

INSPECTION REPORT

**SACRED HEART CATHOLIC PRIMARY
SCHOOL**

Baguley
Manchester

LEA area: Manchester

Unique reference number: 105536

Headteacher: Mr Peter Eavers

Reporting inspector: Mr Keith Edwards

Dates of inspection: 22-26 May 2000

Inspection number: 191592

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

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Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	3-11
Gender of pupils:	Mixed
School address:	Floatshall Road Baguley Manchester
Postcode:	M23 1HP
Telephone number:	0161 998 3419
Fax number:	0161 945 6507
Appropriate authority:	Governing Body
Name of chair of governors:	Father John O'Reilly
Date of previous inspection:	19 November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Keith Edwards, Registered Inspector	Art	What sort of school is it?
	Physical education	The school's results and pupils' achievements
Anne Longland, Lay Inspector		Equal opportunities
		Pupils' attitudes, values and personal development.
		How well does the school care for its pupils?
		How well does the school work in partnership with parents?
Pauline Goodsell, Team Inspector	Mathematics	How good are the curricular and other opportunities offered to pupils?
	Geography	Special educational needs
	History	
Lea Short, Team Inspector	Under fives	
	Science	
	Information technology	
	Design and technology	
John Williams, Team Inspector	English	How well are pupils taught?
	Music	How well is the school led and managed?

The inspection contractor was:

Sandfield Educational Consultants
 16 Wychwood Drive
 Trowell Park
 Nottingham
 NG9 3RB

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The Registrar
 Inspection Quality Division
 The Office for Standards in Education
 Alexandra House
 33 Kingsway
 London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	12
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS OR STUDENTS TAUGHT?	15
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?	16
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	17
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	17
HOW WELL IS THE SCHOOL LED AND MANAGED?	18
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	20
PART C: SCHOOL DATA AND INDICATORS	22
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	26
PART A: SUMMARY OF THE REPORT	

INFORMATION ABOUT THE SCHOOL

Sacred Heart Primary School serves the Catholic community of Baguley and the surrounding district. There are 221 pupils on roll with a further 40 children attending the nursery either on a part-time or full-time basis. The school is growing in popularity and there is a relatively low turnover of pupils. Almost all of the pupils are from Catholic homes. The pupils come from a broad range of socio-economic circumstances: some families are owner-occupiers and others live in rented property on a local authority housing estate. The school is part of the Wythenshawe Education Action Zone.

There are significantly more boys on roll than girls. Numbers on roll have increased steadily since the last inspection. Five children in the reception year are under five. Eighty children (36 per cent) are eligible for free school meals. Almost all of the pupils are white and almost all have English as their first language.

Pupils are admitted into the nursery in the year that they are four. The attainment of pupils on entry to the school is below average although there is a broad range of ability in each class. There are 78 pupils, (35 per cent), on the school's register of special educational needs, two of whom are undergoing statementing procedures. The pupils are taught in seven classes in discrete year groups. There are nine full-time teachers and three who are employed on a part-time basis.

HOW GOOD THE SCHOOL IS

This is a rapidly improving school. The headteacher has provided a clear sense of direction for further development. The staff and pupils are well motivated and the climate for learning is good.

What the school does well

- The headteacher provides excellent leadership and he is very well supported by the staff and governors.
- The quality of teaching is good and enables the pupils to make good progress.
- The school has developed very good relationships with the parents and the community.
- The ethos of the school is good.
- The behaviour of the pupils is very good.
- Procedures for child protection and for the pupils' welfare are very good.
- The pupils have very positive attitudes towards their learning and towards school.
- Singing is a strength of the school and supports the strong sense of community.

What could be improved

- The provision for those children under five, particularly in the nursery, is unsatisfactory.
- Teachers do not make full use of assessment information to guide their teaching.
- Marking is not used effectively to help the pupils to improve their work.
- The standard of the pupils' writing requires improvement.
- Too many children are late at the start of the school day.
- The library is not a focus for the pupils' learning.
- Insufficient attention is paid to developing the pupils' understanding of our multi-cultural society.
- The playground surface is uneven and rutted.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good progress since the last inspection in November 1996, particularly since the arrival of the new management team, and it is well placed to continue to improve. It has been successful in meeting most of the recommendations in the previous inspection report. For example, the school now has a clear management plan that sets out appropriate priorities for improvement and these are carefully costed. The prudent management of the school's finances over the last two years has ensured that the school is now able to balance its budget. Resources have been enhanced and the internal condition of the school has been improved. The ethos of the school is much improved and there is a shared sense of determination to move forward and to succeed.

The review of policies and schemes of work has been well addressed and the curriculum now meets statutory requirements. The development of the information technology suite is having an immense impact on the confidence of the pupils in their use of computer technology. The Literacy and Numeracy Strategies have been successfully introduced.

The quality of the teaching has improved significantly and it enables the pupils to make good progress. The school has introduced new policies to improve standards of discipline and these are clearly understood and have been very successful. The behaviour of the pupils is now a strength of the school. A homework policy has been introduced. The school now collects detailed information about each pupil and is beginning to refine its assessment procedures to ensure that this information is used to set clear learning objectives for groups of pupils. Staff have been involved in a programme of in-service training which has enabled them to develop their skills across the curriculum. Although there is no formal appraisal system in place, the teachers now engage in a regular professional review to further improve their performance.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	B	E	C	A	well above average A above average B average C below average D well below average E
Mathematics	C	E	C	A	
Science	A	E	A	A	

The results in the 1999 National Curriculum tests were very impressive. However almost 50 per cent of the current Year 6 are on the school's register for special educational needs and although they are achieving as well as they can, their overall standards in English are below average. They achieve satisfactory standards in their speaking and listening and in their reading, but their writing could be better. By the time the pupils leave the school, standards of attainment in mathematics and science are in line with national expectations. Pupils with special educational needs receive good support and make good progress in literacy and numeracy. With the exception of singing, where standards are above average, pupils are attaining satisfactory standards in all other subjects. By the age of five the majority of children reach the desirable learning outcomes in their personal, social and physical development. Most children do not reach the desirable learning outcomes in mathematics and language and literacy, but there is a considerable variation in standards.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Most pupils have a very positive attitude towards school.
Behaviour, in and out of classrooms	Standards of behaviour are very good. Two pupils have been excluded from school for a fixed term in the last academic year.
Personal development and relationships	The pupils' personal development is good. Almost all parents agree that the school helps their children to become mature and responsible. Relationships are good.
Attendance	The pupils' attendance is satisfactory. However, many of the pupils do not arrive on time in the morning.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Unsatisfactory	Satisfactory	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 has improved since the last inspection. It enables the pupils to make good progress in most classes. In 91 per cent of lessons, the teaching was satisfactory or better. In 40 per cent of lessons, the teaching was good and in 9 per cent of lessons it was very good. Only 9 per cent of teaching was unsatisfactory and that was found mainly in the nursery. In these lessons expectations were low and there was a lack of challenge to ensure that the pupils were achieving their best. The overall quality of teaching in English is good and it enables the pupils to develop a secure foundation in the skills of literacy. The skills of numeracy are well taught. The school is effective in meeting the needs of most pupils in most subjects. The school has improved its support for those pupils with special educational needs and they make good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school's curriculum is broad and balanced; it includes satisfactory provision for the pupils' personal, social and health education.
Provision for pupils with special educational needs	The school makes satisfactory provision for those pupils with special educational needs. There is a new co-ordinator and this is an improving aspect of school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes good provision overall. There is good provision for the spiritual, moral and social development of the pupils. Too little attention is given to the multi-cultural dimension.
How well the school cares for its pupils	Procedures for child protection and for ensuring the pupils' welfare are very good.

The school works well with the parents and this has a positive impact on their children's learning. The parents hold the school in very high regard.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides excellent leadership. He has forged a very good relationship with his deputy and ensures the commitment of the staff to common goals.
How well the appropriate authority fulfils its responsibilities	The governors provide very good support for the work of the school. The governing body takes a keen interest in the school's performance and its standing in the community.
The school's evaluation of its performance	The school includes success criteria in its improvement plan and has established clear priorities for development. It has taken very effective action to meet its targets.
The strategic use of resources	The school has adequate staffing, resources and accommodation. The school makes good use of its resources and provides good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What some parents would like to see improved
<ul style="list-style-type: none">• The school is well led and managed. The parents speak well of the leadership of the headteacher.• They find the school to be very approachable.• The teaching is good. The school expects their children to work hard and achieve his or her best.• Their children are making good progress.• Their children like school.• The school is helping their children to become mature and responsible.• Behaviour in the school is good.	<ul style="list-style-type: none">• The range of activities outside lessons.• The homework provision.

