible areas of discrimination and the systems for eliminating them.
66. The school is managed effectively. The headteacher provides quiet, firm and purposeful leadership and is supported well by the deputy headteacher, the senior management team, the subject co-ordinators and the great majority of the governing body. Other governors are very new and have begun training since their election to the governing body during this academic year. The headteacher, staff and governors have moved the school forward significantly since the previous inspection with individuals accepting responsibility for delegated areas. Very good progress has been made in taking steps to address the weaknesses identified at that time and has resulted in a very positive impact on curriculum development, all aspects of management and the quality of teaching. The improved curriculum strategies are all geared to promoting high standards. The school's ethos is good and has a positive impact on the quality of learning, pupils' attitudes, behaviour and personal development and equality of opportunity. The school is now well placed to improve further.

67. All people involved in the management of the school, with the encouragement of the headteacher, have made an excellent response to the key issues from the previous inspection. Clear realistic targets have been set and there is a good process in place for establishing priorities and setting a manageable timetable for addressing identified needs. The structure of the School Development Plan includes effective systems for monitoring, reviewing and evaluating the progress made towards the targets. Subject and key stage co-ordinators are all actively involved and carry out reviews of achievement in the previous year and identify key priorities for the year ahead related to their own responsibilities. Governors are actively involved in the process and identify their own priorities for the year. Many governors are paired with teachers and their class and report back to the relevant committees and the full governing body about these links and observations.
68. There is an effective staffing structure underpinned by appropriate meetings throughout each term. There are clear lines of communication between all aspects of management and governors are actively involved in the process. A particularly significant improvement is the development of the support and monitoring role of the curriculum co-ordinators. There is now a successful programme of release time from their classes directed to their monitoring of teaching in other classes, offering skilled informative support for colleagues. They are closely involved with the monitoring and planning of pupils' work. This support and shared work to raise standards has improved teaching strategies and enabled all teachers to develop their own skills and confidence. Initiatives including the implementation of the Literacy and Numeracy Strategies have been effectively incorporated into the School Development Plan. Teachers and classroom assistants share their knowledge skills and expertise for the betterment of pupils of all abilities.
69. The headteacher has implemented a structured programme of personal evaluation of classroom practice and lesson monitoring. There has been ongoing evaluation linked to the identified needs of the school and of individual teachers. This evaluation process has been used effectively in providing for staff development. The school uses the support and guidance of the Local Education Authority and, where appropriate, the diocese in an effective and evaluative way. The experiences and qualifications of all staff are used effectively to ensure complete curriculum coverage using the skills of individuals to their best effect.
70. The school is effectively supported by an active and informed governing body, which is well led by the Chair of Governors. All governors have a very clear understanding of their roles and have established an effective committee structure with clear terms of reference and monitoring responsibilities. They receive regular information about the school, hold termly meetings and keep records of all meetings. This has promoted a clearer understanding of curricular and other issues. This developing system would be further enhanced with an even more specific focus to each visit. The school bursar plays a significant role, together with the headteacher and chair of finance in managing all aspects of school expenditure. All expenditure is reviewed carefully and advice is sought as to where the best value for money can be obtained.
71. The school has clearly established aims for its work, which are evident in its policies and translated well into practice. They make explicit reference to promoting high achievement and the school, by its practice, shows commitment to this, especially in monitoring pupils' work and the quality of teaching. The school provides a very effective learning environment. There is a commitment to ensuring equality of opportunity and actions have been taken to ensure that this commitment is reflected in practice. Pupils with special educational needs are supported effectively in all lessons. New members of staff receive good support both inside the school and by their inclusion on training courses organised by other agencies.

72. Educational priorities including those areas requiring development are being appropriately addressed in the School Development Plan and by careful financial provision. The school has gained significant capital grants which have been used to improve the fabric of the building and enhance the accommodation overall. This includes the new early years unit and enhanced classroom provision for other age groups. The well maintained building and grounds now provide effectively for the education of the whole child. The school has identified information and control technology as curricular areas needing improvement provision and development. Finance has been allocated and additional grants gained that will be used for staff training for information and control technology and there are plans to provide appropriate additional resources for all pupils. The use of grants for teacher training and supporting special educational needs is managed very carefully and the tracking of allocated money is managed very well and reported to the finance committee. As the allocation of funds for special educational needs is included in the delegated budget figure careful tracking is included in the overall scrutiny of monthly expenditure.
73. Overall the quantity of resources to support the curriculum is at least satisfactory in all subjects and all resources are good in quality. Co-ordinators have money allocated each year to maintain or extend resources. In the recent past the priority has been to support learning in mathematics during the implementation of the national numeracy strategy. There are no areas where resources are unsatisfactory but the new computers and software packages, which are on order, will be more than welcome and will lift provision significantly.
74. The headteacher, staff and governors ensure that all aspects of school management, especially concerning pupils' learning, are well planned, put into action and reviewed. There are effective procedures for identifying needs in terms of pupils, the curriculum and all staff, taking appropriate action, monitoring the outcomes and evaluating the procedures. The process of monitoring has a high profile in the school and this reflects the headteacher's personal awareness. The management of special educational needs is good and the school complies fully with the Code of Practice.
75. There are detailed financial plans which link staff development expenditure and needs to the school development plans. The curricular needs of the pupils and teachers are reflected in the school development plan. The school's accounting system makes good use of information technology programs linked to support from the local education authority which fully comply with statutory requirements. The school has a small surplus in hand as a contingency fund. Some of this is already allocated for information technology hardware and software and for other improvements to the building.
76. The unit cost for every pupil including funding allocated for the support of special educational needs is just above the average for pupils nationally. The quality of teaching is predominantly good or better and the school is well managed. There has been very good improvement since the time of the last inspection and the school's planning indicates effective strategies for continued improvement. In the use of staff and resources the school constantly seeks to look for the most effective way of seeking the best value possible. When these factors are set against the generally low level of attainment on entry and the good overall progress with the good attendance, good behaviour and the very good relationships, the climate for learning is good and the school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to build on the existing good practice, improve the school and further raise the standards the governors, headteacher and staff should:

- raise the overall standards in English by;
 - (a) working to enhance the quality and range of spoken English at Key Stage 1 in order to lift the quality of sustained creative writing;
Paragraph: 95
 - (b) improve the skills for discussion and organised verbal argument and extend the vocabulary of pupils at Key Stage 2;
Paragraphs: 90, 92, 95
- complete the planned improvement of provision of additional resources and extending skills in information technology as in the school development plan;
Paragraphs: 8, 21, 75
- complete the ongoing work to review and enhance procedures for formal assessment as indicated in the school's development plan;
Paragraphs: 100,109,134,147.
- increase opportunities for pupils to engage in more purposeful independent research and personal study using the library and information technology.
Paragraphs: 32,101,110,141

In addition to the key issues above, the following weakness should be considered, by the governors, for inclusion in the action plan:

- consider how best to devise ways of enhancing the presentation of all communication with parents to enable better understanding;
Paragraphs: 58,65

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	57
Number of discussions with staff, governors, other adults and pupils	31

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1.8	21.1	49.1	28.1	0	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)	24	260
Number of full-time pupils eligible for free school meals		75

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs	1	2
Number of pupils on the school's special educational needs register	1	59

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	11
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

	per cent
School data	5.4
National comparative data	5.4

Unauthorised absence

	per cent
School data	0.3
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	22	16	38

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	16	20
	Girls	14	14	14
	Total	31	30	34
Percentage of pupils at NC level 2 or above	School	82 (78)	79 (72)	89 (78)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	16	15
	Girls	14	13	14
	Total	30	29]	29
Percentage of pupils at NC level 2 or above	School	79 (72)	76 (75)	76 (92)
	National	82 (81)	86 (85)	87 (86)

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

All tests results were verified by the school and may not exactly match those in the PICS!

