

INSPECTION REPORT

CHRIST CHURCH CE PRIMARY SCHOOL

Patricroft, Eccles

LEA area: Salford

Unique reference number: 105935

Headteacher: Mr S A Ballantyne

Reporting inspector: Mrs P K Parrish
22380

Dates of inspection: 27 – 31 March 2000

Inspection number: 191854

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary controlled
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Nelson Street Patricroft Eccles SALFORD
Postcode:	M30 0GZ
Telephone number:	0161 789 4531
Fax number:	0161 661 7421
Appropriate authority:	Governing body
Name of chair of governors:	Mr D Morley
Date of previous inspection:	20 January 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs Penny Parrish	Registered inspector	English Art Music Religious education Special educational needs	The school's results and pupils' achievements How well are the pupils taught?
Mr Gordon Stockley	Lay inspector	Equal opportunities	Behaviour and attendance How well does the school care for its pupils? Partnership with parents Staffing, accommodation and learning resources
Mrs Shirley Herring	Team inspector	Under-fives Science Information technology Design and technology Physical education	Attitudes, values and personal development Assessment and record keeping
Mrs June Tracey	Team inspector	Mathematics Geography History	Curricular and other opportunities Leadership and management

The inspection contractor was:

Primary Inspection Associates
Forest Gate
Pentre
Chirk
WREXHAM
LL14 5AW

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

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 TAUGHT?	15
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	17
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	19
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	21
HOW WELL IS THE SCHOOL LED AND MANAGED?	22
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	24
PART C: SCHOOL DATA AND INDICATORS	24
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	29

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Christ Church is an average-sized primary school for children aged three to 11 years, situated in an area of higher than average social and economic disadvantage, within the urban area of Salford. The school amalgamated with a local nursery school two years ago and since then has been run from two sites: the original building, which accommodates pupils in Years 1 to 6 and the early years' unit, which houses the nursery and reception classes. Most families live in rented terraced houses or flats in the vicinity of the school, although some pupils travel from further afield. A few parents have taken cases to appeal to secure places for their children. The school has 216 pupils on roll, 46 of whom are under five. All pupils attend full-time. On admission to the nursery, the children demonstrate a range of achievements but, overall, attainment on entry is below average. A small number of pupils transfer to and from the school each year. During 1998/99, five pupils left and five new pupils were admitted other than at the usual time. The percentage of pupils known to be eligible for free school meals (31 per cent) is above the national average. An above average number of pupils are identified as having special educational needs (32 per cent), mainly moderate learning or behaviour difficulties. A below average number have Statements of Special Educational Needs (0.5 per cent). There are no pupils for whom English is an additional language and very few families include an ethnic minority background.

HOW GOOD THE SCHOOL IS

Christ Church is a caring school, committed to providing well for its pupils. Standards in English, mathematics and science are higher than average for the pupils of seven years of age. For the older pupils, standards vary between the classes depending on the quality of the teaching. The leadership and management structures in place do not ensure that standards are high throughout the school. The school has faced particular difficulties in recent years, which have led to a deficit budget. However, considering the lower than average attainment on entry and the broadly average attainment of the oldest pupils, the school is providing sound value for money.

What the school does well

- The good quality of teaching for pupils of seven years of age and under leads to standards which, by the end of Key Stage 1, are higher than average in reading, writing, mathematics and science.
- The pupils with special educational needs are well provided for and their progress is good, overall, and occasionally excellent, in comparison to previous achievement.
- The relationships between staff and pupils are positive, friendly and constructive. The school's warm and welcoming atmosphere provides a successful background to learning.
- Arrangements for activities outside lessons are good and supplement the school's main curriculum well. For example, the School Council gives the pupils involved a very good opportunity to take part in improving the school.
- Homework set is particularly helpful in extending the pupils' achievements and includes the provision of homework clubs for pupils in Years 5 and 6.

What could be improved

- Weaknesses in the leadership and management structures are reducing the school's capacity for further improvement. The school development plan does not provide staff and governors with a sufficiently sharp focus for what needs to be done.

- Schemes of work for each subject lack the necessary clarity to ensure continuous progress for pupils throughout the school. The assessment of the pupils' achievements is not always linked to key learning objectives nor sufficiently utilised as a basis for matching teaching plans to pupils' differing needs.
- Subject co-ordinators do not have a sufficiently clear overview of the quality of teaching and learning within their areas of responsibility. There is no efficient system for sharing the very good practice existing in some classes or for improving weaknesses.
- The statutory National Curriculum in information technology is not adequately taught and standards are very low.
- Learning is restricted by a shortage of books. The new library has an extremely limited stock, which impedes opportunities for the development of research skills. Classroom collections of books are sparse and pupils do not have access to a sufficiently wide range of children's literature.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in January 1997, the school has made satisfactory improvements, overall, in meeting key issues for action and implementing national strategies for improving standards. The National Literacy and Numeracy Strategies have succeeded in raising standards in English and mathematics throughout the school. The specified requirement to raise standards in Key Stage 1 (for pupils aged five to seven years) has been very well achieved. The amalgamation with the nursery school in September 1997 has caused the school severe financial problems but has successfully improved accommodation for both Key Stage 1 and the children under five.

As required, a weekly teaching timetable has been implemented for all classes and this appropriately gives priority to literacy and numeracy. However, no teaching time is specifically allocated to information technology. Standards in this subject are now much lower than in most other schools, due to the lack of confidence, knowledge and understanding on the part of staff.

The schemes of work recommended for each subject within the last report have not been established fully and this is leading to repetitions, omissions and differences in expectations at various stages in learning. The inconsistent assessment procedures reported in the last inspection still exist. The limited opportunities for the development of independent study skills indicated remain, although the school has recently installed a designated library area. The school's prospectus now meets statutory requirements but the governors' annual report to parents omits some of the information required by law.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	D	D	D	C

Key

well above average A

above average B

mathematics	B	D	D	D
Science	C	D	E	E

average	C
below average	D
well below average	E

By the time the children are five, they achieve the nationally set Desirable Learning Outcomes for the age group. In the 1999 national assessments for seven year olds, attainment in writing was average compared to national norms, above average in mathematics and science, and well above average in reading. When compared to schools with similar intakes, results in writing were above average and in reading, mathematics and science, results were well above average. Inspection evidence confirms these standards in mathematics and science and indicates that standards in writing have improved significantly by the end of Key Stage 1 and, like reading, are now well above the national average. For 11 year olds, inspection evidence indicates that standards are rising gradually from those indicated in the table above, and attainment is now broadly meeting the national average in English and mathematics. The school is well on its way to meeting its targets in these subjects for 2002. In science, standards are rising but currently remain below average. These improvements have been largely due to the introduction of the national strategies in literacy and numeracy, the adoption of the national scheme for science and the effects of the extra work provided by the homework clubs for the older pupils. In information technology, provision is unsatisfactory and standards are low at the end of both key stages. In all other subjects, including religious education, attainment is satisfactory at the end of both key stages, except in physical education, where attainment is higher than average by the end of Key Stage 2 and in history and singing, where standards are high at the end of both key stages. There was insufficient evidence available to make a judgement on attainment in art.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are interested in learning. They develop confidence from the earliest age and participate well in learning activities provided.
Behaviour, in and out of classrooms	Pupils' behaviour is satisfactory around school, in the playground and in most lessons. However, where teaching is less than satisfactory, pupils become bored and behaviour quickly deteriorates.
Personal development and relationships	The personal development of pupils is good. Older pupils willingly accept a variety of responsibilities as monitors and as elected members of the School Council. Relationships are good and pupils are happy at school.
Attendance	Satisfactory. The school makes good efforts to maintain standards.

TEACHING AND LEARNING

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

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 teaching in 94 per cent of lessons observed throughout the school was of at least satisfactory standard. In 51 per cent of lessons, teaching was at least good and in 18 per cent was very good. Three lessons observed were less than satisfactory, two being poor and one being very poor. All three lessons were in the same class, where the teacher is employed on a temporary contract. For the children under five, good teaching enables a productive start to school, especially in personal, social and physical development and in language, literacy and mathematics. This suitable foundation is effectively built upon by good teaching in Key Stage 1. In Key Stage 2, although teaching is satisfactory overall, there are marked variations between different classes, ranging from very good to very poor. In two classes, the quality of teaching is good overall and often very good. In one class, it is consistently satisfactory, but in another class, there are significant weaknesses and teaching is poor overall.