The parents overwhelmingly support the work of the school. Parents regard the school as an approachable institution that is particularly well led. They very much appreciate the quality of the teaching which enables their children to make good progress and promotes good behaviour. The inspection team agrees with the parents' view that the strengths of the school far outweigh the weaknesses. The inspectors find the range of activities provided by the school to be satisfactory and the homework provision to be much improved since the last inspection.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. There was a positive report on under fives provision in the previous inspection; however the nursery has been slow to incorporate the changes to the curriculum introduced since then. Too few structured activities are planned both indoors and outdoors to provide an appropriate balance of teacher led and child initiated tasks. The planning does not provide adequately for the learning needs of all the children, including those who are three years old who attend part time, or for children of different attainment. Assessment of the children's learning has been recently introduced but this information is not yet sufficiently specific to be of use. The information from assessment on entry is not used to inform grouping or planning. There is no tracking to ensure that all children have a balanced experience in the nursery. These factors limit the progress made by the children across all of the areas of learning.

2. The children's attainment covers a wide range on entry to full-time schooling but it is below average overall. The children respond well to the teaching to make satisfactory progress in the reception class. By the age of five, the children are beginning to read, turning the pages of books correctly and recognising words. A few children can write their name and are forming letters well. They are beginning to understand number and use mathematical language such as "more than" and "less than". They make satisfactory progress in their personal and social development. The children work satisfactorily together in pairs and groups, share resources and have established good relationships with their friends and the adults who work with them. They make satisfactory progress in their physical development and show agility in their movement.

3. The National Curriculum Key Stage 1 assessments for 1999 indicate that pupils' attainments were above the national average in reading and close to the national average in writing and mathematics. An analysis of the school's 1999 performance data indicates that the pupils' achievements were well above average when compared with similar schools. Inspection evidence does not fully support this judgement. An analysis of the pupils' work across the curriculum indicates that standards are close to the national average. Pupils with special educational needs are sensitively supported and helped to make good progress, particularly in literacy and numeracy. Overall, pupils make satisfactory progress in relation to their prior levels of attainment and achieve standards which are close to national expectations in most subjects at the end of Key Stage 1.

4. The National Curriculum assessments for eleven-year-olds in 1999 indicate that pupils' attainments were close to the national average in English and mathematics and well above in science. An analysis of the school's 1999 performance data indicates that the pupils' achievements were well above average in all three subjects when compared with similar schools. This represents a significant success for Sacred Heart. However, the current class of eleven-year-olds contains a significant number of pupils who are on the school's register for special educational needs. Inspection evidence indicates that standards in reading, speaking and listening, mathematics and science are close to the national average. However, standards in writing are below average.

5. Although test results for eleven year olds at Sacred Heart have fluctuated significantly over the last four years, standards are improving in the core subjects in Key

Stage 2. This is mainly as a result of the introduction of the Literacy and Numeracy Strategies and the more effective teaching. Although standards are below average in English, there are clear signs that the pupils are gaining from the structures which have been provided by these national initiatives in the teaching of the basic skills. The school's careful monitoring of the introduction of the National Literacy and Numeracy Strategies to assess their impact demonstrates the school has the capacity to continue to improve.

6. Pupils make good progress and achieve standards that are average with pupils in speaking and listening. Pupils have a satisfactory command of language and by the time they leave school, most express themselves confidently to a range of listeners. Pupils make good progress in the acquisition of reading skills. By the time they leave school, most pupils have the basic skills. This includes skimming text to gain an overall impression and scanning to locate information. Their literacy standards enable them to work satisfactorily in subjects where they need to use their reading skills. Although most pupils enjoy reading, very few have developed appropriate skills to enable them to research information independently from a reference library.

7. Although pupils learn the relevant skills in literacy sessions they are generally offered too few opportunities to use them in lessons. Undemanding worksheets are used in many subjects and they do not give the pupils sufficient opportunity to practise their writing. Although pupils work in a range of forms including stories, poems, factual accounts and instructions, at the end of both key stages, their attainment in writing is below average. In Key Stage 1, standards of spelling and punctuation match those expected of seven-year-old pupils. However, they do not use a joined script when writing. Standards of handwriting and presentation at Key Stage 2 could be better; the majority of pupils do not successfully form a neat joined style. They do become increasingly confident in their use of spelling and grammar and can write for a range of purposes, but their work lacks maturity.

8. The pupils' attainment in mathematics at age eleven is average. The school has introduced the Numeracy Strategy, and is beginning to make greater use of assessment information to set targets for improvement. The school is now well placed to raise standards. Pupils are responding well to the Numeracy Strategy and its emphasis on mental mathematics and are making good progress in calculations involving tables and measurement. They apply their skills in numeracy satisfactorily in subjects such as science and geography.

9. Standards in science are average at the end of both key stages. The younger pupils engage in practical investigations and can classify materials according to their properties. By the end of Key Stage 2, the pupils engage in investigations and apply sound scientific methods to their conclusions. They check the validity of their predictions and know how to apply the concept of a fair test. However, assessment is not used effectively to match the work to the different abilities of the pupils. This inhibits their progress. Inspection evidence indicates that pupils make satisfactory progress in science and standards are improving.

10. By the time most pupils leave the school, their understanding of information technology is in line with national expectations. Although very few pupils have computers at home, they benefit from the regular opportunity to work in the new computer suite. The pupils have experience of control technology, using computers to research information and to support their topics and data handling.

11. The pupils' achievement in history and geography is satisfactory. These subjects are supported by clear schemes of work and field visits that stimulate the pupils' interest.

Standards in art and design and technology are supported by clear schemes of work and standards are in line with expectations. Art is used well to support learning in other subjects such as mathematics and science and there is a clear development of skills. Pupils achieve satisfactorily in physical education and music. Their achievements in both subjects are well supported by opportunities to join with pupils from other schools in competitive and celebratory events. The pupils sing with enthusiasm and clarity and this makes a strong contribution to their sense of belonging to a special community.

12. Throughout the school, pupils with special educational needs are well supported. However, the school recognises that greater care needs to be taken to ensure that pupils who experience difficulties in learning are identified at an earlier stage and provided with individual programmes of work. The higher attaining pupils make satisfactory progress overall in most subjects. However, there is evidence of underachievement by the boys in literacy and numeracy and the school recognises that this imbalance should be addressed.

Pupils' attitudes, values and personal development

13. The pupils' very good attitudes to learning, their very good behaviour and their good relationships with others are strength of the school.

14. Almost all parents who returned a questionnaire agree that their child likes school and the inspection evidence supports this. The pupils enjoy school life and are willing to learn. They show an interest in lessons, particularly when there is something new. The pupils are excited about using the computers in the new computer suite and even the oldest pupils were proud of what they had achieved. They try hard in class to please their teachers. The pupils usually get on quickly with their work and concentrate well. They enjoy attending the after-school club and other after school activities.

15. The pupils move around the school in an orderly manner. They show appropriate respect for adults and a good level of self discipline when in school and in the playground. The pupils are aware of the school code of conduct, the distinction between right and wrong and the sanctions that can be imposed. There have been two temporary exclusions in the last academic year and staff work hard to ensure the positive behaviour policy has a positive impact throughout the school.

16. There are good relationships throughout the school. Boys and girls play well together and both the Year 6 pupils and the reception children appreciate the 'Special Friend' scheme. The pupils react very well with each other, with teachers and with other adults in the school. The pupils talk readily to visitors and are courteous and very polite. The tidy cloakrooms and absence of litter are evidence that the pupils are proud of their school.

17. The pupils' personal development is satisfactory. Ninety-eight per cent of parents agreed that the school helps their children become mature and responsible. Pupils develop in self-confidence and are willing to accept responsibility and carry out duties in class and around the school. They distribute the registers, books and resources. The house captains, drawn from the Year 6 pupils, undertake their duties conscientiously. Throughout the school, the pupils' personal development has been muted by the teachers' tendency to decide what should be done and how. Pupils have limited opportunities to find things out for themselves or to select their own resources.

18. The pupils' attendance is satisfactory overall and is broadly in line with that found nationally in similar sized schools. The rate of authorised absence is above average and

unauthorised absence is below the national average. Most pupils are punctual and registration is completed quickly and efficiently before the morning and afternoon sessions. However, a significant minority of pupils arrives late each morning.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

19. The overall quality of teaching is good. It enables pupils to make good progress throughout the school. In 91 per cent of lessons the teaching was satisfactory or better. Forty-nine per cent of teaching was good or better with nine per cent judged to be very good. Only nine per cent of teaching was unsatisfactory and this represents a significant improvement from the 20 per cent noted in the last inspection. The practice of senior teachers and curriculum co-ordinators observing lessons and offering suggestions for improvement is bearing fruit. There are very good lessons in music, information and control technology and English. The teaching of English at Key Stage 2 is good and this helps to ensure that pupils make good progress in the skills of literacy.

20. The teaching for children under five is satisfactory in only 69 per cent of lessons. The large amount of unsatisfactory teaching is in the nursery and this is because of a lack of structure. The teacher's planning and lessons cover all aspects of the desirable learning outcomes for this age group but there is no planning to support the progressive development of skills. The teacher makes too few interventions in the children's learning and there is a lack of structure and rigour in the way the activities are provided. There are no clear records of achievement and so any qualitative assessment of the pupils' progress is impossible. The present baseline assessment system provides information of attainment but this is not used in a constructive way to aid planning for progression. Furthermore, the teacher does not make effective use of the accommodation in the nursery.