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	16	14	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	11	14
	Girls	12	12	13
	Total	24	23	27
Percentage of pupils at NC level 4 or above	School	80 (59)	77 (59)	90 (73)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	11	14
	Girls	12	12	13
	Total	24	24	27
Percentage of pupils at NC level 4 or above	School	80 (76)	77 (68)	90 (84)
	National	68 (64)	69 (64)	75 (70)

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

Figures and results shown above verified by the school and not always as shown in the PICS!

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	
Black – other	
Indian	2
Pakistani	1
Bangladeshi	
Chinese	
White	215
Any other minority ethnic group	

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	5	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	22
Number of pupils per qualified teacher	26
Average class size	24.3

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	108.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	24

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

Number of pupils per FTE adult	12
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FTE means full-time equivalent.

Financial information

Financial year	1998/1999
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	£
Total income	423153
Total expenditure	413712
Expenditure per pupil	1580
Balance brought forward from previous year	7699
Balance carried forward to next year	17140

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	280
Number of questionnaires returned	80

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	38	5	0	0
My child is making good progress in school.	46	43	6	0	5
Behaviour in the school is good.	25	56	10	4	5
My child gets the right amount of work to do at home.	33	44	14	4	6
The teaching is good.	53	43	4	0	1
I am kept well informed about how my child is getting on.	34	38	23	4	3
I would feel comfortable about approaching the school with questions or a problem.	53	30	15	3	0
The school expects my child to work hard and achieve his or her best.	55	43	0	0	3
The school works closely with parents.	33	41	20	4	3
The school is well led and managed.	36	39	14	8	4
The school is helping my child become mature and responsible.	36	46	9	3	6
The school provides an interesting range of activities outside lessons.	23	36	20	9	13

NB: Percentages of responses are rounded to nearest integer, sum may not = 100%

The actual number of parents expressing disagreement with the school's management and style of communications was low, never more than 20 parents, but it represented a high percentage of the 9 parents who attended the meeting and of those returning the questionnaire. The issues raised were investigated thoroughly by the team during the inspection and many other parents were spoken to during the inspection who had total confidence in the approachability of the school and the benefits it provided for their children. The team believes that further discussion between the school and the small but significant group of parents who expressed concerns, along with some modification of the style of letters and newsletters is an issue that needs to be addressed before it reaches the proportions of being a key issue.

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

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

79. The Early Years Unit comprises the nursery and the reception classes. Children enter the nursery when they are three. The previous inspection found that by the age of five, children's attainment was in line with national expectations. Teaching was generally satisfactory, and sometimes better, and the curriculum was broad and balanced.
80. The unit has recently moved into new classrooms, built specifically for early years children. The staff has worked together to make the rooms bright and stimulating, with a warm, friendly atmosphere to welcome the youngest children as they start school. When they enter the nursery, attainment is generally rather below average. By the time they are five, those children who do not have special educational needs are approaching the national averages in most areas of the curriculum but their spoken language is below that found nationally for most children of the same age. Almost a quarter of the children are identified as having special educational needs. These are well supported in their learning, and participate fully in all activities.

Language and Literacy

81. Most children have limited vocabulary when they enter in the nursery. Teachers provide a range of opportunities to stimulate language acquisition. During 'circle time' every day, the children are encouraged to participate in discussions, and to listen to each other. They make plans for a party; linked to a book from the reading scheme, planning what they will have to eat or what games they will play. They enjoy listening to stories, and retell them confidently. They are given opportunities to write, and learn that print has meaning. Writing and drawings done at home may be brought to school and displayed for everyone to see. They handle books well, and enjoy 'reading' to each other. Children begin to learn the alphabet and most can write their own name when they are introduced to the National Curriculum after their fifth birthday. Drama is used to further language development. Children enjoy wearing costumes to act out the story of 'Goldilocks and the Three Bears'.

Mathematics

82. Most of the children learn to count to five, progress to ten and some beyond. They count to one hundred and back in tens. They recognise numbers to five, and learn to use the computer to count and match. They become familiar with mathematical language: 'more than', 'less than', 'larger', 'smaller'. They sort objects using different criteria, such as colour, size or shape. They know colours and begin to use the correct names for two-dimensional shapes, such as a square, rectangle or triangle. They have experience of measuring and of making patterns. Stories, songs and rhymes reinforce mathematical activities.

Creative Development

83. Children's artwork is well displayed throughout the early years unit. They work with a range of media and experience drawing, painting, cutting and sticking, building models, and using soft modelling materials. The children enjoy singing and making music, selecting instruments and taking turns to play. They make good attempts to follow a rhythm by clapping, or patting their knees. A musician from Local Education Authority Music Service has worked in the early years unit. Staff share with the children in role-play to stimulate imaginative play. Some children act out roles in a café, using a menu and acting as waiters or chefs, others work in a hairdressing salon, making appointments, and discussing styles with their 'clients'

Physical Development

84. The children have regular gymnastic and dance lessons in the school hall. They use a range of suitable apparatus and develop their skills of climbing, crawling, jumping, hopping and rolling. Outside, children use balls, hoops, quoits, beanbags, and practice throwing, catching and kicking. Fine motor skills and hand and eye control are developed by using scissors and pencils or by modelling, and working with dough, making jigsaws and small construction kits. Staff ensure that the children learn to use equipment and to move safely.

Knowledge and Understanding of the World

85. Children learn about the world around them in many ways. The garden area is being prepared for plants and bulbs. They make bird-cake to hang on the tree, and observe the birds that visit. They learn how to care for small animals by looking after the hamster. In design and technology, the children work with wood, take apart old video recorders to see how they work, design and make cereal cartons. Cookery is a popular activity. Visitors include the Police with their horses, the Fire service, a postman and a nurse. Live animals are brought in when possible: a lizard, puppies, and a tortoise. A farmer brought chickens, calves, and a lamb. Children make visits to local places of interest including the local museum.