Literacy skills are generally taught well, although there is a limited range of books for the pupils' use. Numeracy skills are satisfactorily taught and improving with the recent introduction of the National Numeracy Strategy. Teaching in science is improving with the introduction of the national scheme in the subject. Information technology is largely neglected.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Generally satisfactory, but provision for information technology does not meet statutory requirements. Continuous good progress through the school is limited by the lack of whole-school schemes of work. A good range of clubs is made available outside lessons.
Provision for pupils with special educational needs	Effective provision enables these pupils to make good progress, overall. Where teaching is very good, progress is sometimes excellent in relation to previous attainment.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is satisfactory overall, with the School Council providing good opportunities for personal, moral and social development. Opportunities to develop independent study skills are limited.
How well the school cares for its pupils	Satisfactory procedures are in place for ensuring the pupils' welfare, health and safety. However, the systems for assessing pupils' progress as a basis for lesson planning are unsatisfactory overall. This means that teaching does not always meet the differing needs of pupils.

The school achieves a good partnership with parents and parents make a sound contribution to their children's learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the school are based on a strong commitment to the pupils but weaknesses in management systems are reducing the school's capacity for further improvement.
How well the governors fulfil their responsibilities	The governing body is committed to supporting the school and securing the best opportunities for its pupils. However, governors are not working to a clear view of what needs to be done to develop the school's performance.
The school's evaluation of its performance	This is an area of weakness. Information gained from evaluations undertaken is not effectively utilised. The headteacher gives too much time to paperwork, diverting his attention from monitoring classroom activities. The role of the subject co-ordinators is underdeveloped as a means of raising standards. The result is that teachers work independently, without benefiting from shared expertise and ideas. This is limiting the continuous development of the school.
The strategic use of resources	The drain on the school's budget since taking on the early years' unit (a very old building prone to vandalism) combined with the costs of long-term staff absence have led to a deficit budget. This concern is diverting the attention of the management team of the school from fully evaluating performance and setting priorities for development, some of which are not dependent on finance. However, the principles of best value are applied when expenditure is made.

Staffing, resources and accommodation are adequate to teach the curriculum but a shortage of books and the absence of a library of sufficient quality are reducing pupils' opportunities to extend their literature studies and research skills. Computers available in the school are not sufficiently utilised.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The teaching is good, their children like school and make good progress. • The school expects the children to work hard and achieve their best, and helps them to become mature and responsible. • Behaviour is good. • The school provides an interesting range of activities outside lessons. 	<p>A small number of parents have concerns about:-</p> <ul style="list-style-type: none"> • The amount of homework and its regularity. • Information received on their children's progress. • The health and safety of the buildings. • The school's provision for able pupils. • The availability of books. • Leadership and management of the school.

The great majority of the parents who responded to the questionnaire were positive about the school. They think that the school has improved with regard to security and the

provision of activities outside lessons. The inspection team generally supports the parents' positive views of the school, although teaching is not consistently good in all classes. The amount of homework provided is good in comparison to many other primary schools. Learning opportunities for pupils in Years 5 and 6 are supplemented well by the homework clubs arranged in English, mathematics and science. The information given by the school to parents about their children's progress is satisfactory, overall, although annual written reports do not generally give sufficiently specific information about pupils' attainment and progress. Health and safety matters are dealt with appropriately. The inspection agrees that opportunities for higher-attaining pupils are not always as carefully planned to extend learning as for other pupils. The school's shortage of books is of serious concern. There are weaknesses in the system of leadership and management in the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Children enter the nursery class with a varied range of attainment but overall, compared with usual achievements for the age group, attainment on entry is below average. The children make good progress in both the nursery and the reception class and by the age of five, most reach the nationally set learning outcomes for the age group. In particular, the children's personal, social and language skills develop well, to a level which provides a good foundation for further learning as they begin Key Stage 1.
2. The last inspection report indicated the need to raise standards in Key Stage 1, especially in English and science where attainment was below average. A very good improvement has been achieved.
3. The 1999 test results at the end of Key Stage 1 indicated that:
 - compared to all schools nationally, results were well above average in reading, above average in mathematics and science, and average in writing;
 - compared to schools with pupils from a similar background, standards were well above average in reading, mathematics and in teachers' assessment in science, and above average in writing.The evidence of the inspection indicates that standards for seven year olds are well above average in both reading and writing and above average in mathematics and science.
4. The 1999 test results at the end of Key Stage 2 indicated that:
 - compared to all schools nationally, results were below average in both English and mathematics and well below average in science;
 - compared to schools with pupils from a similar background, standards were average in English, below average in mathematics and well below average in science.Results were affected by a high proportion of pupils with Statements of Special Educational Needs within the year group and evidence of the inspection indicates that standards for the current Year 6 are average in both English and mathematics. In science, although improved, standards remain below average, overall, because the most able pupils are not fully challenged and therefore insufficient pupils are achieving at the higher level in the subject.
5. At the end of Key Stage 1, standards are improving rapidly in writing and at a steady pace in reading, mathematics and science. At the end of Key Stage 2, standards are improving steadily in all three core subjects - English, mathematics and science. Improvements in English and mathematics are largely due to the introduction of national strategies for literacy and numeracy. In science, the persistent decline in standards at the end of Key Stage 2 since the last inspection has now taken an upward turn due to the school's adoption of the national scheme of work, although further work needs to be done to improve the attainment of the most able pupils.
6. In comparison to the last inspection, at the end of Key Stage 1, standards show excellent improvement in reading and writing, very good improvement in science and good improvement in mathematics. At the end of Key Stage 2, standards in English

and mathematics have made satisfactory improvement, in line with the national trend, but in science, standards have fallen significantly, before the current improvements.

7. The school has successfully met its 1999 targets for 11 year olds in both English and mathematics. The targets set for the next three years are suitably challenging and are due to exceed the national targets by 2002. The indications are that the school is on line to meet these targets.
8. In English, the children enter the nursery at three years of age with speaking skills that are below the levels usual for the age group. The school succeeds well in developing not only spoken language but literacy skills to the level expected nationally for five year olds. Standards are particularly high in reading and exceptionally high in writing compared to most schools by the time the pupils are seven years old. Their writing is clear, expressive and well punctuated for their age. This very good progress is a result of the school's very effective application of the National Literacy Strategy in Key Stage 1, successful support for pupils with special educational needs and the very good subject knowledge on the part of the Year 2 teacher. By 11 years of age, pupils achieve the necessary fluency, accuracy and comprehension in their reading, but their knowledge of the work of children's authors is limited and their ability to research information from a library is underdeveloped. In writing by this age, most pupils reach the standard required nationally in composition, spelling, grammar, handwriting and punctuation, and a small number exceed it.
9. In mathematics, attainment throughout the school is improving with the introduction of the National Numeracy Strategy and meets the nationally set expectations at five and 11 years of age. At seven, a higher proportion than average is meeting these targets. By five, pupils can count beyond ten, recognise figures and add and subtract simple sums to ten. By the age of seven, most pupils show a good understanding of place value to 100, can count backwards and forward in twos and know the four rules of calculation. By 11, most pupils know their multiplication tables and understand fractions, decimals and percentages to the level expected nationally. Measuring, shape and data processing work progress appropriately through the school, although there is a lack of skill in electronic data analysis using the computer.
10. In science, achievement has improved in both key stages over the past year since the introduction of the national scheme of work and the introduction of more opportunities for practical investigation. By the end of Key Stage 1, pupils develop appropriate investigative skills and knowledge and understanding in relation to living things, materials and physical processes; for example, grouping different mini-beasts and noting the effects of magnets on different materials. By the end of Key Stage 2, these skills are extended to understanding food chains and animal classification systems, and adapting electrical circuits to make the light bulb shine more brightly.
11. In information technology, attainment is well below what is expected nationally at the end of both key stages and computer skills are not utilised adequately in any subject. Those pupils who have a computer at home achieve most and are pleased to help their friends but, overall, standards are low and computers are under-used. There is no clear scheme of work established and staff lack confidence in teaching the subject. National standards in information technology have improved greatly over the past two or three years but in this school, achievement is well behind the national trend. Improvement has been poor since the last inspection.
12. Standards in religious education meet the expectations of the locally agreed syllabus

at the end of both key stages, with sound progress demonstrated in the pupils' understanding of Christianity and other principal world religions by 11 years of age.