21. The quality of teaching in Key Stage 1 is satisfactory overall. The teachers manage their pupils well and this ensures that their classrooms are effective learning environments. They are skilled in teaching the basic skills. Their teaching methods are effective and ensure sound learning by the pupils. The teachers use resources well and make particularly effective use of the small number of skilled support staff to ensure that particular groups of pupils are kept on task. The teachers have sound subject knowledge. Particularly good subject knowledge enables pupils to make rapid progress in a very successful Year 2 information technology lesson. However, there is an overuse of worksheets in many lessons, thus denying pupils the opportunity to use their developing literary skills. Marking is not always constructive.

22. The quality of teaching in Key Stage 2 is good. Here the teachers plan thoroughly across the curriculum. The teachers have good subject knowledge and they use this to good effect when dealing with questions posed by the pupils. They plan a stimulating range of activities and are enthusiastic about their subject matter. This motivates the pupils and ensures that they remain on task. This is particularly true of literacy lessons where several lessons were very good, and in the case of a whole-school music lesson. This very successful teaching is characterised by high expectations of the pupils' behaviour and endeavour. Teachers share the target for the lesson at the start and this gives the pupils a focus. Some lesson planning lacks a sharp learning focus for pupils of different abilities. However, an exception to this is numeracy which has groups working at different levels, thus ensuring effective learning for all pupils.

23. Throughout the school some teachers rely too much on worksheets, some of which are relatively undemanding, for many pupils. In some lessons the teachers overdirect the learning. This denies pupils the opportunity to think for themselves and for independent

work and restricts their learning. Marking is not always sharply focused. In the best examples the teachers mark the pupils' work so that they know exactly what they need to do to improve. The most successful teaching occurs when teachers assess effectively whether their pupils have understood the work and achieved the target and then give them appropriate work to follow on. Homework is used satisfactorily to support learning although a number of pupils are not committed to following up their studies outside the school day. However, many parents do support their children's learning by hearing them read at home.

24. The new information technology suite has ensured that the school now has the means to use computers to support learning across the curriculum. It is used well and this ensures that pupils learn particularly well in this subject.

25. The pupils with special educational needs are taught in a range of situations which include withdrawal in small groups or individually or supported within the classes. Their individual education plans are now being reviewed regularly and targets set, although the targets are not always sufficiently focussed, nor do they always identify the small steps needed to achieve the learning objectives. Where the best opportunities are provided for the pupils with special educational needs, the class teacher and learning support assistants work closely to ensure that pupils' individual needs are met and that they have full access to the curriculum. The good work done by the learning support assistants has a significant impact on the progress of pupils. The newly appointed co-ordinator recognises the school does not yet have a comprehensive system for assessing and recording the work done with and by the pupils with special needs, although they have plans to do so.

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

26. The school's curriculum is broad and balanced, and includes satisfactory provision for the pupils' personal, social and health education. The quality and range of learning opportunities is satisfactory and all statutory requirements are met. The school is giving a high priority to developing the pupils' literacy and numeracy skills and is making good use of the extra opportunities provided by the Education Action Zone funding; this is having a positive impact on the progress of the pupils, particularly in literacy and numeracy. There is a limited range of extra-curricular activities offered to the pupils including football and netball, but the good range of educational visits has enriched the pupils' learning. The curriculum is further enriched and enlivened by visitors to the school. These include local clergy, many friends of the school, governors, and the school nurse. Together with the good use of the pupils' own talents as performing musicians and actors they provide learning experiences that contribute well to the personal development of pupils as individuals and members of the community.

27. Key issues from the previous report were to 'improve the management of the curriculum and to ensure that agreed schemes of work are developed in all curriculum areas to meet the statutory requirements of the National Curriculum'. This has been very successfully achieved. The subject co-ordinators and staff, under the guidance of the deputy headteacher, have carried out a comprehensive review of all the curriculum documentation. In particular, as part of the implementation of the Literacy and Numeracy Strategies, a review and monitoring of the teaching and learning in English and mathematics has been completed. In the foundation subjects units from the Qualifications and Curriculum Authority (QCA) schemes of work are being used to assist the teachers' planning. The detailed planning is done by the teacher for each year group, within the overall agreed framework for the implementation of the curriculum. The plans are monitored

on a regular basis by the headteacher and intermittently by the subject co-ordinators. The planned activities are varied and make available individual, group, whole class and practical activities. In numeracy the lessons are prepared to provide for the needs of all the pupils. In other subjects, however, there is an over-reliance on the use of worksheets, largely at one level and this restricts the progress of some of the pupils.

28. As part of the school's improvement plan, special educational needs has been identified as a priority area for development. Good progress has been made in implementing the action plan since the appointment of a new co-ordinator. There is a new policy in place; the register of pupils with special educational needs is well organised and up-to-date and regular audits of the needs of pupils are carried out. However, the school is not making the full use of its assessment data, particularly in the foundation stage, to quickly identify children who find learning difficult.

29. The school has well-established links with the secondary school and their students visit the school for work experience placements. The meetings between the staff help to maintain good communication and pupil's progress. The school has established good relationships in the local community especially through SHINE (Sacred Heart Initiating New Enterprise) a fund raising group involving parents and parishioners. At Christmas the school choir visit the local old people's home and residential school for visually impaired children. There have been good links established through the work of a parent with the local industries and commerce, and this has secured sponsorship through this for the school football team.

30. The school makes good provision for the pupils' moral, social and spiritual development. The pupils are taught about right and wrong and are made aware of what is acceptable and unacceptable behaviour; the school has a clear discipline policy and a set of rules that encourage consideration of others. The adults who work in the school have high expectations of courtesy and honesty from the pupils, which are well fulfilled and an atmosphere of trust and respect is created in which effective learning can take place. Relationships are good; all the pupils are expected to work together and to consider the needs of others. There is wide scope for the pupils to take part in tasks to help with the smooth running of the school such as preparing the hall for assembly and in befriending the younger pupils. Pupils from Years 5 and 6 take responsibility acting as the school's road safety officers, giving talks and organising competitions for the whole school. The pupils give very good support to a wide variety of charities, many of which are concerned with the care of children. These activities contribute well to the pupils' personal development.

31. In assemblies all the pupils are given the opportunity to experience the joy of music by listening to music and singing together. In science lessons, as they investigate forces, the pupils have the chance to wonder at the behaviour of metal balls; the pupils experience a range of feelings as they discover the favourite foods of the Vikings and are excited when a classmate puts in the correct instructions to programme a floor turtle. These experiences give the pupils the chance to develop their own ideas of special moments in addition to the many opportunities to raise their spiritual awareness provided by all of the teachers. For example, during assemblies and class prayers, time is allowed for quiet reflection and meditation on a range of topics.

32. The provision for their cultural development is satisfactory. The pupils' cultural awareness is developed through a range of activities. Lessons in literature, art, geography and history as well as celebrations of major religious festivals all help to raise the pupils' cultural awareness, particularly of their own and other western cultures. A strong feature of school life is the work done on learning to speak Italian and studying life in Italy. Vibrant

work is produced when the pupils explore the art of the Aboriginal people of Australia. However too few opportunities are taken to increase the pupils' knowledge and experience of cultures other than their own.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. There are very good procedures in place for child protection and promoting the pupils' well being, health and safety but some weaknesses in supporting pupils' academic and personal development. The head teacher takes the lead in setting the ethos of care, order and structure valued by the parents. There is a good standard of care from the teaching staff with strength in the promotion of good behaviour.

34. The school has a very good child protection policy and all teaching and non-teaching staff are aware of their responsibilities. Members of staff are kept up to date with child protection issues. The support for pupils with special educational needs is satisfactory. Contact with outside specialists ensures that additional help is available when needed.

35. Appropriate health and safety measures and procedures are in place and regular risk assessment inspections undertaken. Teachers are conscientious in their supervision of pupils in class. Effective use is made of visits from fire officers and the police in conjunction with issues related to 'Stranger Danger', and alcohol and drug abuse, with the message being reinforced in assemblies at the end of half term.

36. There has been a significant improvement in the procedures for assessing, reporting and recording pupils' academic progress. The Key Stage 1 co-ordinator has recently been allocated the overall responsibility for this aspect. Procedures for analysing the results of baseline assessments and other statutory tests are now in place. However, the school recognises that it is only just beginning to use the analysis of assessment data to aid teaching staff in the preparation of lessons to match the work set to groups of pupils of different prior attainment. Furthermore, assessment information is not yet being used to overcome the differing attainment of boys and girls, or to add clarity to the pupils' annual reports in terms of their strengths and weaknesses.

37. The school promotes good behaviour successfully through its comprehensive behaviour policy. Pupils, staff and parents know the rules and sanctions and parents are informed of instances of their child's inappropriate behaviour. Any instances of bullying, racism or oppressive behaviour are dealt with promptly. Teachers often praise the pupils for their response and behaviour and pupils value the house points given.