Personal and Social Development

86. Some children enter the nursery with low self-esteem and do not know how to share toys or relate well to other children. Staff work hard to help all children value themselves and respect each other, by using positive praise and giving them pride in themselves and their work. There is a good system of rewards: stickers and ticks, 'star of the day', and a reward at the end of the day or week. Religious education is introduced through simple stories and prayers. Children serve the daily snacks, and are encouraged to help one another and the staff. They learn to tidy up and look after equipment. Sometimes they perform in the school assembly, and for their parents.

Teaching

87. Teaching is never less than satisfactory and is most often good in all areas of learning in the nursery and in the reception classes for children under five. The staff work closely together as a team to plan a broad curriculum that prepares the youngest children for national curriculum work. Very good teaching is characterised by good subject expertise, which is seen in the confidence when demonstrating and answering the children's questions. Teachers have secure understanding of how young children learn and provide a rich learning environment in which the children can develop. Effective planning that is clear and detailed takes into consideration the national guidance for children under five. The pace of the lessons is brisk and clear challenges are set. Activities are very well organised, showing very good preparation to stimulate and motivate the children to try harder. Other positive features include very good control and the very good relationships that are established between adults and children. The teaching of language and literacy and numeracy is well organised to meet the varying needs of different groups of children.
88. In the nursery very clear records are kept to check the children's participation in the activities and assess what they need to do next. The children are assessed when they enter the nursery, and their progress is carefully monitored throughout. Parents are welcomed as partners in their children's learning, and are encouraged to help in school. Very good use and deployment is made of the nursery nurses. Early Years staff work well together and collaborate with planning and assessment of children's needs. Assessment procedures in the reception class follow the pattern of those in the nursery until the start of National Curriculum Level 1; they then follow the procedures now being developed by the school.

ENGLISH

89. Since the last inspection the overall standards in English have been maintained at Key Stage 1 and have improved at Key Stage 2. The percentage of pupils reaching Level 2 and above in the 1999 tests for seven-year-olds was below the national average overall. The percentage of pupils attaining the expected level 2 in reading was at 82 per cent in line with the national average. The percentage attaining level 2 in writing was below the national average. The percentages reaching the higher Level 3 were well below in reading and below in writing. However, when compared with schools in similar areas the proportions reaching the expected level in reading were average and in writing were above average. Within the group of pupils tested in 1999 there was a much higher percentage with special educational needs (33per cent) When the results were recalculated omitting pupils at stage 3 and above the scores were close to the national averages.
90. Inspection evidence indicates that the proportions of pupils attaining the expected standards in reading are now broadly in line with the national average. On entry to Key Stage 1, pupils attainment in speaking and listening is below that expected for pupils of the same age nationally. Good teaching and the use of effective strategies to encourage pupils to listen carefully and reply properly mean that good progress is made. Standards in speaking and the content of pupils' writing are improving and although they remain below average are moving closer to national expectations. Standards in listening, spelling and handwriting are broadly in line for pupils of this age.
89. The proportion of pupils reaching Level 4 and above in the 1999 English tests for eleven-year-olds was above the national average. The percentage attaining Level 5 was close to the national average. The overall English results of Key Stage 2 pupils were well above the average for schools in similar areas. Results over the four years 1996 to 1999 indicate an upward trend over time.
90. Evidence from the inspection broadly reflects these results. Attainment in reading and writing is above national expectations and is broadly in line in spelling, handwriting, listening and speaking.
91. The inspection found no major differences between boys' and girls' achievements in either key stage. Different ability groups and pupils with special educational needs make at least satisfactory and most often good progress in both key stages.
92. At Key Stage 1, by the age of seven, the large majority of pupils listen carefully to explanations and instructions and respond well. They listen attentively and appreciatively to stories. However, although some pupils are articulate and are able to express a point of view, a large majority of pupils are not well skilled in recounting, explaining or answering questions at length. By the age of eleven, standards in speaking are broadly in line with national expectations. Most pupils talk confidently about matters related to their learning and can clearly express ideas and events. Relatively few demonstrate the higher order skills of discussion, debate and questioning opinions and ideas.
93. Standards of reading are broadly in line with national expectations at Key Stage 1. Most pupils by the age of seven are developing an enjoyment of a range of books. They are generally confident readers and the large majority read accurately and fluently demonstrating secure skills of working out more difficult words and meanings. They use their knowledge of the alphabet well when searching for spellings or the meanings of words. The majority have a good understanding of how to use the contents and index pages in non-fiction books but are less skilled in locating books in the library.

94. At Key Stage 2, the proportion of pupils attaining Level 4 or above in reading is higher than the national average. Throughout the key stage they read from a suitable range of fiction and non-fiction books, and when asked, are often able to express clearly the reasons for their choice of book. By the age of eleven pupils discuss the differences in characters in the stories they have read and are able to explain why and how events in a story occurred. They are confident in locating information from books and when given the opportunity use the school library system effectively. Higher ability pupils are developing secure skills of skimming and scanning text to identify key features and information. The pupils who have difficulty with reading and writing and the few pupils for whom English is an additional language are supported well, both in class and in small withdrawal groups, and make good progress.
95. Overall standards in writing at Key Stage 1 are below national expectations. In Key Stage 1 pupils learn the basic conventions of writing. Discussion with pupils and completed work in books indicate a secure understanding and use of the more formal aspects of grammar, punctuation and spelling. However, the skills of independent, creative writing are not well developed and during the inspection there was limited evidence of extended writing in English and other subjects of the curriculum. Handwriting skills are satisfactory and the majority of pupils produce a legible, printed hand.
96. By the end of Key Stage 2, attainment in writing is above average. Written work is often lively and thoughtful with interesting and expressive vocabulary. Good progress is being made in spelling, grammar and punctuation with pupils' work demonstrating accurate understanding and use of, for example, speech marks, prefixes, adverbs and verb tenses. By the time they leave the school, pupils have a good experience of writing for a range of purposes and audiences using such writing approaches as poetry, plays, stories and accounts of their own experiences. They are developing secure skills of drafting and re-drafting their work although insufficient use is made of information technology to improve and enhance the finished product. Pupils with special educational needs are well supported and make good progress.
97. Pupils' attitudes to English are good at both key stages. They enjoy reading and are keen to read to their teachers in the guided reading parts of lessons. The majority of pupils are keen to recount what they have learned in previous lessons. They know the routines of the literacy hour well and organise themselves without disruption to the flow of the lesson. Many are developing good levels of independent learning when working in groups. Most pupils are interested in the activities set for them and remain fruitfully occupied throughout the group work sessions. They respond positively in the plenary sessions and, when sufficient time is made available, they are keen to make contributions.