13. In design and technology and geography, attainment reaches suitable levels at the end of both key stages overall and progress is satisfactory in relation to previous achievement. In history and music, attainment and progress are good in both key stages, and in physical education, attainment and progress are good by the end of Key Stage 2. In art at the end of both key stages, insufficient work was available to make a clear judgement on either attainment or progress. Since the last inspection, national expectations have changed in these subjects but overall, similar standards have been maintained in all except history, where there has been good improvement.
14. For pupils with special educational needs, achievement is good, overall, in relation to previous attainment and targets set within individual education plans, but varies between the subjects. The exceptions are English in Key Stage 1, where the progress of these pupils is very good, and sometimes excellent, due to the high quality teaching in the subject; and mathematics in both key stages, where the progress of these pupils is generally satisfactory. Higher-attaining pupils are not always fully stretched in their learning due to a lack of suitable planning for these pupils within most lessons. The pupils regarded as exceptionally gifted or talented are small in number but, like other higher-attaining pupils, generally lack sufficient challenge in most of their work through staying too close to the plans for the whole class. There is no significant variation in attainment between gender groups.

Pupils' attitudes, values and personal development

15. Pupils have good attitudes to school. They enjoy their learning and respond well to lessons, which are interesting and suitably demanding. For example, in mathematics in Year 2, pupils are eager to offer suggestions when investigating the relationship between addition and subtraction. However, attitudes are less good in Year 5, due to poor class management and the lack of stimulating work. Pupils are keen to come to school. This is due in large measure to teachers having a strong commitment to the school and giving freely of their time in providing a good range of after-school activities; academic, musical and sporting. These are well attended by pupils and have a positive effect on pupils' attitudes to learning. The youngest children develop a good understanding of rules in the nursery, sharing toys and taking turns in activities such as the 'home corner'. They develop confidence from the earliest age, are keen to talk about their work and participate well in all the school has to offer. Pupils practise hard to improve their own performance, as in a Year 4 gymnastics lesson when pupils listened carefully to advice from the teacher in order to improve their performance when jumping. Older pupils work with interest in the after-school homework clubs in English, mathematics and science.
16. The pupils' behaviour is satisfactory overall. In lessons, around school and in the playground, behaviour is generally good. However, in lessons where teaching is unsatisfactory, pupils become bored and behaviour quickly deteriorates. Pupils play well together at break times and at lunchtime and no inappropriate behaviour was seen in the playground or dining hall during the inspection. Parents are generally pleased with the standard of behaviour, although it is not as good as that reported at the time of the previous inspection. There was one permanent exclusion and seven fixed-term exclusions during the last academic year. There have been no exclusions so far during the current year.
17. The pupils' personal development is good. They are encouraged to take responsibility from the earliest age, with children in the early years' unit tidying up at the end of each session and returning equipment to the appropriate place. Older

pupils accept responsibility as monitors, selling fruit at break times, observing behaviour in assembly and as pupils return to classes, and setting up and operating the projector for assembly. Those pupils in Years 3 to 6 who are elected to the School Council take their role seriously and learn to engage in purposeful discussion of issues, such as the elimination of problems at playtime. They also develop an understanding of the democratic process, guided by the headteacher, as they listen carefully to each other and then abide by the majority decision. Pupils at the end of Key Stage 1 develop independent learning skills as they look up information in books for their science lesson. However, this is not sustained consistently through Key Stage 2, due to limited opportunities made available for research.

18. Pupils think carefully about how their behaviour affects others, as seen in a dance lesson in Year 1, when pupils moderated their animal sound effects in order to avoid disturbing the pupils in the adjoining classroom. There are good relationships between staff and pupils in most classes, enabling a good atmosphere for learning. Pupils co-operate well in class and in a good variety of team sports, representing their school with pride and enthusiasm.
19. The positive attitudes identified in the last inspection within the early years and Key Stage 2 have been maintained and attitudes have improved well in Key Stage 1 due to better teaching and the additional space made available by the opening of the early years' unit. The need to develop the older pupils' capacity for independent study was also mentioned in the previous report and this has yet to be suitably addressed.
20. Attendance and punctuality are satisfactory, and improving after a period of decline. Unauthorised absences last year were above the national average. A significant minority of pupils are absent due to family holidays, which has a detrimental effect on their learning.

HOW WELL ARE PUPILS TAUGHT?

21. The quality of teaching is satisfactory, overall, but varies considerably between the key stages, resulting in good achievement for the children under five and pupils in Key Stage 1, and satisfactory achievement, overall, in Key Stage 2. In the lessons observed throughout the school, teaching was at least satisfactory in 94 per cent of lessons. The teaching in 51 per cent of lessons was of at least good quality, including 18 per cent very good teaching. Three lessons were of less than satisfactory quality, with two being poor and one very poor.
22. For the children under five, teaching is good. The teaching is strongest in personal and social development, language and literacy, mathematics and physical development. Good teamwork between the teachers and the nursery nurses in the early years' unit, combined with a suitable understanding of the needs of the age group, enhances the children's learning. The expectations of the children are sufficiently high within most activities and staff extend the children's interest and success through providing a good variety of practical learning activities suitable for the age group.
23. In Key Stage 1, teaching is good, overall, and never less than satisfactory. In almost two-thirds of the lessons observed, teaching was at least good, and in a third, it was very good. Teaching is good in English, science, history and music, and satisfactory

in mathematics, design and technology and physical education. There was insufficient evidence to make judgements on teaching in information technology, religious education, art or geography in this key stage.

24. In Key Stage 2, teaching is satisfactory overall, but varies widely. In 88 per cent of lessons observed, it was of at least satisfactory quality and this included 23 per cent of good quality and 19 per cent of very good quality lessons. In Year 5, two of the five lessons observed were of poor quality and one was very poor. Overall, in this key stage, teaching is good in English, history and music. It is satisfactory in mathematics, science and physical education. There was insufficient evidence to judge the quality of teaching overall in this key stage in information technology, art, design and technology and geography.
25. The teachers' knowledge and understanding of the National Literacy Strategy are good, overall, and in Years 2 and 4, very good. The understanding of the numeracy strategy is at an earlier stage and is satisfactory overall. The implementation of both strategies is having a successful impact on raising standards in both key stages. Lessons in literacy and numeracy are generally structured well and planned carefully, although unsatisfactory assessment systems in the school limit a close match to the needs of the higher-attaining pupils. Within the Literacy Hour, the class teaching sections of the lessons are most effective and teachers select suitable and interesting texts for class work. Word or sentence work is sometimes omitted in Key Stage 2 but, where it is included, it is carried out effectively. The plenary session is utilised well and successfully gathers together the achievements of the lesson. However, learning objectives set are rarely shared with the pupils at the start of lessons and this reduces opportunities for the pupils to understand their own course of learning and to judge their own achievement. The group work section of lessons is weakest, with some tasks not adequately challenging pupils, particularly the higher-attaining pupils. The teaching in literacy has been monitored on several occasions by the local education authority but the school has no consistent strategy in place to continue with monitoring the quality of teaching. This significantly reduces opportunities for sharing the best practice and resolving existing weaknesses.
26. The school is at an earlier stage of development in the National Numeracy Strategy but already standards are rising in response to improvements in teaching. Again the absence of a structured monitoring policy is reducing consistency across the school.
27. For pupils with special educational needs, support is well organised through clear targets set within individual education plans, based on regular reviews of attainment. The opportunities for support in small groups each week, together with improvements in teaching within literacy and numeracy lessons, leads to good achievement, overall, in relation to previous learning. However, in Year 5, where class management is generally poor, pupils with behaviour difficulties make unsatisfactory progress in this aspect of their learning.
28. The higher-attaining pupils are generally insufficiently targeted during group work, and although their achievement is satisfactory overall, it is seldom good in relation to previous attainment. In Year 2, where group work is more successfully graded and tracked, the number of higher-attaining pupils is increasing and in English comprises almost half of the class.
29. The management of pupils is good overall, supported by the school's merit system, enabling good concentration and learning opportunities. In the most successful lessons, there is a very good learning atmosphere that inspires pupils to concentrate very well, take a full part in the lesson, make great effort to succeed and to achieve to the best of their abilities. In lessons which are less than satisfactory, class management is poor and an appropriate learning atmosphere is not established.