38. Procedures to monitor attendance are sound. The school works in partnership with the Educational Welfare Officer to contact families when any pupil's attendance or punctuality gives cause for concern.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

39. The school has a very good partnership with parents. The supportive and positive views of parents about the school are reflected in the summary of the parent's questionnaires. Parents agree that the school has high expectations of their children and that they feel comfortable in approaching the school with problems or questions. A number of parents and friends regularly help in the classroom, escort pupils to swimming and on educational trips. The very active Friends' Association, SHINE, has raised money to provide carpets for the classrooms and corridors and the furniture for the new computer suite. The

school has a Family Group room and a parents and a pre-school group meets there regularly.

40. The quality of information that parents receive about the school and its curriculum is satisfactory. The prospectus presents key information in a straightforward manner and parents are kept up to date with school affairs through regular correspondence. The Governors' Annual Report gives a clear picture of school life in the preceding year. The school has arranged evenings to explain to parents the Numeracy and Literacy Strategies.

41. Parents value the opportunities to discuss issues with staff immediately after school and at the termly consultation evenings. The pupils' annual progress reports meet statutory requirements although they do not clearly identify their strengths and weaknesses, nor do they set any specific targets for the pupils.

42. The school has recently introduced the Home School Agreement, after consultation with the parents and pupils. Parents support their children by listening to them read and by supervising any homework set for them.

HOW WELL IS THE SCHOOL LED AND MANAGED?

43. Overall the leadership and management of the school are very good. The headteacher provides excellent leadership and with the effective support of key management staff and the governing body, gives a very clear direction for the development and improvement of the school. The very good improvement since the last inspection, which was severely critical of the management of the school, owes much to his leadership and to the effective support of a hard working and committed team of staff and governors. In a relatively short period of time they have succeeded in creating a learning environment where hard work and talent are prized and pupils feel secure and valued. The pupils behave very well and there are very strong links with parents and with the local community. There is a positive ethos that reflects the school's commitment to improving standards and to equality of opportunity for all pupils.

44. The headteacher has developed a very good balance between the strategic, administrative and monitoring elements of his role. In all of these he is very well informed. In a short time he has created a clear and effective structure that includes a deputy head, key stage and subject co-ordinators. All staff with management responsibilities work well together as a team. However, they lack written role descriptions to clearly define what is expected of them as they begin to develop their roles. The headteacher, his deputy and the Key Stage1 co-ordinator work effectively as members of the senior management team. They meet together on a regular basis and provide the school with a clear strategic view of future developments. Each co-ordinator monitors teaching in other classes and provide relevant feedback to enable staff to improve their performance. The school is committed to raising achievement, which is exemplified by the realistic targets that have been set for end-of-key stage tests in English and mathematics. The school has made a thorough analysis of some of the tests that have been undertaken by pupils and particular strengths and weaknesses have been noted. Teachers are beginning to make adjustments to their planning on the basis of these findings, as groups of pupils are identified for further support. The school has also begun a system of tracking pupils to monitor the progress of different cohorts.

45. The contribution of the governing body to the effective running of the school is very good. The governors take their responsibilities very seriously and are committed to raising standards in the school. They keep well informed and work hard at their individual and

collective roles. They have a clear view of the strengths and weaknesses of the school. The governors' committees have appropriate terms of reference. There are governors for literacy, numeracy and special educational needs all of whom are supportive of the work in the school. The governing body fulfils all of its statutory obligations. Governors regularly review curriculum policies and recognise the need to review the school's personal, social and health education policies. Although the school's formal system of appraisal is in abeyance, members of staff receive regular professional development interviews. The school has not yet developed a system for the induction of new members of staff. At the present time it is not well placed to be a provider of Initial Teacher Training.

46. The school improvement plan is a very useful working document and is based on a thorough audit of the school's current position. The involvement of both staff and governors in formulating the plan ensures that the educational priorities identified provide a shared vision for the school's development. Targets are set and costed for each year and the school is developing efficient procedures for monitoring and evaluating the extent to which these priorities are achieved. As a result, this document provides the school with a secure framework upon which the school can plan effectively and judge value for money. The plan provides a clear view for the school's long-term development and a framework for financial planning.

47. Financial administration is efficient and effective. The school administrator has systems that can readily provide accurate financial information to guide the headteacher and governors in making their spending decisions. The most recent auditor's report for the school contained a series of minor recommendations, which have been acted upon. The school receives specific grants for supporting pupils with special educational needs, for staff training and for improvements to its provision and performance in information technology. These grants are used effectively for their designated purposes, and very careful records of expenditure are kept. However, the school has yet to formalise a finance policy that details the responsibilities for those involved in running the school's finances, including spending and virement limits.

48. By dint of very careful financial management the headteacher and governors have been successful in eradicating the sizeable budget deficit reported in the last inspection. The school is now financially well placed to plan for improvement. The school applies some of the principles of best value in the use of its resources. It seeks best value for money by comparing prices and evaluating the quality of its purchases and the services that are provided. It considers different strategies of how to fund identified areas efficiently and how to target the money it spends. The governing body take a keen interest in the school's performance and how it is perceived locally. The school recognises the need to improve its strategies for monitoring children's attainment on entry and to target individuals and groups for additional support where it is needed.

49. The school makes good use of its computers for administrative purposes. Many of the school's records are computerised and well kept. There is a computerised link with the Local Education Authority to enable the instant transfer of up-to-date financial information. The school keeps computerised records of its pupils. Teachers use the computers located in classrooms to good effect. The school has recently invested heavily in the provision of a large number of up-to date computers housed in a very good computer suite. These are well used and make a major contribution to the very good progress observed in information technology lessons.

50. The school is adequately staffed with teachers who are appropriately qualified and experienced to teach the National Curriculum. They are well deployed, including those with

additional responsibilities, to make the best use of their training and experience. There is also a smaller than average number of classroom assistants. Their work is effective and they make a positive impact on the progress made by the pupils. The school's accommodation is good in size for the number of pupils, with separate dining and assembly halls, a computer suite and chapel, community and group rooms. However, some areas of the school are in urgent need of refurbishment and redecoration. The reference library is inadequately stocked and inconveniently located. Resources in the school are adequate although there are areas such as physical education, geography and music where out-of-date equipment needs to be replaced. The school playground is in poor condition and is too hazardous for competitive team games such as netball.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school should now:

1. further improve the provision for those children under five by:

- (a) providing a programme of staff development (paragraphs 20 & 53)
- (b) structuring activities both indoors and outdoors to provide an appropriate balance between teacher directed and child initiated tasks (paragraphs 20, 53 & 58)
- (c) reorganising the layout of the nursery to enable the staff to work more effectively with the children (paragraph 56)
- (d) developing the curriculum to ensure that the coverage of the areas of learning is suitably balanced and that there are appropriate learning objectives for the three year olds and four year olds (paragraph 53)
- (e) using baseline assessment to inform grouping arrangements and target setting (paragraphs 20 & 53)
- (f) developing the relationship with parents to further involve them in the assessment of their children (paragraph 60)

2. Raise standards through the use of assessment to:

- (a) provide greater challenge for pupils of differing abilities across the curriculum (paragraph 22)
- (b) make consistent use of the school's marking policy to ensure that it helps the pupils to improve their work (paragraph 23)
- (c) provide clear information on the pupils' attainment on entry to full-time education (paragraph 53)
- (d) provide earlier identification of pupils with special educational needs (paragraphs 12 & 28)
- (e) address the relative under-achievement of boys in literacy and numeracy (paragraphs 12 & 36)

(f) provide clear reports to parents on their children's strengths and weaknesses (paragraphs 36 & 41)

3. Raise standards in writing through:

(a) the implementation of a clear handwriting policy (paragraph 67)

(b) placing greater emphasis on the pupils' writing in both key stages (paragraphs 67 & 69)

(c) reducing the emphasis on worksheets (paragraph 23 & 67)

4. Take steps to improve the punctuality of pupils at the start of the school day (paragraph 18)

5. Improve the surface of the playground (paragraph 116)

6. Develop the use of the library for the pupils' independent research (paragraphs 65 & 66).

Other issues which should be considered by the school

Give greater emphasis to raising the pupils' awareness of the multi-cultural nature of contemporary society (paragraph 32).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	55
Number of discussions with staff, governors, other adults and pupils	36

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	9	40	42	9	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	No of pupils
Number of pupils on the school's roll	251
Number of full-time pupils eligible for free school meals	78

FTE means full-time equivalent.