98. The quality of teaching is good overall in both key stages and never less than satisfactory. In Key Stage 1 it was good or very good in equal parts in half of all lessons observed. In Key Stage 2, teaching was good in sixty percent of lessons and a small amount of very good teaching was observed. Teachers have responded successfully to the introduction of the literacy hour and this is evident in lesson planning which complies fully with the National Literacy Strategy. In most lessons observed, teachers ensure that all planned activities are allocated sufficient time. However, in a minority of lessons this is less successful and results in insufficient time being left to ensure that plenary sessions provide opportunities for genuine reflection on the work done during the lesson. All teachers have secure subject knowledge. They successfully promote knowledge, skills and understanding through clear explanation and questioning. They provide work that is well matched to the needs of all pupils taking good account of the targets in Individual Education plans for pupils with special educational needs. Pupils are usually expected to work at a good pace and to produce a good amount of work. This is particularly evident in many lessons and in previously completed work at Key Stage 2. All teachers promote positive relationships and manage pupils well and this has a positive impact on the learning that takes place in lessons. Day-to-day assessment of pupils' attainment is thorough and ensures that progress is regularly monitored. The marking of pupils' work is consistent and in Key Stage 2 teachers' comments provide pupils with a clear idea of how they might improve their work. In the best lessons, teachers have very high expectations of pupils, share the objectives of the lesson and ensure that during the lesson pupils know the focus of each task.
99. English is developed satisfactorily through other areas of the curriculum and pupils are given sound opportunities to use their skills in writing. However, there are limited planned opportunities for older or higher ability pupils to produce more extended pieces of written work or to discuss and debate issues at a higher level.
100. A clear and comprehensive policy is in place. Long- and medium-term planning is of a good quality. It ensures coverage of the programme of study and provides effectively for continuity and progression. Satisfactory assessment procedures are in place and assessment is used effectively to inform planning. The school has a portfolio of pupils' work by year group but this is not yet levelled to the National Curriculum and as such provides limited guidelines for teachers in moderating standards throughout the school.
101. The co-ordinator works hard in her leadership of the subject and monitors planning, the quality of teaching and pupils' work. Last year the school allocated a significant amount of the curriculum budget to ensure that sufficient resources were in place to support the introduction of the National Literacy Strategy. These are of good quality and effectively used. At the time of the previous inspection the siting and use of the library were identified as in need of development. Although the library is presently used for pupils to borrow books on a regular basis, limited use is made of it as a resource for independent research. The subject makes a good contribution to the pupils' spiritual, moral, social and cultural development. National Curriculum requirements are met.

MATHEMATICS

102. Most children enter the reception class with below average attainments although by the time they are five those with average or above average attainments are working close to the expected level. Overall their attainment was below average at the end of Key Stage 1. Although the proportion of seven year olds reaching the expected standard in the 1999 national tests overall was in line with the national average the proportion reaching high levels was below average. When the test results are compared with schools with pupils from similar backgrounds pupils' attainment is below the average because of the significantly smaller percentage reaching the higher levels. The group tested in 1999 contained a higher than average number of pupils with special educational needs. Some of these did well to reach level 2 but they were unable to attain the higher levels, which would have raised the overall averages. The proportion of eleven-year-olds reaching the expected standards in the 1999 National Curriculum tests was in line with the national average and was above that in similar schools. The percentage of pupils attaining higher levels was below the national average. Inspection findings indicate that pupils' attainment at the end of both key stages is in line with the national averages and that learning and progress is good.
103. By the age of seven, pupils attain average standards in shape, space and measures and in number. The majority of pupils readily identify the differences between two-dimensional and three-dimensional shapes, have a satisfactory understanding of addition and subtraction and accurately double numbers to 100. Pupils enter Key Stage 1 with below average attainment of basic number skills. These are steadily built on as they move through the school. Pupils in the reception classes make good progress in understanding sets of numbers, in the correct formation of numerals and in using such mathematical terms as more and less. In Year 1, pupils' confidence is built on as they are given tasks well matched to their ability and accurately count in two's to 100 and backwards in one's from 20. By Year 2, pupils make consistently good progress in consolidating their previous learning and understanding of number and in using mental recall of multiples of 2, 5 and 10.
104. By the age of 11 pupils have satisfactory mental mathematics skills. Progress is good in all areas of mathematics by the end of Key Stage 2. For some pupils progress in mental mathematics is very good. This is closely linked to the good teaching and thorough planning of the subject. Teachers plan well together to provide work that challenges pupils' thinking and is matched to their capabilities. Higher-attaining pupils know their tables and use number effectively when solving problems. They understand fractions, decimals and percentages and their equivalents. Pupils solve problems accurately: they estimate answers and check if they are correct. Average-attaining pupils understand the pattern sequence of triangular numbers, while lower-attaining pupils reduce fractions to their lowest terms and change improper fractions to mixed numbers. Pupils learn suitable problem-solving and investigational skills throughout the key stage. Much of the mathematics learned involves practical problem-solving activities.
105. Progress is good overall throughout the school. There is appropriate emphasis on mental work and number work at both key stages and pupils develop a suitable range of strategies for solving problems. Work is modified to match pupils' knowledge and understanding and resources are well prepared, accessible and support the planned activities. In Year 2, pupils know that symmetry is a balanced pattern deriving from a central line of symmetry. In Year 4, pupils identify regular and irregular shapes and construct nets to form regular 3-dimensional shapes accurately. In Year 5, pupils work confidently with decimals to 2 and 3 decimal places and use them comfortably in calculations. Pupils who have special educational needs are given work closely matched to their abilities and at times receive extra support. They make progress that is at least satisfactory and is most often good when taking account of their previous learning. A great improvement in mathematics, at both key stages, since the time of the previous inspection is the attention given to all pupils having regular opportunities to work on practical activities and to develop a deeper understanding of every process before moving on to new work.

106. Throughout the school, pupils are well behaved during lessons and have a positive attitude to their work. They work mainly independently, but are willing to collaborate when required to do so. For example, pupils in Years 3 and 4 enjoyed investigating a school based problem about traffic around the school in small groups before combining with other groups to discuss solutions. Pupils are gaining increasing confidence when sharing their knowledge with the class and to accept that their answers might be wrong. They enjoy the competitive element of some activities without becoming aggressive. Throughout the school, pupils take increasing pride in the presentation of their work. Each piece of work is clearly dated with a title and rulers and squared paper are used appropriately.
107. The quality of teaching is consistently good throughout the school. The teaching in Key stage 1 was very good in half the lessons seen and at Key Stage 2 one lesson was satisfactory one good and three were very good. All lessons have a clear structure and a balance between whole-class instruction, mental skills practice, group work and a plenary at the end. Introductions to lessons are often lively and teachers use questioning to good effect. In the most effective lessons teachers have a good knowledge and understanding of the subject and manage the pupils very well. Pupils are kept on task through the brisk pace and the high standards of work and behaviour that are expected. This is shown in the challenging work that is set, particularly for higher-attaining pupils. Teaching builds systematically on pupils' previous knowledge and work is explained clearly. There are good opportunities for pupils to further develop their speaking and listening skills and to use the correct mathematical terminology, for example, by explaining what they have learned and how they reached the answer. Additional support from trained classroom assistants is limited and, when pupils are working in groups, at Key Stage 1, very occasionally, some learning opportunities are missed. Teachers' planning is thorough and detailed, including clear learning intentions supported by well-prepared resources. Day-to-day assessments are rigorously kept of pupils' progress. Teachers plan well together in year groups to provide work that challenges pupils' thinking and is matched closely to their capabilities.
108. The curriculum is broad and balanced and fully satisfies statutory requirements. Numeracy is developed appropriately in other subjects, for example, through collecting data on a bar graph in science, use of time-lines in history, tallying and graphs in geography, accurate measuring in design and technology and in learning number-rhymes in the reception class. Information technology is used to some extent in all classes to enhance pupils' learning in mathematics.
109. Teaching and learning are well supported well by good management and co-ordination of the subject and thorough planning for its development. There is an appropriate emphasis on the development of number skills. A revised scheme of work is well developed and is closely linked to the new national numeracy strategy and the school's own needs. The co-ordinator effectively monitors the subject by observing lessons and discussing strengths and areas for improvement: teachers' planning is checked weekly and resources are maintained. Sensible practical use is made of assessment although the school has plans to review procedures in the light of the implementation of the new initiatives. Resources have been reviewed as part of a thorough audit of the subject and have been improved significantly. They are of good quality and are very suitable for the effective delivery of the curriculum: they are well organised and easily accessible.