30. The pace of the best lessons is generally good, with little or no time passing without direct teaching taking place. However, in a significant number of lessons, the teaching lacks pace, with the Literacy Hour sometimes spreading to an hour and a quarter. Some lessons dwell too long on the class teaching element where teachers tend to feel more confident. Where teaching is poor or very poor, activities set for individual or group work fail to challenge pupils fully and sometimes serve no useful purpose, therefore wasting pupils' learning time. An example of such an activity was where pupils were required to copy out work previously completed on a worksheet, with no improvements expected or obtained.
31. The quality and use of ongoing assessment are sound with regard to basic literacy and numeracy skills and, in this respect, for pupils with special educational needs. However, the system is not extended sufficiently through the school to enable ongoing assessment of higher level literacy skills, particularly in writing, which is a significant factor in the slower rate of learning for pupils in Key Stage 2. Written work is marked promptly and, where teaching is good, includes helpful comments to pupils giving feedback on their successes and suggestions for future work.
32. Homework is utilised to good effect in supporting class work. It helps to develop literacy skills in particular but also numeracy, science and occasionally other subjects. The opportunities to complete extra work within homework clubs in English, mathematics and science each week very successfully support work in class. Other after school clubs organised on a voluntary basis by teaching staff make a considerable contribution to the achievements of the pupils who choose to take part, and raise attainment in school in music and physical education in particular.

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

33. The quality and range of learning experiences are satisfactory overall, but the provision for information technology does not meet the statutory requirements of the National Curriculum in Key Stages 1 and 2, resulting in low achievement in the subject.
34. The curriculum for children in the nursery and those under five in the Reception class is satisfactory. It meets the requirements of the six areas of learning for children of this age. Appropriate emphasis is placed on developing the children's personal and social skills and in extending language, literacy and numeracy. The curriculum is supportive and instrumental in raising achievement from below average on entry to school to average by five in this early phase of the children's education.
35. The curriculum made available for pupils in Key Stages 1 and 2 is relevant to their needs but due to the lack of information technology is insufficiently broad. The school recognises this omission and plans are in place to extend the curriculum and teaching time in the subject when a new computer suite is installed next term, financed by a grant from the National Grid for Learning. The limited stock of books in school reduces the breadth of provision for developing pupils' reading and research skills. Time is more suitably allocated to different activities than at the last inspection, although insufficient teaching time is allowed for developing computer skills.
36. The National Literacy Strategy has been implemented to the benefit of all pupils. Its

impact is particularly evident at the end of Key Stage 1. This year the National Numeracy Strategy has also been introduced but its use across all classes is inconsistent. Where the three-part lesson is being implemented consistently, for instance in Years 2, 4 and 6, pupils' achievement is noticeably better. This is because the lessons are more structured and work is more closely matched to pupils' capabilities. Pupils are then stretched to the limit of their ability. In Years 5 and 6 pupils are invited to join homework clubs after school. These are specifically targeted at borderline levels of attainment in English, mathematics and science and provide good opportunities for pupils to work through areas of work they find more difficult.

37. Subject coverage is not based on comprehensive and clear schemes of work, with specific key learning objectives identified. Even where national schemes are used, they are not fully adapted to the school's needs. This is a distinct disadvantage as subject co-ordinators have limited means of monitoring lesson planning and the progressive development of specific subject skills. Although individual teachers provide satisfactory curriculum maps for their year group, they have no obvious means of checking overlaps in curriculum content. As a consequence some topics, for instance, weather in geography, occur too often. Pupils' success in this topic is based on repetition rather than advancement. Overall, planning is not monitored effectively so there is no check on the incorporation of precise learning objectives or the inclusion of assessment opportunities to inform future plans. The provision of suitably challenging work for pupils of all abilities is not sufficiently integral to planning. The curriculum for information technology is not being fully implemented, resulting in unsatisfactory achievement throughout the school. This is because pupils are not receiving adequate tuition nor practising the technical skills on a sufficiently regular basis to extend their confidence, knowledge and understanding.
38. Provision for pupils on the register of special educational needs is good. Some teaching takes place in small groups, which provide good opportunities for enrichment and more individual tuition. At other times the support is in class and pupils benefit from working on similar topics to their peers, but at an appropriate level for their understanding. Clear individual education plans provide a useful guide for both teaching and assessment.
39. The school offers a good range of extra-curricular activities. There are clubs after school each day catering for such activities as football, athletics, French, science, computers and choir. There is also a breakfast club, and booster classes are provided for pupils in Years 5 and 6 in English, mathematics and science. Pupils also visit the locality as part of their studies in local history and there is an annual residential visit for pupils in Years 5 and 6, which has a positive impact on personal, social and academic achievement.
40. Appropriate arrangements are made for pupils' personal, social and health education. For example, science in Year 5 covers such matters as smoking and health and pupils are aware of the dangers involved. A 'Life Education' mobile unit is invited to visit the school annually to help pupils in each year group make informed 'healthy decisions'. The school is included in the local education authority's Health Action Zone project and is the only primary school in Salford to have gained a 'Healthy School Award'. Pupils in Year 6 attend the 'Crucial Crew' activities organised by the local police and fire service, where they learn about such topics as 'stranger danger' and how to deal with fire in the home. The older pupils are also taught about the dangers of misusing drugs. A suitable sex education policy is in place. The teaching of history makes a good contribution to citizenship and those pupils involved in the

School Council gain excellent opportunities to prepare them for life outside school.

41. Satisfactory links are made with the community and these enhance pupils' education. In addition to visits from the police and the fire brigade, staff from a local chemical company talk to pupils about their work. As part of their history studies, pupils visit older members of the local community to find out about times past. During the inspection, pupils in a Year 6 literacy lesson studied a short text about life as an evacuee written by a volunteer helper at the school. Before writing their own imaginary account of life as an evacuee, pupils were given the opportunity for discussion with the author, to receive at first hand insights into his feelings and thoughts at that difficult time.
42. There is appropriate liaison with the high school to which the majority of pupils transfer and parents are pleased with the arrangements made to ease the transition from primary to secondary education. Links with a local college allow trainee nursery nurses to gain work experience in the early years' unit. In collaboration with a local college, the school is offering courses for parents in computing and parenting skills. The headteacher is a member of the Eccles Improvement Group, which is seeking to improve facilities for young people in the area.
43. Overall, the school makes satisfactory provision for the pupils' spiritual, moral, social and cultural development. Religious education lessons and school assemblies make a good contribution to pupils' spiritual development. There are links with local churches and visiting speakers reinforce the importance of respect for other beliefs and shades of opinion. Pupils are given opportunities for thought and reflection and they respond with sensitivity to feelings, circumstances, art and music.
44. Satisfactory provision is made for moral development, which is promoted through all tentacles of school life. The school aims to provide pupils with the skills and principles needed to play an active and fair minded part in society. Pupils are provided with good opportunities to consider issues and values in a secure atmosphere and adults in the school set them a good example. Pupils recognise the importance of abiding by accepted rules. They are successfully taught the difference between right and wrong and know what is acceptable behaviour.
45. Provision for social development is satisfactory. Pupils are taught to co-operate and they know the value of operating as a team. Residential visits provide good opportunities to experience living in a community and learning the importance of tolerance. Pupils are generally polite and friendly to each other, their teachers and visitors.
46. Cultural development is generally satisfactory. It is mainly promoted through the 'hidden curriculum' in subjects such as English, history, the arts and religious education. Pupils gain a background knowledge of their local heritage through studies of the industrial scene and the work of artists such as Lowry. Displays about the school encourage pupils to empathise with the cultural aspects of the curriculum.
47. Improvement since the previous inspection is satisfactory overall. The school has responded well to national initiatives aimed at broadening the breadth and relevance of the curriculum and has suitably adjusted the time allocation in the curriculum, with the exception of information technology. However, up-to-date schemes of work are still not in place for all subjects. This is detrimental to the continuity of teaching, and hence the progressive acquisition of skills. It also limits the monitoring of planning

and the use of assessment to inform subsequent work. There is scope for improvement in this aspect of the school's work.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