Special educational needs	Nursery	YR- Y6
Number of pupils with statements of special educational needs		0
Number of pupils on the school's special educational needs register		80

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	17

Attendance

Authorised absence

	%
School data	9.5
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
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	13	35

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	22	20	20
	Girls	13	12	13
	Total	35	32	33
Percentage of pupils at NC level 2 or above	School	100 (88)	91 (88)	94 (100)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	20	19
	Girls	11	13	10
	Total	30	33	29
Percentage of pupils at NC level 2 or above	School	86 (88)	94 (100)	83 (91)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	12	20	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	8	9
	Girls	17	17	19
	Total	24	25	28
Percentage of pupils at NC level 4 or above	School	75 (43)	78 (47)	88 (53)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	8	9
	Girls	17	18	18
	Total	22	26	27
Percentage of pupils at NC level 4 or above	School	69 (83)	81 (83)	84 (87)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	1
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	190
Any other minority ethnic group	

Teachers and classes

Qualified teachers and classes: N – Y6

Total number of qualified teachers (FTE)	9.6
Number of pupils per qualified teacher	26
Average class size	31

Education support staff: N – Y6

Total number of education support staff	5
Total aggregate hours worked per week	130

FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

Financial year	1999\2000
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Total income	429641
Total expenditure	418240
Expenditure per pupil	1667
Balance brought forward from previous year	-11010
Balance carried forward to next year	391

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	251
Number of questionnaires returned	98

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	24	2		
My child is making good progress in school.	74	23	2		
Behaviour in the school is good.	66	34			
My child gets the right amount of work to do at home.	46	38	13		2
The teaching is good.	76	24			
I am kept well informed about how my child is getting on.	62	34	4		
I would feel comfortable about approaching the school with questions or a problem.	84	15			1
The school expects my child to work hard and achieve his or her best.	76	24			
The school works closely with parents.	59	39	2		
The school is well led and managed.	80	19			1
The school is helping my child become mature and responsible.	66	32	2		
The school provides an interesting range of activities outside lessons.	42	39	8	3	7

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

51. Pupils are admitted to the nursery on a part-time basis when they are three and attend full time when they are four. There are 20 full time children and 10 children attend part-time in the morning or the afternoon. There is a waiting list for three year olds waiting for a place in nursery. The children move to the reception class either in September or January of the year in which they are five. Although there is a range of attainment, many children are of below average attainment on entry to nursery. The children make progress in the nursery but this is not as good as it could be because there are too few structured, teacher led activities planned for four-year-olds and none for three-year-olds. Baseline assessment shows that the children are below average attainment on their entry into the reception class.

52. The nursery staffing consists of a teacher and a nursery nurse. The reception class is staffed by a full-time teacher and a nursery nurse for part of the time, which enhances the amount of adult interaction with children in work and play when she is present. At the time of the inspection, all of the children in the nursery and five of the 30 children in the reception class were under five. The nursery and the classroom for reception children both provide the full range of practical activities expected. The reception class has no outdoor area with resources for physical development although the hall is used for physical education lessons and there are plans to use the nursery outdoor area.

53. A new system of planning has recently been introduced in the nursery and reception class. As yet, in the nursery, this has not been developed to include the planning of structured teaching activities for three-year-olds and only one literacy and numeracy activity is planned each day for four-year-olds. This means that any four-year-old child attending part-time will not have the opportunity to participate in both literacy and numeracy each day. Three-year –old children have a short story at these times and receive no direct teaching other than when they choose to join the four year old activity provided later in the session they attend. The provision for children in the nursery is largely unstructured activities and although there is a good range of activities available to cover all areas of learning, the lack of structure restricts learning and progress. The nursery carries out its own entry assessment but the nursery staff do not use this information effectively to plan suitable work for the children of different attainment and age. The monitoring of children's progress in the nursery does not ensure that any child with special educational needs is identified early and action taken. Baseline assessment is carried out on entry into the reception class with ongoing literacy and numeracy assessment over the reception year. The planning for continuity reception class is satisfactory, with the reception curriculum planned to link to the National Curriculum as appropriate. All of the staff are involved in planning activities. The scrutiny of planning and inspection observations show an imbalance between teacher led and child initiated tasks in nursery resulting in some children not receiving an appropriate coverage of all aspects of the national Desirable Learning Outcomes for this age group. Good use is made of the non-teaching staff to support group activities in the nursery and in the reception classes.

54. Progress in personal and social development is satisfactory and most children are likely to achieve what is expected by the age of five. The quality of teaching in this area of learning is satisfactory. The constant reinforcement of classroom routines ensures all children become confident and develop independence. They know what to do on entering the classroom and in the nursery the children are able to select from the activities on offer

and most settle quickly to work, although some flit between activities. Teachers have appropriate expectations of pupils' behaviour and ability to take care of themselves and provide a range of activities from which the children can select. However, the trays, in which the equipment is stored, are not labelled in a way which helps children to see what is available so they can select and put equipment away themselves and take responsibility for leaving equipment tidy. There are good relationships between adults and children. The children work and play together, for example in the nursery when playing with the cars and in the nursery 'travel agent' area. There are too few teacher-directed tasks and an imbalance of children-chosen activities in the nursery. The children show self-reliance as they move confidently between their own chosen activities. In the reception class the children have settled quickly and happily and have a positive attitude to learning. The children's good response to learning is shown by their good behaviour. The children speak confidently to adults and respond to questions from their teachers and other adults.

55. Children enter the nursery with below average language skills. By the time they leave the nursery the children listen to and talk to their teacher in individual and group discussions. Most nursery children know the words to rhymes such as 'Incy Wincy Spider' etc and older children recognise some letters and their own names. The children enjoy story-time and are learning to 'tell' stories using the pictures. The layout of the nursery restricts the opportunity for children to have adult interaction when they choose to play in the story area and so opportunities are missed to extend their reading skills and enjoyment of books. Also, there are few opportunities planned for the children that encourage them to make up their own stories and draw pictures to illustrate them. There is too little emphasis on direct teaching, and this, as well as too much use of worksheets for letter formation, restricts the progress of the children's literacy skills in the nursery. In the reception class the children are able to listen to each other in smaller groups as they work on tasks such as number work, and when talking to the full class during plenary sessions about the work they have been doing. They learn to recognise letters and the sounds within words in books and their names. They identify letters and match objects to the initial sound. Children progress in their reading skills and most children learn the first words in the very early texts of the reading scheme. The children write their names and copy simple words. They learn how to hold a pencil correctly and begin to gain confidence in the very early stages of writing. Children in the reception class take books home to share with an adult. The children make satisfactory progress in the reception class although few attain the national expectations in language and literacy by the age of five.

56. Children's learning in mathematics is unsatisfactory in the nursery and satisfactory in the reception class where they are involved in the early stage of the Numeracy Strategy. The children in reception can count to ten and beyond. The imbalance of teacher directed tasks and the lack of planned number tasks in each session in the nursery restricts the progress the children make. Although there is a range of mathematics activities available there is no system to ensure that all children participate in these and so some children might not experience number work in the session. The quality of teaching is satisfactory when it occurs, but there is not enough. Staff try to ensure that the lessons are enjoyable so that the children are motivated, for example when singing a number rhyme about 'five elephants went out to play'. Children learn the language of mathematics such as 'big and little', 'short and long' as they play. The children learn the names of flat shapes. They count and begin to match the symbols of numbers to the correct number of objects. Few nursery children can count to ten and can match the number to the correct number symbol. Children are given a good range of activities to choose from which include number. Examples of these include playing number games, singing number songs and rhymes, and completing number jigsaws. There are many incidental opportunities for the children to learn, for example when playing in the water and sand, they learn about concepts of

capacity and volume, and begin to understand what full and empty mean. However, the layout of the nursery results in difficulty in supervising this area and so the lack of adult intervention means that these learning opportunities are not maximised. The children learn the names of colours. The achievement of most children is below the nationally expected level by the age of five.

57. By the time they are five most children are likely to achieve the level expected in knowledge and understanding of the world. They have some understanding of how things work and talk about the sounds that different vehicles make. The children recreate situations in their role play related to the topic on travel, and play using the telephone in the travel agents and making holiday 'bookings'. Children select colours to paint pictures of different vehicles. They make model vehicles and select from the range of materials on offer. In reception the children show understanding of travel and look at postcards from different holiday destinations. There are many opportunities for children to build models with a good range of construction sets. The children are given the opportunity in the nursery and reception classes to use the computer and they know how to use the mouse to click and drag to move objects on the screen by the age of five. The quality of teaching is satisfactory. The children are involved in some teacher led activities but there is not always appropriate adult intervention in the children's own chosen activities in the nursery to ensure that they are making progress.

58. Children develop their physical skills in the nursery through indoor and outdoor play where there is a range of resources for climbing, balancing, throwing and catching. By the age of five most children are likely to achieve the national expectation in this area of learning. There was little evidence of direct teaching in physical development in the nursery with staff taking on a supervisory role outdoors rather than interacting to increase learning and skills. The reception has physical education lessons in the hall to develop awareness of space and different types of movement, and the children have outdoor play with the rest of the school. There are not regular opportunities to develop their skills on climbing or wheeled outdoor equipment although it is intended that the reception class will have more access to the nursery outdoor area and equipment. Children show a good awareness of space by not bumping into each other as they move. The children in reception are able to dress and undress themselves. There are many opportunities to develop fine motor skills through the use of paintbrushes, pencils and scissors, as well as through joining together pieces when making jigsaws and models.