SCIENCE

110. The previous inspection found pupil attainment in both key stages was broadly in line with national expectations. Progress and the attitudes of pupils towards their work were generally satisfactory. The quality of teaching ranged from good to poor. Some teachers lacked knowledge and understanding of science. Pupils were not always given suitable work. Opportunities were not always presented to more able pupils to enable them to use their initiative or carry out research.

111. Teacher assessment of pupils' performance at Key Stage 1 was very low in comparison with both the national average and that in similar schools. Pupils ability to plan experiments and follow their own lines of investigation was assessed as being stronger than their knowledge and understanding of life and living processes or the properties of materials. However, it is this ability to investigate scientifically that prepares pupils well for all other work in science. At Key Stage 2, in the 1999 national tests, pupils' performance overall was above the national average. In the class 90 per cent achieved the expected level 4 or above, well above the national average but only 20 per cent achieving the higher level 5 which was below the national average. Key Stage 2 results shows an improving trend over the last 4 years, with pupil performance broadly in line with the national average. Pupils overall standards in science were above those in similar schools.
112. During the inspection the attainment of pupils in science was judged to be satisfactory throughout the school with some pupils attaining high levels. All pupils have good attitudes to their work, and behaviour is good. They share materials, work together co-operatively and use the equipment responsibly. Pupils with special educational needs are well supported, and their learning is good. Teachers always make their pupils aware of health and safety issues when using and handling tools and materials.
113. Pupil's learning is good throughout the school. They work with enthusiasm and interest, and concentrate well. They talk confidently about what they have learned, and are encouraged to predict the outcome of an activity or experiment. Pupils understand how to devise a fair test. The youngest pupils were learning about materials and their properties. They put ice shapes in different locations, inside and outside the class, and predicted which one would melt first. Year 1 and 2 pupils learned about life processes and living things by growing plants from seeds and bulbs. They were amazed to see how quickly carnations absorbed colour into their petals when food colouring was added to the water. The work to encourage investigation and experimentation is beginning to enable good progress to be made. In Key Stage 2, pupils carry out more complex scientific enquiry. Year 3 pupils were experimenting to find out which surfaces create more friction by sliding shoes down a slope covered with different materials, and were able to change several variables to see how results were affected. Year 4 pupils made and tested parachutes. Year 5 and 6 pupils learned about muscles and the need for oxygen by testing their pulse rate after different physical activities.
114. The quality of teaching in science is now good throughout the school. Of lessons observed during the inspection, 20 per cent were very good, 40 per cent were good and 40 per cent were satisfactory. The quality of teaching is equally good at both key stages. The knowledge, understanding and confidence of staff when teaching science are now good. They ask challenging, open questions to probe and develop the pupils' learning. Lessons are well planned, explanations are clear, and good use is made of time and resources.
115. The science co-ordinator had worked with the staff to draw up a new scheme of work. The Local Education Authority advisor supported the co-ordinator to provide in-service training, and has worked in classes in the school. During the co-ordinators leave of absence the responsibility for the subject has been accepted by the headteacher and shared by all class teachers in planning their own work within the agreed framework. Following the recent curriculum audit they are all well-informed and are clear which resources to use and how to organise their work to ensure continuity and progression from the classes for younger children to those for pupils at the end of Key Stage 2.
116. Teachers assess pupils' work every half term. Record sheets are carefully maintained. An audit of the science curriculum is carried out regularly. This has identified a need to review and update the work for assessment and recording procedures. It was this analysis and the review of test results that encouraged teachers to provide more opportunities for pupils to carry out individual investigations and experiments in order to improve their knowledge and understanding of their work in science.

117. There are effective links with other subjects in the curriculum. Literacy is developed in a variety of ways such as writing reports, taking notes, extended writing of results, and instructions. Mathematical skills are used for calculations and data collection. Results may be organised stored and using information technology and shared with other groups. Design technology and science are linked in Years 3 and 4, when pupils make models of the Moon as part of their work on Physical Processes, the Earth and beyond.
118. Since the last inspection the provision of useful resources and delivery of a full curriculum for science, including all the programmes of study has improved. The quality of teaching is better as is the organisation of the work and pupils. The subject now fully meets statutory requirements and is moving pupils' thinking and learning on very effectively thanks to well-organised planning and imaginative teaching.

ART

119. Many improvements have been made to the teaching of art since the previous inspection. During the current inspection, displays of work in classrooms and corridors, a scrutiny of pupils' art work in their sketch books and observation of art lessons indicate that most pupils attain the levels expected for their age. All pupils, including those with special educational needs make good progress in art. From a scrutiny of teachers' planning and discussion with the art co-ordinator it is clear that all pupils are given opportunities to take part in a good range of creative activities. They are taught to use a variety of different media and tools for creative expression, and they enjoy their learning. They study the styles of a range of artists such as Picasso, Klee and Van Gogh. They appraise the artists' styles and techniques and then apply these in their own way. This was very evident in a Year 2 lesson when the pupils observed living sunflowers provided by the teacher and created very good pictures in the style of Van Gogh.
120. At Key Stage 2, pupils in Year 3 enhance their observational drawings of bicycles with collage materials very effectively to produce three-dimensional pictures. Pupils in Year 4/5 improve their observational drawing skills with a picture of a tray of objects. They pay particular attention to proportion and think carefully how to represent overlapping objects. A Year 5/6 lesson, taught by the art co-ordinator, was judged to be outstanding. Groups of pupils worked independently on the human form. A group produced excellent portraits after watching a demonstration by their teacher. Another group worked with clay on a sculpture, paying particular attention to the detail produced by various tools. Yet another group completed an exercise on tone using pre-prepared drawings. A small group used a variety of materials to construct a three dimensional figure. During the whole lesson there was total commitment to high standards. Pupils knew what they were trying to achieve and many pupils reached high standards. After careful research a Year 6 class produced excellent drawings of Greek vases in their history lesson. Work in art makes a positive contribution to the pupils' cultural development throughout the school.
121. The pupils work with enthusiasm and take pride in discussing their work. They are keen and eager to begin tasks and demonstrate care and attention to detail. They sustain their concentration for long periods and always behave well. Work is always finished and presentation is good. Many older pupils discuss their work constructively and value the opinions of others.