48. The school has sound procedures for ensuring pupils' welfare, health and safety. Security on site has a high priority but concerns about a small number of potential dangers to pupils were drawn to the headteacher's attention during the inspection, such as insecure carpet edges and the use of pointed scissors in classrooms. A small number of parents expressed concern about potential dangers, due to the poor condition of the school roof. The school works in appropriate liaison with the local education authority to monitor its condition. General risk assessments are completed annually and any necessary action appropriately taken. There are two members of staff qualified to the necessary standard in first aid and other adults have had training. Accidents to pupils are suitably recorded and details sent to the local education authority. The health and safety policy was reviewed recently following an accident to a pupil and now provides for improved contact with parents. The school has an appropriate child protection policy and staff are aware of their responsibilities.
49. The school's behaviour policy includes clear, positive approaches to encouraging a high standard of behaviour and, as at the time of the previous inspection, staff take prompt and appropriate action to prevent any incidents of bullying or aggressive behaviour. The School Council provides a forum for regular discussion between the headteacher, the special educational needs co-ordinator and pupils' representatives on behaviour at playtimes. Pupils are duly rewarded for good behaviour and certificates are presented at the Friday assembly.
50. Good personal support and guidance are provided for pupils. There are sound procedures for monitoring and supporting pupils' personal development and good procedures for those who have special educational needs. The early years' unit has introduced a useful system for monitoring the children's personal development. Pupils in the main school building are encouraged to achieve more by the merit point system to reward good work and behaviour. Points earn prizes and a 'child of the week' is selected in each class.
51. Procedures for monitoring attendance are good and this is an improvement on the position reported at the time of the last inspection. Attendance is analysed regularly and persistent absentees become a focus for suitable support. Day passes for visits to the doctor and dentist have been introduced and the school works in effective liaison with the education welfare officer. The school has produced a leaflet for parents explaining the importance of regular attendance and attendance targets have been set for the next few years.
52. The system for the assessment of the pupils' academic performance is unsatisfactory overall. Adequate systems are in place for the assessment of early reading, writing and mathematics skills but these are not extended to the higher levels of learning, and this is reducing the effectiveness of teaching in Key Stage 2. In addition to statutory tests at the end of both key stages, the pupils undertake the optional national assessment tests in English, mathematics and science at the end of Years 4 and 5. The analysis of these results provides an effective basis for planning for pupils with special educational needs and the after-school homework classes, which are having a positive effect on raising standards. However, whilst individual teachers use a variety of informal assessments to monitor pupils' attainment, and good relationships enable staff to have an understanding of the personal development of individuals, there is no co-ordinated approach to the assessment of the pupils' academic progress through the school. Insufficient information is generally available

to provide a sound basis for planning lessons according to pupils' needs to enable appropriately high achievement for all pupils, and this is affecting the older and higher-attaining pupils most. The quality of marking the pupils' work varies through the school, which means that some pupils are not helped to learn from their mistakes.

53. Teachers in the early years' unit are developing a simple but effective assessment system for monitoring children's progress during focused activities and good annotated records are kept. This information is used well to plan the next stage of learning and contributes effectively to the good achievement of the children. In Key Stage 1, the assessment of early skills is rigorous and supplemented in Year 2 by the teacher's own system for assessment. There are no similar systems in place in Key Stage 2 except for pupils with special educational needs.
54. The school's makes good provision for pupils with special educational needs. Their needs are identified early and progress is documented effectively by the special educational needs co-ordinator in partnership with class teachers, enabling good progress. Individual education plans are clear and extra support is provided by the pupils' teachers, support assistants and other professionals. Pupils with behavioural problems are monitored particularly well and staff work extremely hard to help pupils to achieve success.
55. The school has introduced a Record of Achievement for all pupils in Year 6 and this provides useful information for parents and schools to which pupils transfer.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

56. The school has successfully maintained the good relationships with parents reported by the last inspection. The school works well with parents, who feel able to approach staff knowing that they will be listened to and any concerns will be resolved. Evidence from the inspection supports the positive views expressed by parents at the meeting with the registered inspector and through the parents' questionnaire. Following criticism of the prospectus in the last inspection, the school has now revised the document and it is now detailed and informative, meeting all legal requirements. However, although the governors' annual report to parents was deemed satisfactory last time, the latest edition omits a number of statutory requirements, such as details of the professional development undertaken by staff and arrangements within the school for disabled pupils. The report contains some information about the total budget allocated to the school, including a percentage allocation of all areas of expenditure. It does not, however, give a clear enough picture to parents about the current state of the school's finances and no mention is made of the significant budget deficit and its possible implications for the school and its pupils.
57. Parents are kept sufficiently well informed about events at the school through newsletters and other letters from members of staff, although some parents feel that these often arrive too late to be of full use. Some teachers write to parents giving advance information about the work to be undertaken by the children and there is a notice board containing such information at the entrance to the Key Stage 1 classrooms. One teacher has encouraged parents to come into school earlier each morning so that pupils can do extra spelling practice. These initiatives are helping pupils to make better progress and this is reflected in the written work that is produced in that class.

58. Pupils' annual reports from teachers give information about what pupils have done but, as stated in the previous inspection report, they do not generally give sufficiently specific information about pupils' attainment and progress. Parents have two opportunities per year to discuss their children's progress with their teacher and they are aware that the school's 'open door' policy encourages them to raise concerns at any time.
59. Parents are suitably encouraged to become involved in the work of the school and a number of parents help, particularly in the early years' unit, where parents sign up for the 'Helping Hands' rota. Others are employed by the school as classroom assistants. In order to maintain close contact with parents, the headteacher makes a point of keeping in touch with parents who cannot visit the school by telephone, particularly if there are any concerns about their children.
60. Parents are generally very satisfied with the school's provision for their children. A good partnership with parents is established when their children begin school, including pre-admission home visits by staff from the early years' unit. Parental support for their children's learning varies according to parents' personal circumstances but overall it is satisfactory. For the parents of pupils with special educational needs, a close partnership with the school is encouraged and generally achieved, with a positive effect on provision and progress. In all year groups, pupils take home their reading books daily and most parents give time regularly to hearing their children read, thus emphasising its importance. Some parents are concerned about the irregularity of other homework but the inspection finds that arrangements for homework are generally good. It is usually regularly set and marked, and provided for a range of subjects, supporting class work well.

HOW WELL IS THE SCHOOL LED AND MANAGED?

61. Leadership and management are unsatisfactory in relation to the identification and prioritisation of educational needs and in the action taken to remedy them.
62. The headteacher, governors and staff are dedicated and committed to providing a good standard of care for the pupils. This clearly shows in the good quality of relationships and pupils' interaction one with another. The school buildings are well worn and somewhat uninviting but staff work hard to generate a positive learning environment in which pupils feel secure and ready to learn. Teachers develop their own strategies and organisation but there is no clear overview or co-ordinated plan to indicate priorities for future development.
63. The school development plan is extensive and detailed but it is out of date and lacks focus. Consequently, the school tends to be reactive rather than proactive. As a result, pupils are not making as good progress as they otherwise might, especially in Key Stage 2. There is little regular monitoring of teaching, planning or pupils' progress by subject co-ordinators, so opportunities to share good practices and target areas of weakness are often missed. In addition, some teachers have too many responsibilities. For example, the deputy headteacher is also the co-ordinator for literacy and numeracy – roles which in themselves are very demanding.
64. Pupils' test results are analysed at the end of the year but findings are not linked closely enough to a whole-school assessment policy or subsequent teaching plans.