59. Most children make satisfactory progress in creative development and are likely to attain the national expectation by five. The quality of teaching is satisfactory in planned activities. There is a good range of creative activities available although too few teacher led activities are planned to promote this area of learning. Children in nursery have the opportunities to paint, draw, and make collages using different textures and colours. In the nursery the children learn the names of colours. By the time they enter reception most know a range of colours and can sort and match by colour. They make three-dimensional models with recycled materials and construction sets. The reception classroom is arranged to incorporate a role play area and this is well used by the children. Children learn a variety of songs and sing enthusiastically, as they learn the words and tunes. They have opportunities to listen to music and to play percussion instruments.

60. The booklet with information for parents of what happens in nursery is outdated and contains no information of the nursery curriculum. The induction procedure on transfer into nursery includes visits and a meeting for reception parents and they are encouraged to stay to help and support the children in their learning. Parents are given information on how to help their children at home, particularly with reading.

ENGLISH

61. Overall standards in English at the end of Key Stage 2 are below the national average. However, inspection findings confirm that in the present Year 6, there are a larger number of pupils who have special educational needs than in previous years.

62. The school has implemented the National Literacy Strategy satisfactorily and this has had a beneficial effect on pupils' progress in both key stages. The pupils' writing benefits from the emphasis on skills such as sentence structure and punctuation. Exposure to a widening range of reading materials benefits their reading and the emphasis in the strategy on the development of oral skills makes pupils more confident and benefits standards of speaking and listening. As teachers become more confident in applying the scheme they see the need for flexibility. They recognise the need to make changes to meet the needs of their own particular pupils: for example there is general agreement that younger pupils and those who find concentration difficult should not be required to sit for too long. Extra opportunities for pupils to write at length are planned into the timetable for older pupils.

63. When they come into the school pupils' speaking and listening skills are below average. However, they are in line with national expectations by the end of Key Stage 1. Whether participating in discussions, giving their opinions on a story or analysing the actions of a character in a text, they use appropriate vocabulary. They listen particularly well to stories and extend their vocabulary skills in role-play situations such as "shops." Older pupils act out plays and perform in front of the whole school in assembly. The plenary sessions at the end of Literacy lessons are particularly beneficial in developing speaking skills as pupils report on what they have learned during the lesson. By the time pupils leave the school the standards they achieve in speaking and listening are in line with national expectations. By then the majority of pupils grow in confidence and can stand up and speak to a range of listeners. They have the confidence to ask questions, express themselves with growing clarity and respond enthusiastically to a range of literature. Pupils read out completed work at the end of most literacy lessons and this develops their confidence. Pupils in Year 6, for example, read out rules they devise for Internet Safety and lists of words they have discovered that have changed their meaning over time.

64. The majority of pupils make good progress in speaking and listening. Teachers take the trouble to use appropriate vocabulary and to speak clearly. Teachers broaden their pupils' vocabulary by offering them the wide range of vocabulary experiences in literacy lessons. They come into contact with technical terms such as author, illustrator contents title and text, and use them with growing facility. Pupils in Key Stage 2 sharpen their skills by rehearsing arguments and reading out poems they have written in the style of the witches in *Macbeth*.

65. Standards in reading are in line with expectations at the end of both key stages. Pupils are enthusiastic about reading throughout the school. By the end of Key Stage 1 the majority of pupils read fluently and accurately. They recall stories they have read and they can describe the main characters and events in a text. They are able to read and follow written instructions for tasks in lessons. During literacy sessions, particularly when sharing reading texts, they learn to use a full range of reading cues which they then use effectively when reading independently. At the end of Key Stage 2 the majority of pupils reach the required standard. Many pupils read for pleasure and with understanding. They understand what they are reading discuss the text in a mature fashion. Many have favourite titles and authors, which they discuss with enthusiasm. They readily identify differences in style between books and authors and the majority use dictionaries and

thesaurus to help their understanding. The pupils' research skills are underdeveloped. The school library is under-stocked and inconveniently located to provide a focus for research. The school does not give information books a high profile to encourage its pupils to use the library for independent research and study in order to develop these skills.

66. The pupils make good progress in reading in both key stages. They make particularly good progress when they receive strong support from home. The very strong focus on the development of reading skills in the Literacy Hour helps pupils to make enhanced progress. The school has worked very hard to improve its home/school reading partnership recently and this is bearing fruit. The school's stock of reading materials has been substantially improved in recent months and this has encouraged the pupils to take more interest in reading. However, the school recognises that there is a need to improve the selection of books for the older and more confident readers.

67. Standards of writing are below expectations in both key stages. Although pupils learn the relevant skills in literacy sessions they are generally offered too few opportunities to use them in lessons. Teachers use worksheets too often in tasks in literacy and other lessons. These tend to lack challenge and do not give pupils sufficient opportunity to practise the writing skills they have learnt. Handwriting skills are generally unsatisfactory. The school has not implemented a consistent style of handwriting to enable the pupils to form their letters correctly throughout the school. Standards of presentation, particularly in pupils' independent work are unsatisfactory.

68. In Key Stage 1, the pupils work in a range of forms such as stories poems and factual accounts. Although they achieve standards below those expected for seven year olds there are some good examples of writing, for example when writing about "Scott of the Antarctic" in Year 1 and when retelling stories. By the age of eleven although pupils write in a wide range of styles and for a variety of purposes including stories, poems, instructions and reports, writing standards are below those expected nationally. The school is now placing a greater emphasis on extended writing and timetables extra sessions. Pupils organise and communicate their ideas, for example in their book reviews. However, many of them do not develop their ideas well and they use a restricted vocabulary. Many cannot use complex sentence structure although a growing number write in linking paragraphs. Pupils' spelling of regular and irregular words is usually reasonable and they use a wide range of punctuation appropriately. There is a commendable emphasis in Years 5 and 6 on raising standards in handwriting and presentation and this has a good effect, although pupils do not always employ the handwriting skills they learn in practice sessions in work in other subjects.

69. There is evidence that pupils' work has improved considerably since the implementation of the National Literacy strategy. However they are offered too few writing opportunities in which to apply these skills. As they move through the school they are not always offered appropriate tasks and many group tasks in literacy lessons lack challenge. Teachers tend to miss opportunities to ensure greater progress by building on pupils' interest in other subjects. However, good examples are seen in imaginative Year 5 work about life in a coalmine, or when Year 2 write about the life of Florence Nightingale.

70. The quality of teaching is satisfactory or better in seven out of eight lessons seen. Teaching is satisfactory overall in Key Stage 1 and good overall in Key Stage 2 where lessons tend to have a sharper learning focus for groups of differing abilities. Teachers in both key stages manage their pupils well, and this tends to create an orderly learning environment. They give clear directions and explanations so that pupils know exactly what they have to do. In the best lessons teachers display very good subject knowledge and this

enables them to answer pupils' questions quickly and accurately. These lessons are supported by very good planning with sharply focused tasks, which directly meet the learning needs of each group of pupils. This ensures good progress. Where planning is less secure, and instructions less clearly given, teaching is less successful. Teachers generally make good use of time and resources. The most effective teaching and hence pupils' learning, is ensured when teachers mark pupils' work in such a way that it tells them what they need to do to improve.

71. The co-ordinator has worked hard to support her colleagues during the successful implementation of the Literacy Hour. The school has begun to analyse the results of its testing programme to indicate trends and to highlight areas of potential weakness.

72. Resources for the teaching of English are adequate although there is a shortage of good quality reading materials. The reference library is inadequate; it is inconveniently located and poorly stocked and so it does not provide a focus for the pupils' research.

MATHEMATICS

73. By the end of both key stages attainment in mathematics is in line with the national average. The pupils make good progress and when compared to similar schools the attainment of the pupils in both key stages is well above average. When the trends over time are analysed it is seen that attainment is erratic and there has been lower achievement by boys. The school is aware of these features and has implemented a range of measures to address these issues.

74. The school has placed great emphasis on the implementation of the Numeracy Strategy, including good procedures for assessing and tracking of pupils' progress. In order to raise standards the school has analysed the results from standardised tests and has established curricular targets for each class. Within each class the pupils are grouped by attainment and work at a challenging level is prepared for each group. The school has identified the problems that some pupils have with understanding and using mathematical concepts and has incorporated suitable activities into the individual education plans of the pupils with special educational needs. There is a newly implemented system in place to assess the pupils at the end of each topic studied in lessons and to identify the needs of different groups of pupils when the class returns to the topic later on. However, the use of these assessments for planning future lessons is in the early stages of development and has not yet had a significant impact on the progress of pupils.