122. In the six art lessons observed the teaching was always judged to be at least good with one lesson being very good and another excellent. This is a very big improvement from the previous inspection. Teachers are generally secure in their knowledge and understanding of the subject and most have high expectations of pupils. Teachers plan effectively, often integrating art activities into topic work, but also providing opportunities for pupils to develop skills and creativity. Lessons are planned with suitable content for the age and range of abilities within the class and are effectively explained to the pupils. The teachers introduce activities well and all resources are well prepared. The questioning of the pupils is successful in making them think about technique and informs teachers about the pupils' level of understanding. Activities are interesting and praise and encouragement are used effectively to develop the pupils' confidence and skills.
123. The co-ordinator has worked hard since the previous inspection to ensure that all aspects of the subject are given equal emphasis and leads the subject very well. She provides advice for colleagues and also monitors their planning. There is a clear scheme of work that provides clear guidance for the staff in promoting a systematic programme of skill development throughout the school. Satisfactory arrangements are made for the assessment of pupils' work. Sketchbooks provide a good indication of pupils' progress as they are passed on from year to year.
124. The school now has a good range of materials for art, which are stored very effectively and are easily accessible to all staff. Teachers use materials with care, and appropriate attention is given to safety when pupils are using tools.

DESIGN AND TECHNOLOGY

125. The previous inspection found that pupils of both key stages performed below national expectations, and made poor progress. Teachers lacked knowledge of the subject, and work lacked progression and continuity. Pupils' work focussed on other elements such as needlework, art or mathematics, rather than on design and technology.
126. The school has addressed all the criticisms systematically and sensitively and the teaching of design and technology is now good in both key stages. Knowledge and understanding of the subject and the programmes of study have been skilfully increased through in-service training for all teachers and the introduction of a good scheme of work. The co-ordinator has contributed to the big increase in staff confidence by providing a good example, giving support, guidance and enthusiasm. This has raised teachers' expectations of what the pupils can achieve. By using appropriate technical language, teachers extend their pupils' vocabulary and subject knowledge.
127. The variety of good work on display in all areas of the school shows that learning for pupils' of all abilities is good, including those with special educational needs. They put a great deal of creative effort into their work, and talk with enthusiasm about what they are designing and making. They are able to work together, select suitable materials and equipment, and use tools safely. Pupils in Years 4 and 5 given the task of designing and making a dumper truck, with a partner worked together well. They discussed the intended purpose, devised a plan, chose suitable materials, and then shared the building work. Pupils in Years 3 and 4 disassembled carrier bags to find out how to design and make their own. They followed this work by designing and implementing a test to see how much weight the bags could carry. Pupils in Year 2 designed and made glove puppets, and displayed all stages of the planning process as well as reviews of what had worked well and how finished products might still be improved. Pupils sustain concentration well, and at Key Stage 2 often continue projects through several lessons. Pupils' work shows that achievements are at least in line with and sometimes exceed national expectations.

128. The curriculum for design technology is monitored by a knowledgeable and supportive co-ordinator, who sees all the planning and conducts the regular audit of the subject. Assessments are made from criteria built into the planning stage. These are linked to the learning outcomes specified in each unit of work. Resources are of good quality and tools are stored securely. All members of staff and pupils are aware of health and safety in relation to the use of tools and materials in design and technology.

GEOGRAPHY

129. The previous inspection found that standards were in line with national expectations. The quality of teaching was satisfactory in Key Stage 1, but not in Key Stage 2. Some teachers lacked knowledge of the subject, and did not relate work to the programmes of study. Only two geography lessons were observed during the inspection. Additional evidence was gleaned through discussions with the co-ordinator and pupils, and books, resources and displays were scrutinised. At both key stages attainment levels are at least satisfactory and pupils of all ages and abilities are learning at an appropriate. Overall geography is in a stronger position than at the time of the previous inspection. At Key Stage 1 pupils learn about their school and the local environment. They draw simple plans of their classroom and maps of where they live and how they get to school. They are very aware of the clothing that is suitable for wet weather or holidays in the sun. Pupils know that they must take care of their environment and link work in science with how plants grow and how farmers supply our food. The pupils' learning of geographical skills, knowledge and understanding is satisfactory. They work with interest and enthusiasm, and enjoy talking about their work.
130. At Key Stage 2 pupils develop the early work and are becoming more independent in their thinking and planning. Pupils in Years 3 and 4 carried out a traffic survey outside school. This gave them good opportunities to consider environmental issues of traffic around the area. The work is being undertaken over a period of time to investigate at what time of day the traffic congestion is at its worse with the aim of considering possible improvements for parents, their push chairs and their cars. Pupils learn to ask questions about man's impact on the physical world. They are able to construct arguments for and against an additional runway at the nearby airport. Pupils compare contrasting areas in Britain and India. Visits outside school to rivers in Edale, and Eyam, increase pupils' awareness of the pollution in the local river, the Irwell, and they discuss reasons and remedies. A range of visitors to the school from the local community helps to broaden the curriculum.
131. Pupils show good attitudes to their work. They organise their own ideas, listen well to other points of view, and express opinions with increasing confidence as they progress through the school. Their behaviour in the classroom and outside during the observation and data collecting time is good particularly in the cold conditions that prevailed. The overall attainment for pupils is satisfactory at Key Stage 1, and is good at Key Stage 2. Pupils with special educational needs learn well, and are well supported. Those pupils capable of higher attainment are given opportunities to extend their studies through additional work that is prepared for them. They do not, however, have much opportunity to pursue their own interests in the library or by using appropriate software on the computers.
132. In the two lessons seen during the inspection, both at Key Stage 2 the quality of teaching was good, which indicates an improvement since the last inspection. Teachers have good knowledge and understanding of the subject. Planning files indicate that all teachers prepare their work effectively, use suitable resources and make good use of knowledge learned by pupils in mathematics and information technology to enhance work undertaken. A course on geographical enquiry raised the expectations of all teachers as to what pupils can achieve. Planning is shared and is monitored regularly. Teachers mark work carefully in classes across the school and frequently include relevant comments that encourage pupils to try harder or to develop their ideas further.