The headteacher spends a substantial amount of time on paper work leaving himself too little time for direct involvement in monitoring the action in classrooms. However, he knows the pupils well and has a high profile about the school. This leads to good personal support and interest in pupils' general welfare. Pupils appreciate this and are always keen to share out-of-school successes with him.

65. The governing body understands its role and is committed to fulfilling its responsibilities. However, it is not sufficiently effective in shaping the direction of the school because it does not anticipate or evaluate the results of its actions well enough. Governors are provided with the necessary information to make decisions but pertinent points are sometimes too vague. Consequently, decisions do not take sufficient account of future needs. Governors are well informed about expectations for literacy and numeracy and realistic targets have been set for Year 6 for the next three years. With regard to information technology, action has been slow and pupils are not reaching the standards of which they are capable.
66. An appropriate number of qualified teachers and skilled support staff ensure that the school's curriculum can be taught effectively, although monitoring procedures are not sufficiently effective in achieving standards that are equally high throughout the school. The buildings, although satisfactory for teaching the curriculum, do not provide stimulating and well-maintained accommodation for pupils to learn and play. Some teachers have done their best to brighten the indoor environment by the use of attractive and stimulating classroom displays but both buildings lack many of the facilities of a modern school. There are crowded conditions in some of the classrooms, both buildings are in poor decorative order and repair, and the split site arrangement causes operational difficulties. The high cost of maintaining both buildings is a drain on the school's budget and is having an adverse effect on the standard of education in the school. Whilst the newly installed library, built by staff and governors in their own time, enhances the facilities for pupils, the lack of a sufficient quantity of good quality books significantly reduces the value of this resource. Learning resources are unsatisfactory overall. In particular, the children in the early years' unit work with a limited range of equipment and much is in poor condition. Resources for all subjects in Key Stages 1 and 2 are barely adequate and many of those available are in need of renewal. Grants made available for specific purposes, such as the introduction of the National Literacy Strategy, are spent wisely. Staff improvise well and gain learning resources from a variety of sources. For example, the music co-ordinator arranges performances to raise money for musical instruments and this has significantly improved the quality and range available to pupils.
67. The financial control of the school is secure but planning does not take sufficient account of future needs. This is due to lack of clarity about educational priorities. The maintenance costs of the school are high and only a small proportion of the income is available for other use: for example, learning resources. This lowers attainment, particularly in English and mathematics, because pupils lack access to the wider ranges of material necessary to stimulate interest and extend their horizons. The financial situation is compounded by unbudgeted costs of vandalism with the result that the school currently operates on a deficit. The governing body is considering how to eradicate this with the least impact on frontline provision in the classroom. The school and governors do their best to ensure that the best value is obtained from spending decisions.
68. The school has satisfactorily dealt with the issues from the previous inspection and there has been an adequate improvement in standards overall. Higher expectations nationally for pupils' achievement have provided the school with new challenges. The school has the capacity for further improvement but first needs to define its priorities in a sharply focused development plan. Subsequently, staff and governors need to tighten the monitoring and evaluation of actions taken in order to assess their impact on pupils' academic and personal development.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

69. In order to improve further the quality of education provided, the governing body, headteacher and staff should:

(a) structure the school development plan to provide a clear view for the direction of the school and ensure the efficient use of funds available, through the inclusion of:

- prioritised educational objectives;
- clearly targeted and timed action plans;
- implications for staff training;
- explicit costing, if any;
- arrangements for reviewing the success of action taken to allow governors and staff to monitor development efficiently throughout the school;

[Paragraph 62-63]

(b) establish clear, comprehensive schemes of work for all subjects:

- to ensure continuous progress of high quality through the school;
- with key learning objectives identified to provide a guide for teaching and an assessment system for every level of learning;

[Paragraph 36]

(c) develop the role of the subject co-ordinators to include structured monitoring:

- of planning to ensure that pupils' differing needs are addressed;
- of standards to ensure that expectations are suitably high throughout the school; and
- of teaching and learning within lessons, in order to build upon the very good practice existing in some classes;

[Paragraph 63-64]

(d) raise standards in information technology in Key Stages 1 and 2 to meet the requirements of the National Curriculum through:

- the training of staff;
- the establishment of a clear, comprehensive scheme of work; and
- the allocation of an adequate proportion of lesson time to the subject;

[Paragraph 11, 143-148]

(e) improve the school's stock of books to enable pupils to:

- develop research skills throughout the school; and
- to experience a sufficiently wide range of children's literature.

[Paragraph 66, 103]

70. In addition to the issues for action above, the following less important weakness should be considered for inclusion in the governors' action plan:

- the inclusion of all statutory information in the governing body's annual report to parents; *[Paragraph 56]*
- the inclusion of sufficiently specific information about attainment and progress within written reports on pupils. *[Paragraph 58]*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	52
Number of discussions with staff, governors, other adults and pupils	35

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	18	33	43	0	4	2

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	27	189
Number of full-time pupils eligible for free school meals 68 total	12	56

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	61

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	5
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	5.8
National comparative data	5.4

Unauthorised absence

	%
School data	0.8
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	14	14	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	12	12
	Girls	13	14	14
	Total	25	26	26
Percentage of pupils at NC level 2 or above	School	89 (83)	93 (92)	93 (92)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	12	14
	Girls	14	13	13
	Total	26	25	27
Percentage of pupils at NC level 2 or above	School	93 (92)	89 (96)	96 (100)
	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	14	13	27

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	7	9
	Girls	11	10	11
	Total	18	17	20
Percentage of pupils at NC level 4 or above	School	67 (62)	63 (46)	74 (62)
	National	70 (65)	68 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	7	7
	Girls	11	10	11
	Total	18	17	18
Percentage of pupils at NC level 4 or above	School	67 (60)	63 (54)	67 (58)
	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	3
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	167
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	7	1
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	23.6
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	105

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	27

Total number of education support staff	1
Total aggregate hours worked per week	33

Number of pupils per FTE adult	13.5
--------------------------------	------

FTE means full-time equivalent.

Financial information

Financial year	1998/9
----------------	--------

	£
Total income	349,571
Total expenditure	374,816
Expenditure per pupil	1,696
Balance brought forward from previous year	6,018
Balance carried forward to next year	-19,227

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	216
Number of questionnaires returned	28

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	25	0	0	0
My child is making good progress in school.	57	39	4	0	0
Behaviour in the school is good.	57	39	4	0	0
My child gets the right amount of work to do at home.	43	39	18	0	0
The teaching is good.	75	25	0	0	0
I am kept well informed about how my child is getting on.	61	29	11	0	0
I would feel comfortable about approaching the school with questions or a problem.	64	25	11	0	0
The school expects my child to work hard and achieve his or her best.	71	29	0	0	0
The school works closely with parents.	50	39	11	0	0
The school is well led and managed.	61	29	11	0	0
The school is helping my child become mature and responsible.	68	29	0	0	4
The school provides an interesting range of activities outside lessons.	57	36	0	0	7

Other issues raised by parents

- The health and safety of the school buildings.
- The school's provision for able pupils.
- The sufficiency of books.