75. Throughout the school the pupils enjoy their mathematics lessons and confidently offer answers to questions. They work well independently and in small groups and some show initiative when planning how to record their ideas and results. When they are given opportunities to solve problems using a variety of numerical operations the pupils can explain how and why they have reached an answer and some of them are able to suggest alternative ways of working out. The pupils in Key Stage 1 have a sound understanding of place value, they can count in 5s and 10s and know strategies to add and subtract 9. They learn to tell the time using quarter and half past and they can recognise a range of 2D shapes. In Year 3, when working on money problems, the pupils can use repeated addition and multiplication. The Year 4 pupils learn to read scales when measuring capacity and to recognise the relationships between units of capacity. In Year 5, the pupils practise measuring the perimeter of shapes and begin to apply a formula to calculate the perimeter of regular shapes. Using a range of data handling strategies the Year 6 pupils represent data in different forms and are able to interpret the data to answer questions. They have a good knowledge of their multiplication tables and the more able pupils are able to use their

knowledge to multiply and divide larger numbers to solve problems. The pupils can recognise and extend number sequences, for example square numbers and begin to investigate the relationships between number patterns. They can continue their knowledge of pattern in number when using negative numbers. The pupils can work with equivalent fractions, decimals and percentages.

76. The overall quality of teaching is good, with only one unsatisfactory lesson observed. Where the best teaching is seen teachers ensure that the pupils know what they are to learn and they have high expectations of the pupils' ability to use intellectual effort, to concentrate and to explain their answers. The teachers use appropriate vocabulary and open-ended questions to extend the pupils' understanding of the topics, and ensure a good pace to the lessons, and the pupils make good progress in learning new numeracy skills and in gaining mathematical understanding. In the less successful teaching, the pace of parts of the lessons is too slow, and the effectiveness of the learning opportunities is lessened. The teachers do not use assessment procedures to inform their planning and the work is not well matched to the pupils' needs; this has an impact on the progress made by the pupils.

77. The co-ordinator has opportunities to monitor teaching and learning, she contributes to an evaluation of the subject and future priorities for the school development plan. Mathematics is being given a high profile in the school, it is given appropriate attention in lessons and in all the classes there are interesting and interactive displays in place to support the teaching and learning. Good use of information technology was observed when Year 2 pupils worked to correctly program and control a floor turtle and Year 6 pupils used calculators to estimate and check their answers to problems. However mathematics homework is not always set for the pupils on a regular basis or closely related to the work being done in classes. There is a barely adequate range of resources for teaching and learning in mathematics, they are being improved and updated to support the activities of the National Numeracy Strategy.

SCIENCE

78. Standards in science have fluctuated over recent years. The pupils' attainment is broadly average at the end of both key stages. Although this shows an apparent decline in end of Key Stage 2 standards this year, this can be explained by the high proportion of pupils on the special educational needs register in Year 6.

79. By the end of Year 2, the pupils have a basic understanding of electricity and can make a simple circuit. They understand that a circuit must be complete for the bulb to light. Higher attaining pupils can show how to increase the number of bulbs and batteries to make a bigger circuit. The pupils learn to recognise and name the parts of plants and show this in labelled drawings. They name the major parts of the body and know about the life cycle of humans and can sequence from birth to old age in pictures. The need for a balanced diet is beginning to be understood. They sort different materials into those that are natural or made and record this on worksheets. The pupils develop the concept that forces make things move, speed up, slow down or change direction. The pupils are taught to listen and to observe carefully. There are opportunities to extend their literacy skills through discussion and by building on their reading, writing and spelling skills as they write about their work.

80. In Key Stage 2 the pupils extend their previous knowledge and understanding of plants and how they grow. They grow cress and visit Wythenshawe Park to find out about the conditions needed for plants to grow. They investigate the differences between plants

that are healthy and those plants that are not and record their observations in drawings. They are able to classify living creatures and produce keys to aid classification. The pupils are able to locate the major bones and organs of the body and know their function. They understand the importance of a balanced diet and the effects on the lungs of smoking.

81. The quality of learning is satisfactory. By the end of the key stage the pupils have a good understanding of the investigation process and can carry out fair tests. They clearly and carefully present the findings of their investigations. However, there are too few opportunities for pupils to further their understanding and skills by deciding on their own investigations as the work is over-directed by teachers. This restricts the progress of the higher attaining pupils. In the lessons seen in both key stages, the pupils make satisfactory progress overall. They acquire scientific knowledge about a wide range of topics.

82. The pupils' attitudes are good. They listen to their teachers when receiving instructions and contribute willingly to discussions. They work well together when required to do so and generally share resources fairly. The standard of presentation in their books is inconsistent and sometimes poor.

83. The quality of teaching has improved since the last inspection and is now satisfactory in Key Stage 1 and good in Key Stage 2. The strengths in teaching include good planning to ensure progress from previous work. Good use is made of pupils to demonstrate and talk about their work. The lessons have clear learning objectives and teachers question the pupils to assess understanding and to set challenges so that the pupils are involved and motivated. Good pupil management results in good behaviour and in pupils being on task. In many lessons however the pupils are given the same work and are overdirected in the way they work and record their findings. This restricts their progress and limits the opportunities for teachers to access accurately the differing attainment within the class.

84. There have been improvements in planning since the last inspection with the implementation of a scheme of work. The subject leadership and management is secure with systems in place for the monitoring of teaching and planning. The school has recently started to use assessments at the end of science topics but the information is not yet used to inform future planning. Pupils' attainment and progress is not tracked across the school in order to set targets for year groups. Day-to-day assessments are not used effectively to plan work to meet the different learning needs of all pupils in the class with the result that all pupils are doing the same work regardless of their attainment level. The recording and use of assessment information is not yet established in science.

INFORMATION TECHNOLOGY

85. Since the last inspection, when standards were below average, there has been a significant improvement in the standards being attained in information technology. The progress by pupils is good and they attain broadly average standards in information and communication technology at the end of both key stages. The pupils, including those with special educational needs, make good progress and standards are improving rapidly.

86. In the reception class the pupils learn to control the mouse and to select and click on to icons. They understand that commands ensure different effects, such as the font and style of print when word-processing their names. By the end of Key Stage 1, the pupils have become more confident in their word-processing skills and can save and print out their work. They log on and load the program and follow instructions to locate previously stored information. The pupils use the information entered in a database to create different types

of graphs. They produce bar charts, block graphs and pie charts showing eye colour, height and favourite drinks, and interpret the data presented on these to answer questions. The pupils are able to program a floor robot to move forward, backward and turn in different directions. Higher attaining pupils can program a sequence of movements and are able to record the sequence using a simple notation.

87. In Year 3, the pupils can log on to the network and access files. All pupils learn basic word processing functions and to change the font, size and colour of the text. They can print out and save their work. The pupils become confident at word processing and can use the internet to help with researching information for their history topic work on the Vikings. They use simulation programs to find out why Viking farmers kept different animals. Higher attaining pupils explore the simulations quickly and independently. In Year 4 they are able to use the tools in an art program to make and alter symmetrical designs as part of the rotational symmetry element of the 'mathematics in art' topic. By the end of the key stage all pupils can log on to the internet. They have a good understanding of using a search engine to search the internet as a large database. They can transport text and pictures from the internet and paste these into a desktop publishing package and choose the size of the text and graphics to create the desired effect. Higher attaining pupils can find information and produce attractive documents. All pupils make good progress and by the end of the key stage have well-developed computer skills although their skills in control technology are not as developed. The school recognises this and the need to increase the use of information technology to support pupils with special educational needs.

88. The co-ordinator for information technology offers good leadership. Improvements have been made since the last inspection. An appropriate curriculum and scheme of work is in place and there is a detailed action plan for further improvement. The monitoring of teaching has been introduced and staff development is targeted at improving teachers' confidence and competence in information technology. This is having an impact on the quality of teaching and learning. Information and communication technology is taught as a discrete subject and it is used well to support work in other subjects, particularly literacy and numeracy. Planning identifies the learning targets for each year group and the software to be used. The resources for information technology are good. The recently installed computer suite is timetabled to ensure that all classes have concentrated skills teaching. In the short time the computer suite has been in use it has had a very positive impact on the pupils' progress.

89. The quality of teaching is good. The teachers have good subject knowledge and are clear about what will be learned in lessons and this ensures that good progress is made. The best teaching is characterised by high expectations, a brisk pace to lessons and good management of pupils. These result in the pupils being highly motivated and making very good progress. Less effective teaching occurred when the group was too big and some pupils could not see the computer. In all lessons the teachers build on pupils' previous skills and knowledge and support pupils well, including those with special educational needs. The involvement of all pupils results in the pupils being eager to begin working immediately and experiencing success. They are reluctant to stop working at the end of lesson.

ART

90. In Key Stage 1, the pupils make satisfactory progress; this is apparent in the work produced in lessons and in displays around the school. Their attainment is similar to that of most seven year olds.

91. The pupils build up their knowledge and understanding of a variety of media and

techniques. They learn how to print and make patterns. They learn to control their brush strokes, applying the paint thickly and thinly, and show an understanding of the use of colour in their work in the style of Monet and Van Gogh. They learn to record accurately what they see when completing observational drawings of plants. The pupils learn the techniques of collage when working together, for example, on a large frieze on the theme of "The Fire of London". They fold, cut and tear paper to create eye-catching flame patterns. They understand that certain colours can create feelings of warmth whilst others have the opposite effect.