133. The subject co-ordinator has undertaken a thorough curriculum audit and geography is now planned in a two year cycle for both key stages in order to minimise the difficulties created by the need for mixed-age classes. There has been time allocated for monitoring work at the planning stage and in classrooms. Pupils work is regularly reviewed in a shared monitoring process within each key stage. Changes are made to the long-, medium-, and short-term planning as a result of the moderation sessions.
134. Assessment is included in recording sheets linked to all aspects within the curriculum. Opportunities for assessment are part of the planning process. Staff find the process useful and manageable but are looking to improve the system across all subjects. Resources are well organised and plentiful. Links are made with other curriculum subjects. A display of clothes worn in Ladakh incorporated design technology tasks to deconstruct and make suitable garments. Debating enhances speaking and listening skills, and there are opportunities for a variety of writing styles. Pupils conducting the traffic survey used tally charts to record their findings.

HISTORY

135. During the inspection it was not possible to observe any history lessons at Key Stage 1 and only one lesson at Key Stage 2. Judgements are based on a scrutiny of teachers' planning, displays of work, policy documents, schemes of work, resources and discussions with pupils and teachers. Evidence from the inspection indicates that pupils are making good progress in their learning throughout both key stages. Standards of attainment have been maintained since the last inspection and are in line with those expected for this age group.
136. Pupils in Key Stage 1 make satisfactory progress in their learning. They are introduced to the subject through stories that help them develop concepts of time and place. They learn about significant characters and aspects of life in Britain in the past beyond living memory, for example, Guy Fawkes and the gunpowder plot. An excellent display on the life of Queen Elizabeth the first in the Year 2 class captured the pupils' interest and imagination. Pupils contrast the work with wounded soldiers by Mary Seacole and Florence Nightingale with life in hospitals today. They show a developing understanding of chronology by cutting and sticking pictures of various activities in sequence.
137. At Key Stage 2 pupils develop their historical knowledge through topic work. They learn about life in ancient Egypt, finding out what food Egyptians ate and discovering which gods they worshipped. Visitors come to the school to talk to pupils about The Great War bringing artefacts to make the lessons interesting. Pupils write a letter to mum pretending to be an evacuee. By the end of Key Stage 2 pupils are able to set themselves questions and research answers using a range of primary and secondary sources. Year 6 pupils study photographs of ancient Greek vases. They note three things about the artefact and write questions they could use to make further enquiries. Pupils are able to use their knowledge gained in the lesson to produce their own picture of a Greek vase.
138. In the Year 6 lesson observed the pupils' response was good. They had a positive attitude to the subject and contributed enthusiastically to the lesson. They sustained their concentration during the whole lesson, sharing resources and discussing their finding in a very friendly manner. Although presentation of work is regularly good a few pupils need to pay more attention to this aspect of their work. Behaviour in the lesson seen was very good.

139. Teachers' planning is very good. Evidence of pupils' written work shows that activities are planned appropriate to the age and prior attainment of the pupils to allow them to make progress. This includes pupils with special educational needs. Work is marked satisfactorily, good use is made of comments to praise and encourage. There are good links with geography through the study of maps and to religious education by studying the lives of famous reformers such as Mary Seacole and Florence Nightingale. Teachers present the subject in interesting ways and make good use of visits, people, artefacts and books to stir pupils' enthusiasm. A good example was observed in a Year 6 lesson when pupils investigated resources that could tell them more about life in ancient Greece. The teacher's lively introduction captured the pupils' interest. Her very effective use of questioning and her purposeful direct teaching enabled pupils to develop their investigative skills, using a range of resources to increase their knowledge and understanding of life in ancient Greece.
140. The subject is well led. The co-ordinator monitors teachers' planning and collects pupils' work to check curriculum coverage and standards. There is a comprehensive policy and scheme of work that ensures full coverage of the National Curriculum. Assessment opportunities are indicated in the scheme of work. A portfolio of pupils' work is being developed and is available to staff as a source of reference.
141. The school has satisfactory resources including a range of artefacts which are well stored by the co-ordinator. Good use is made of visits to places of interest including Eyam, the village in Derbyshire with connections to the plague, the Egyptology department of Manchester museum and the Science and Industry museum to find out about Victorian health issues. The co-ordinator is aware of the need to improve the use of information and communication technology to enhance pupils' research skills and this will be addressed as soon as the new computer suite is fully operational.

INFORMATION TECHNOLOGY

142. During the inspection many activities involving the use of information technology were observed throughout the school. These, along with discussions with pupils and teachers, indicate attainment is broadly in line with national expectations at the end of both key stages. Pupils, including those with special educational needs, make good progress in developing information skills and using the computer particularly for literacy and numeracy work.
143. By the end of Key Stage 1, pupils are confident in using the mouse, are familiar with the keyboard and know how to print their work. They can use listening centres independently in order to assist them in developing their literacy skills. Pupils of all levels of attainment, including those with special educational needs, make good progress in their learning and develop confidence, particularly in using a computer for word processing. Younger pupils use computers to help number recognition and counting. Reception pupils use a Dazzle programme to draw and colour plants on the computer. Pupils in Year 2 use a program which allows them to alter text to include full stops and capital letters. They create pictures in the style of Paul Klee. Year 2 pupils know how to control a simple floor robot. They make good progress in the lesson developing their skills well to include a sequence of movements completed without a pause. In their literacy work pupils know how to correct mistakes and explore alternatives using the computer.

144. By the end of Key Stage 2, pupils have developed their ability to work on computers individually and in pairs. Year 3 pupils print information from books to form a dictionary of transport. They use a mental mathematics programme to improve their knowledge of multiplication tables. They enter information about themselves onto a database. Pupils can also change fonts, colour, and use clip art to improve their work. They know short cuts for Logo commands and can use the turtle on the screen to draw rectangles, squares, triangles and pentagons. They can explain what they are doing and how the process works. Year 4 use computers in their work on transport. They collect data from their classmates and present their results on pie charts and block graphs. Pupils in Year 5 use Logo confidently and delight in demonstrating their skills. They learn how to make a shape. They predict what will happen, enter instructions in correct sequence and test their predictions. Pupils in Year 6 create a programme to move drums of chemicals through a maze to a safe area on the computer screen.
145. Pupils' attitudes towards the subject are good at both key stages. The youngest pupils are confident when using computers and other technology such as listening centres. Pupils of all ages collaborate well and are helpful to one another. Whilst working in pairs and small groups they share ideas and demonstrate confidence and independence. They take good care of software and hardware and can be trusted to work independently in pairs. Behaviour in classes is very good. For example, Year 2 pupils sat on the carpet to learn about programming a robot. They listened very well to the teachers' instructions and watched patiently while other pupils took their turn to programme the machine. On the teacher's command the whole class divided into two teams very quickly and without any fuss to take part in a class game.
146. The quality of teaching is judged to be good in both key stages. In two fifths of lessons observed it was very good. Teachers' knowledge and understanding of information technology and their skill in handling the equipment have improved enormously since the previous inspection. This helps them lead pupils to develop a good range of skills. They plan lessons carefully and make good use of computers to support and enhance other areas of the curriculum. Teachers have high expectations of behaviour and pupils' attainment. They manage pupils well and make good use of the time available. All this combines to motivate pupils well. Such motivation is evident from the way in which pupils work hard and enthusiastically at information technology. Class teachers monitor pupils' access to computers on a daily basis very well.
147. The leadership and management of the subject are good. The policy and scheme of work is now complete. Under the direction of a knowledgeable and enthusiastic co-ordinator who has been leading the subject for four terms, the whole staff is working hard and their commitment to high achievement is beginning to improve standards. Assessment procedures are in place but the co-ordinator and staff are aware of the need to extend this when the newly built computer suite is brought into use. The school development plan outlines the school's arrangements to improve the use of information technology in other areas of the curriculum as soon as funds, already applied for, are made available.