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

71. At the time of the inspection, there were 27 children in the nursery class and 19 of the 28 children in the Reception class were under five. Both classes are staffed by a teacher and a full-time nursery nurse. Additional support is given by parents who sign up for the 'Helping hands' rota. The classes are located in the early years' unit, separate from the main school. The unit comprises two classrooms and a shared practical area, but the accommodation is somewhat dark and cramped, and susceptible to vandalism. However, there is direct access to a generous sized outdoor play area, which contributes well to children's learning opportunities and to their physical development. Resources, overall, are barely adequate and a significant proportion are past their best, such as the toys and equipment in the nursery home corner, which are few and in poor condition, limiting the children's enjoyment in learning.
72. Children are admitted to the nursery class in the September before their fourth birthday, following a home visit by the nursery teacher. Attendance is generally full time after a short introductory period of part-time attendance, matched to the needs of individual children. Activities are suitable and practically based, and take account of all six areas of learning identified nationally for the age group. Activities led by staff are well structured, particularly in language, literacy and in mathematics, though some structured play opportunities in the nursery class are less purposeful.
73. Assessments are made of the children's skills in their first term in school and these indicate that a range of attainment is represented but, overall, the majority of children enter nursery with levels of attainment below those normally seen in children of this age. They make good progress towards achieving the nationally agreed Desirable Learning Outcomes but, nevertheless, on transfer to the Reception class, the attainment of the majority of children is a little less than is usual. The children continue to make good progress in the Reception class and, by the time they are five years old, most achieve the Desirable Learning Outcomes set nationally for the age group.
74. Good teaching, which takes account of the progress and needs of individuals, enables most children to move onto Key Stage 1 of the National Curriculum at the appropriate time.

Personal and social development

75. Good progress is made in developing personal and social skills and most children meet the nationally set learning outcomes by five. The children understand from the earliest age the nursery rules of walking in school, sharing, being friends and doing as you are told. They know they need to take a coloured band to ensure only four play in the home corner. They sit in the café whilst they drink their milk, and remember to tidy away carefully after each activity. All staff have high expectations of the children to join in activities properly, and stickers for tidying and good work reinforce appropriate behaviour. The children co-operate very well in the outdoor activities and wait turns sensibly. In the Reception class, the children continue to develop confidence and are keen to tell the whole group all about themselves when it is their 'All about me' day. They willingly collect information for the class graph on pets, counting skills and holidays. The wheeled toys for two demonstrate good co-

operation skills and children are willing to help each other when using the computer. Their increasing maturity is shown in the way they sustain concentration to complete tasks and activities. They respond well to responsibilities, such as putting on their own aprons before painting and placing their completed work on the drying frame in the adjoining room. Most children see to their own personal needs. They line up smartly for lunch and talk quietly to their neighbours as they wait for it to be served. It is unfortunate that the accommodation does not allow for a more conducive arrangement of tables to develop social skills further.

76. The quality of teaching is good and this area of learning is given a suitably high priority. Every opportunity is taken to reinforce good behaviour and provide co-operative learning activities, for instance playing in the sand and water or following 'Rosie's Walk' outside. Class procedures and rules are constantly reinforced so that children learn exactly what is expected of them and feel secure throughout the day. The classrooms are organised to enable the children to have easy access to resources, encouraging an independent approach to completing tasks. The very good relationships and effective teamwork between the teachers and nursery nurses contribute significantly to the positive atmosphere in the unit and provide a good example of co-operative working for the children.

Language and literacy

77. This area of learning is appropriately given a high priority and the children make good progress in both classes. There are opportunities within all the adult-led activities for children to listen and to talk about what they are doing. This ensures that most children speak confidently by the time they move into the reception class, where they are encouraged to talk about themselves and their work to the rest of the class. Through regular practice, the vast majority of children in the nursery can write their own name and respond well when asked to line up according to the initial sound in their name. Books are enjoyed and handled with care. The children can follow the pictures and retell the story in some detail, and all the children know a good range of rhymes by heart. They develop a good awareness of letter sounds in the Reception class as they focus on the sound for the week, identifying appropriate pictures and writing the letter shape in sand and foam. Higher-attaining children can write simple sentences such as "Floss got told off!". Most children learn to copy sentences to accompany their pictures and lower-attaining children develop their letter formation through first tracing then copying beneath the teacher's written words. From the last term in the nursery, the children improve their literacy skills by taking home a book to read or share with their parents, who encourage the children further by writing comments in the liaison diary. By the time they are five, most children can read simple books from the school's chosen scheme and can retell the stories. Higher-attaining children appreciate the humour in a story and can predict what will happen next. They read simple texts with understanding and can summarise what they have read. Most children meet the nationally set Desirable Learning Outcomes by the time they are five and are ready to move on to the Key Stage 1 Programme of Study.
78. Teaching is generally good and activities are well planned. Every opportunity is taken by all the adults to encourage children to speak, for example when planting seeds, drawing flowers, or responding to stories. Careful plans are made: for example, to make sure that the children learn most letter sounds. Although pictures appropriately reinforce this work, there is sometimes insufficient use of suitable objects for children to handle, to enable them to maximise learning through utilising their sense of touch. Teachers have devised simple but effective methods to assess the children's

progress and the information gained provides a basis for planning future work to individual needs. In the Reception class, good use is made of the interactive computer programs related to the school's reading scheme to enhance learning.

Mathematics

79. Good progress is made and a suitable emphasis is placed on numeracy. Every opportunity is taken to count and compare, and the youngest children in the nursery are familiar with a variety of number rhymes and songs. They recognise simple shapes as they make cakes in the play dough and most children continue threading cotton reels in a repeating pattern. Achievement is suitably extended in the Reception class through a wide range of practical activities, such as counting flowers and using them to solve simple addition and subtraction problems. By the time they are five, most children can sequence, recognise and write numbers to ten and add numbers up to five. Higher-attaining children can put numbers up to 20 in the correct order on the number line and identify any missing numbers, and perform addition sums with numbers to 12. Lower-attaining children add to five using cubes and most know the names of common two and three-dimensional shapes. Most children achieve the Desirable Learning Outcomes and are ready to move on to Key Stage 1 at the appropriate time.
80. The teaching of mathematics is good and activities are well-planned and suitably challenging, based effectively on assessment information. Good use is made of practical equipment and of number lines to promote understanding. Opportunities are provided for practical problem solving in the classroom and in the wider environment, when children conduct a traffic survey and display the information gathered on a pictogram.

Knowledge and understanding of the world

81. Children make sound progress in acquiring knowledge and understanding of the world through a suitable range of practical activities and nearly all children reach the nationally set learning outcomes by the time they are five. Nursery children have many opportunities of playing in the sand and look carefully at those objects that float or sink in the water. Most children know the number of the house in which they live and can talk about things which make them happy, like daddy coming home, or sad, like being told off. They learn how to make the programmable robot move to retrace 'Rosie's Walk'. The children continue to develop their knowledge at a satisfactory pace when they move to the Reception class. Tropical fruits are closely observed before being tasted and matched to the world map. The children explore their own environment and draw various buildings they have seen on their walk to Eccles. Plants are grown from the cut off tops of vegetables and measured. Every child plants and cares for a flower seed. Most children can name the young of animals and find the pictures in a book, and all the children in the Reception class practise writing their address. The children can control the 'mouse' on the computer and know how to access and use a variety of programs. They also operate the tape player to listen to stories and learn to handle scissors safely from the earliest age. There is a satisfactory range of construction toys available to extend design and making skills.
82. The quality of teaching is sound and activities are appropriate for the age group. Simple but effective assessment procedures are used well in adult-led activities, such as the floating and sinking investigation, to monitor the progress of individual children and to plan the next stage of learning. However, the purpose of some of the activities

used independently by the children is less clear.

Physical development

83. Children enjoy a well-planned programme of physical activities, make good progress and meet the nationally set targets for learning. There is an attractive, secure outdoor play area with appropriate resources, such as wheeled toys, climbing frames, skipping ropes, sand and water to enable children to extend their physical skills. Children pedal and steer successfully and co-operate well in controlling toys designed for two. Older children develop their skills well using the outdoor equipment and most can balance and ride on a two-wheeled bicycle. They have a good awareness of space as they run and skip safely and show great enjoyment as they join in games such as 'Tig' led by adults. Nursery children demonstrate good control of their bodies during music and movement lessons, albeit in quite a limited space. In both classes, children show increasing confidence and accuracy when threading beads, gluing and sticking and increasing control when using construction toys and jigsaws. Children in the reception class are adept at controlling their paintbrushes, crayons and pencils.
84. Teaching in this area of learning is generally good. A wide range of outside activities is well planned with a good balance between instruction, as on the climbing frame, and the freedom to learn through play. The young and enthusiastic teaching team encourages children well by organising games and demonstrating how to use skipping ropes. Supervision is sufficient for safety.