92. In Key Stage 2, the pupils make satisfactory progress. Their attainment by the time they leave school matches national expectations. The pupils have the experience of working with a range of materials in two- and three-dimensional forms. In lower Key Stage 2, the pupils successfully create abstract panels using a range of materials. They explore the style of pop-art and work in the style of Lichtenstein. In Year 6, in a project based on Aboriginal art, pupils use malleable materials to create animal reliefs that they decorate with traditional patterns.

93. Although only one art lesson was observed during the inspection, it is evident that the skills of observational drawing and art appraisal are consistently taught. In this one lesson, the pupils sensitively and maturely discussed the horrors of war as conveyed through the work of Paul Nash. They commented that, "Trees, like humans are sinking" and "The trees, droopy and tired, remind us of tired people". In this lesson, the pupils made good progress in their learning about the symbolism of art and in creating their own war-torn landscapes using charcoal and oil pastels.

94. Throughout the school, the teachers follow the guidelines of the scheme of work and effectively link art to other subjects, particularly mathematics, science and history. As part of a whole-school project, the pupils in each year group explore concepts such as scale and symmetry through art. In Year 1, the pupils make model icebergs to further their understanding of temperature in science. Older pupils make detailed studies of sections of fruit and vegetables. The pupils are given the opportunity to use information technology to further develop their understanding of form and pattern. The pupils' artwork is displayed effectively to create a stimulating learning atmosphere in the classrooms and corridors.

DESIGN AND TECHNOLOGY

95. Design and technology maintains a secure place in the school's curriculum. The pupils' work shows that standards are average and have been maintained since the last inspection.

96. The pupils learn designing and making skills. By the end of Key Stage 1 they draw detailed designs and have a range of joining techniques to use when making products such as pop-up cards and Joseph's coat. They learn to evaluate their work. By the end of Key Stage 2 the pupils have developed their skills and produce good design ideas for pop-up books, musical instruments and slippers, based on research. Their products show quality of finish and the pupils record in detail the design and make process and evaluate their products, suggesting how they would make changes.

97. In the two lessons observed in Key Stage 2, the teaching was satisfactory with strengths in classroom control, the organisation of resources and use of questioning. These resulted in the pupils being well behaved and enthusiastic to learn. In one of the lessons, the worksheet provided was the same for all pupils and meant that there was lack of challenge for the higher attaining pupils.

98. Subject leadership is good and teachers have secure subject knowledge. Planning follows a scheme of work that has been linked to national guidelines for design and technology. The co-ordinator has begun to monitor teaching of the subject and is building up a portfolio of finished work. The school plans to introduce end of unit assessments to ensure improving standards.

HISTORY AND GEOGRAPHY

99. The pupils make sound progress in history and geography in both key stages and enjoy learning about the past and the world in which they live.

100. In Key Stage 1 history lessons the pupils learn through topics such as “Seaside Holidays” and “Homes”. The pupils learn about the Great Fire of London and when studying Victorian life they compare it with that of today by learning about the life and work of Florence Nightingale and they gain an understanding of changes over time. In Key Stage 2 the pupils study invaders and settlers such as the Romans and Vikings. They learn about the Tudors and Victorians. They make sound progress in their ability to interpret information from secondary sources such as illustrations of dress and fashion following World War II and during the fifties. Older pupils are able to suggest explanations for historical events and changes.

101. Throughout the school the pupils are learning to read maps and use a globe. They study their own area and contrasting localities comparing climates, land use and the differences in people’s lives. The oldest pupils make good progress in their understanding of physical features of mountains and of how the environment affects the nature of human activity such as tourism.

102. The teaching of history and geography across the school is satisfactory and has some good features, such as sound subject knowledge, clear questioning techniques and good use of resources which help to ensure that the pupils make progress. However, there are few opportunities for pupils to engage in independent learning and work sometimes lacks challenge when worksheets are used which do not extend the pupils’ thinking or skills. In history lessons good use is made of information technology sources to find out about the topic being studied.

103. The school is using the Qualifications and Curriculum Authority schemes of work to plan for progression and continuity of learning: although few opportunities for assessment of pupils’ individual progress are as yet identified. The co-ordinators have the opportunity to monitor the medium term plans and occasional opportunities to monitor and evaluate the work done in the classrooms. The teaching and learning in history and geography contribute to the balanced and broad curriculum and enhance the cultural development of the pupils. Displays of work and pictures support the work being studied and regular visits are made to a range of interesting places. The school plans to improve the quality of resources for both subjects, which at present are barely adequate.

MUSIC

104. Music plays a very important part in the life of the school and pupils attain standards better than those usually found. It is used thoughtfully through its “Composer of the Month” theme at the beginning and end of assemblies, to promote a calm purposeful atmosphere in corridors and other public areas of the school and in quiet times in class to promote good listening. High quality hymn singing helps to develop the feeling of community that so

characterises the school's assemblies. The school puts on very high quality musical events, which parents speak of with pride. The pupils make a major contribution to the musical life of the church. The head teacher, who is an expert musician, does much by his enthusiastic example to raise the profile of music in the school and to further the pupils' interest and enjoyment of the subject.

105. In order to overcome the deficit budget the school has recently been forced to lose its music specialist. As an interim measure, a temporary music scheme has been put in place to guarantee essential music coverage and a programme of training has been arranged for all staff.

106. Pupils attain well in music particularly in singing. Young pupils listen carefully to an excerpt from a piano concerto. They describe their reactions, saying what pictures come into their minds and how the music made them feel. Year 2 pupils listen carefully to the *Rose Adagio*. They successfully identify several orchestral instruments.

107. Pupils in Key Stage 2 listen carefully to a piece of aboriginal music. They use terms such as tempo, dynamics and pulse and learn to chant a layered four-part rhythm with commendable accuracy. Pupils in Year 5 compose simple tunes on glockenspiel and chime bars, using the pentatonic scale. They record their compositions using notation such as crotchets and quavers, and then perform them for their classmates. Pupils at the end of the key stage also make good use of information and control technology as they use the Internet to research the lives of famous composers, such as Mozart and Tchaikovsky.

108. The quality of teaching observed is never less than sound and in one lesson it was very good. This was a whole school session distinguished by excellent subject knowledge and outstandingly good management of the pupils. Pupils of all ages made good progress in learning about the essentials of dynamics, melody and pitch, through activities clearly matched to their differing levels of ability. Teachers clearly enjoy music and communicate their enjoyment to their pupils. They deploy resources effectively and this considerably aids pupils' learning. In the best lessons teachers have a clearly defined lesson focus which they share with their pupils and this helps them to concentrate. Teachers give clear instructions so that pupils know exactly what is required of them and this helps their learning.

109. A considerable number of pupils receive tuition in violin and guitar and the majority of them learn to play to a creditable standard. The school choir is lively and enthusiastic. They sing tunefully and give much pleasure to their audiences.

110. Despite a lack of resources in key areas such as multicultural instruments, music remains a strength of the school as it was at the last inspection.

PHYSICAL EDUCATION

111. The pupils' standards of attainment at the end of each key stage have been maintained since the last inspection. Their performance and progress are satisfactory throughout the school. Pupils with special educational needs are sensitively integrated and make satisfactory progress.

112. In Key Stage 1, the younger pupils find different ways of moving. They hop, skip and jump, using the space in the hall appropriately. They understand the need for a warm-up activity and show good development of body control when sequencing a series of

movements on the apparatus. Older pupils in the key stage match their movements to the rhythm of the tambourine to convey flowing water, water vapour and jagged icicles. They learn to develop control and co-ordination in their dance sequences.

113. In Key Stage 2, the younger pupils further develop their movement and dance skills. They adopt different starting positions and use the space well with a sequence of high and low movements and a change of pace. Older pupils can throw, catch and retrieve small balls and understand basic tactics of bat and ball games. Year 3 and Year 4 the pupils visit a local swimming pool each week and over half can swim 25 metres by the time they leave the school.

114. Most of the pupils in both key stages enjoy physical education and participate enthusiastically. They work well together and have a sensitive awareness of others whilst using apparatus. Generally, the pupils are well behaved and listen carefully to instructions. They take turns readily and almost all pupils share equipment fairly.

115. The quality of teaching is satisfactory overall and the lessons are generally well organised. Praise is used well to motivate the pupils and the teachers make good interventions to highlight good practice. For example, in an effective dance lesson the class teacher divides the class to enable one half to perform in front of their peers and reinforces good practice with comments such as, "That was a good starting position". Good routines have been established in all classes and there are high expectations of the pupils' behaviour. However, some lessons are rather brief which results in appropriate warm-up and activities being sacrificed to save time and maximise their scheduled hall time. In other respects, the teachers show a good awareness of health and safety considerations.

116. There is a useful scheme of work that effectively promotes continuity and progression. There is a satisfactory range of extra-curricular activities, particularly in football and netball. There is an adequate range of resources for games and dance. The hall and field are of a reasonable standard for physical education activities but the school playground has an uneven surface and severely restricts the pupils' opportunities to develop their skills.