MUSIC

148. By the end of Key Stage 1, all pupils, including those who have special educational needs, make good progress. In Year 1, pupils identify a good range of percussion instruments, keep to a rhythm and clap in time to the music. Pupils continue this good progress in Year 2. Their listening skills are developing well through effective opportunities provided to appreciate music. For example, they develop the ability to accurately copy the rhythm played by their partner. In addition, pupils are able to recognise the difference between the rhythm and the pulse in a range of compositions by composers such as Holst and Tchaikovsky.

149. By the end of Key Stage 2, the skills learned in Key Stage 1 have been built upon systematically and progress is at least satisfactory for the majority of pupils, including those pupils who have special educational needs. This is directly linked to the informative scheme of work and the growing subject knowledge and increasing confidence of the teachers. The efforts of teachers to develop and pass on their own expertise is promoting the acquisition of skills for pupils of all abilities at both key stages. Where teaching is very secure and very skilful, pupils make very good progress. Pupils are enabled to practise and refine their musical skills. For example, pupils show an ability in Year 3, to confidently control and change sounds made by their voices with developing accuracy. The singing is tuneful throughout the school and reflects pupils' confidence and ability to learn songs by heart. Pupils at the end of the key stage have opportunities to develop their keyboard skills.
150. Pupils' attitude to music is positive. They enjoy performing, whether in singing or when playing an instrument. Pupils listen attentively to instructions and concentrate well when learning new songs. Overall, they are very well behaved. Pupils listen to one another very well and evaluate their own performance and that of others suggesting how work might be improved and spontaneously applauding elements that they judge to be good. The opinion of others is valued and discussion about the work in hand enables groups and individuals to develop their ideas and improve their composition and performance.
151. Overall, the quality of teaching is never less than satisfactory. In Key Stage 1, it was good in half of the lessons seen, whilst at Key Stage 2, it was good in all lessons seen. Teachers work in partnership with colleagues and plan work carefully sharing subject knowledge. Lessons proceed at a brisk pace. Teachers have confidence in what they are doing and communicate this to the pupils. Teachers have very effective methods of control and organisation. There are useful supporting materials and teachers' security in the subject means that learning is never less than satisfactory and where teachers are more knowledgeable it is good. The assessment procedures are new but are beginning to provide a clear picture of what all pupils know and understand.
152. The subject is strongly managed by a well-informed co-ordinator. The revised scheme of work is having a significant effect on the provision of music across the school. Pupils take part in performances at Christmas and at the end of the school year. Specialist music tuition is provided for pupils to learn to play keyboards at Key Stage 2. The work of the additional musical activities greatly enhances the music curriculum. Resources are adequate. They are not extensive in quantity but are good in quality and are kept together in the music room. There is a good range including instruments from other than western cultures. The school has an extensive library of recorded music, some of which is used to support, work in other subjects including religious education and dance in physical education. Music in collective worship also adds to the provision for spiritual and cultural elements in the curriculum. The school enjoys a number of extra musical activities, including a choir, a recorder ensemble, and a recorder club for pupils at Key Stage 1.

PHYSICAL EDUCATION

153. During the inspection, pupils were observed in gymnastics, dance, swimming and games lessons, in which they make progress that is at least satisfactory and sometimes good. The full range of physical activity including athletics is undertaken over the year and pupils have some opportunities to engage in adventurous activities during their time in school. There are swimming lessons in Years 3 and 4 and all pupils achieve the level expected and some attain very high levels. Pupils follow a commercial scheme of work that is more demanding than the National Curriculum for swimming. Pupils with special educational needs make progress in line with the majority of their peers.

154. At Key Stage 1, pupils respond well to music and verse in dance, developing sensitivity in their interpretation of a well known theme. The quality of work in dance in the lessons seen was better than at the time of the last inspection. Pupils work well with a partner and in gymnastics they manage the apparatus carefully. Pupils work sensibly, on and off the apparatus, to develop sequences of rolls and balances, travelling over obstacles and through spaces.
155. At Key Stage 2, pupils continue to develop their ability to use body movements and gestures to create dance patterns. In gymnastics they grow increasingly confident, combining a variety of movements in a floor sequence which they then transfer to apparatus. By Years 5 and 6, the majority of pupils create good, complex sequences of movement with an increasing emphasis on the change of direction, speed and shape. They observe each other critically, making sensible suggestions for the improvement of movements. In games, pupils demonstrate good ball control skills with small apparatus in the hall and in netball and football. There is also provision for hockey and rugby but not all of these were observed during the inspection.
156. Pupils' attitudes to these lessons are generally good and sometimes very good. They clearly enjoy the opportunity to engage in physical activity and almost all behave well, even when they have to sit still, listening to the teacher or waiting for their turn to demonstrate. They all follow safety rules well, clearly understanding the need to warm up before and cool down after exercise. They co-operate sensibly with one another, in pairs and groups and use their initiative and imagination creatively.
157. The quality of teaching at both key stages is good overall. Teachers are always dressed appropriately and all have a secure knowledge and understanding of the requirements of the subject and all safety issues. The scheme of work is drawn from a number of sources and is comprehensive and informative supporting teachers' planning effectively. In most lessons teachers have appropriately high expectations of pupils' behaviour and performance. In the lessons seen all teachers demanded constant effort from all the pupils in order to extend their movements beyond a satisfactory level. Teachers invariably monitor performance carefully and insist on pupils striving for a higher level or press for a more imaginative response. Teachers build assessment strategies into the lesson planning and use these to check progress and inform planning of future work.
158. The co-ordinator is very knowledgeable about this subject and very well organised. The subject is very well managed and there has been constructive and purposeful response to the findings of the curriculum audit. She has devoted a large amount of time to supporting this part of the curriculum for pupils. There is satisfactory accommodation for the subject, including a football pitch and playing fields. Resources at both key stages are good. They are organised effectively and there is a good range of equipment, some of it provided by a national company, as part of its promotion of sporting opportunities for pupils and training for teachers. There are some links with the local rugby football club. The school regularly competes successfully with other schools in a range of sporting activities.