Creative development

85. The children make sound progress and most achieve the learning outcomes set nationally for the age group. Nursery children can name the primary colours and have experience of using clay, paint and crayons. They also benefit from listening to a good range of music through the day, sometimes as a stimulus for dance. Their movements are thoughtful as they 'creep like a fox' and 'walk like a hen' in time to music. The creative play corner, however, is poorly equipped and severely restricts the opportunities for developing role-play. The children in the Reception class know a range of songs by heart and sing tunefully. They can name percussion instruments, such as the clave, and are eager to take part in the music lesson. They tap out the syllables of their name using an instrument or by clapping. Higher-attaining children recognise whose name matches the rhythm played by the nursery nurse. They paint skilfully from close observation of daffodils and draw using pencils and crayons. However, experience with other media is limited.
86. The quality of teaching is sound overall. The planned activities for drawing and music are generally good but opportunities for developing creativity through role-play are limited.
87. Planning is now related to the Desirable Learning Outcomes, addressing an issue raised in the last inspection. The opening of the early years' unit has greatly improved the facilities for outdoor play and physical development. However, opportunities for aspects of creative development are still restricted through lack of resources.

ENGLISH

88. In the 1999 national tests at the end of Key Stage 1, results for seven year olds indicated that standards were:
- well above the national average in reading; and

- in line with the national average in writing.

In reading, almost half the pupils exceeded the levels normally expected of seven year olds. This is well above the national average. On the other hand, no pupils achieved beyond the nationally expected level in writing.

89. When compared with similar schools, standards were:
- well above average in reading; and
 - above average in writing.
90. The evidence of the inspection confirms the high standards in reading and indicates that standards are now equally high in writing. This remarkable improvement is due in part to the effective incorporation of the National Literacy Strategy into Key Stage 1 and reflects positively on the high expectations and the skills shown in the teaching of the pupils in Year 2. This represents an excellent improvement since the last inspection in 1997 when standards were found to be below average in both reading and writing.
91. In the 1999 national tests at the end of Key Stage 2, results for 11 year olds indicated that standards were:
- below the national average; but
 - average for similar schools.
- Although the introduction of the National Literacy Strategy was beginning to raise standards, a high proportion of pupils with special educational needs within the class meant that results overall remained below the national average. The evidence of the inspection indicates that standards now are close to average by the end of the key stage.
92. **SPEAKING AND LISTENING:** By the end of Key Stage 1, pupils attain a level of fluency and expression that is appropriate for their age. Pupils in Year 2 understand instructions easily and take part in discussions with adults individually and in small and large groups with confidence. There are clear indications of a good level of achievement in comparison to previous skills, with a marked difference in attainment each year between Reception, Year 1 and Year 2. Progress is very good for lower-attaining pupils and those with special educational needs. Good relationships between staff and pupils ensure a relaxed but purposeful atmosphere and frequent opportunities for practice, thus enabling good achievement. Pupils in Year 1 talk freely and understand, answer and ask questions without problems, which represents a significant improvement since starting school. In Year 2, pupils discuss texts at a good level for their age, demonstrating a sound understanding of the structure of language and an interest in giving their opinions. This capability is supported by a very good atmosphere for learning and the confidence of achievement at a high level for the pupils' age in other aspects of the subject. The pupils understand well what they are talking about.
93. By the end of Key Stage 2, standards are suitable for the pupils' age. The pupils respond well to the conducive atmosphere for learning in the Year 6 class, which gives value to individual opinions and encourages a good level of listening. Most pupils demonstrate a high capacity for discussion, for example, of the pressures on people of all ages as Britain went to war in the early 1940s, showing the ability not only to empathise but also to express the probable feelings of the people with a sensitive use of words. Most can express their thoughts clearly, although lower-attaining pupils sometimes rely on further questioning from the teacher to include sufficient precision and detail. Close attention to the development of vocabulary throughout the school pays off in the wide variety of descriptive words and similes at

the disposal of the higher-attaining pupils.

94. **READING:** By the end of Key Stage 1, most pupils are reading with at least an adequate accuracy and fluency, showing a good interest in books and a perceptive understanding for their age. Almost half exceed the level set nationally for seven year olds. This demonstrates very good achievement since starting school for most pupils, including those with special educational needs. Pupils get off to a good start in the Reception class, where the knowledge of letter sounds is developed early. Most know a wide range of phonic sounds as they move into the Year 1 class. In Year 1, this knowledge continues to proceed at a good pace and most pupils can spell simple three-letter words and understand consonant blends well before they move to Year 2. This is a great help in decoding words and developing reading accuracy. Fluency builds up well for most pupils through Year 2; they are then able to give more attention to the content of texts and comprehension skills increase. In Year 2, pupils compare different stories and the characters within stories, for instance, by providing differing adjectives to describe both the appearance and personalities of Mrs Goat and Mr Wolf.
95. By the end of Key Stage 2, pupils in Year 6 demonstrate a good facility to analyse their reading, both fact and fiction, with a sensitive awareness of character and setting. The school's curriculum ensures that a suitably wide range of texts is presented to be shared within the Literacy Hour and this is apparent in the confidence pupils show when presented with different types of literature. For example, pupils in Year 3 are familiar with Rap performance poetry and pupils in Year 4 can identify a variety of rhyming patterns within poems. In Year 5, pupils are working with myths and legends and pupils in Year 6 are examining primary evidence sources with interest and confidence, including government pamphlets and contemporary diaries written during the Second World War. However, the stock of books available for pupils' use is much more limited than in most schools and although individual teachers find an interesting selection of texts for class work, the range available for individual work is too narrow. In consequence, pupils are not practised in using books for independent research in subjects such as history and geography and, in every year group, the knowledge of the work of well-known children's authors is not sufficient. This is despite the naming of literacy groups in Year 6 after famous long-established writers, whose names are familiar to pupils and properly associated with at least one work of literature. Overall, pupils have insufficient knowledge of modern fiction by a range of significant children's authors. The school's chosen published scheme of reading books generally serves most pupils well but is inadequately supplemented to increase the range of pupils' reading from the earliest stages. Many pupils are reading every book at every level of the reading scheme when this is not necessary and takes time that could more usefully be given to providing a wider experience of children's literature. The use of computer generated texts as a source of information is extremely rare. Although most are familiar with the contents and index sections of books, none are familiar with the Dewey Decimal library classification system as a starting point for research, although Year 6 monitors are proficient at locating books within the school's own computer held library catalogue. Overall, reading skills make satisfactory progress through Key Stage 2 but do not maintain the high achievement established in Key Stage 1. Those with special educational needs make good progress in relation to the targets set within individual education plans, supported well by their teachers and classroom support assistants. Comprehension skills are well developed by higher-attaining pupils and these pupils are well prepared for the secondary stage of education.

96. **WRITING:** By the end of Key Stage 1, the writing skills of most pupils in Year 2 are extremely good for their age. Progress is very good overall and excellent for pupils with special educational needs. From a starting point that is lower than average, pupils build up skills at a swift pace to a high level by the end of the key stage. Attainment in Year 2 is especially high and demonstrates skills that are at least level with reading skills, which is much more advanced than the national trend. Most pupils achieve at a high level, stretching their learning capacity to its full extent. There is a much greater than usual difference demonstrated when comparing work completed in September with that completed in March. Most pupils write in logically sequenced sentences, in script that is well formed when at its best. Work is lengthy and expressive. It includes not only compound sentences, joined with a range of connectives, but also complex sentences more typical of pupils in Year 4. Thus we read in Year 2 of a day at the seaside, "The ocean was quite smooth and we skipped along the parched sand and bought cool ice creams". Punctuation skills are also advanced for the pupils' age and include not only correct sentence punctuation but also correctly used speech marks, such as "Don't open the door" warned Mother Goat "the wolf might eat you" (sic) from a pupil with special educational needs. Vocabulary is thoughtfully selected and re-drafted to build upon initial achievements. The pupils are working at a much higher than average level for their age.
97. By the end of Key Stage 2, the majority of pupils reach the standard usual for 11 year olds and a small number exceed it. Pupils write at a sufficiently complex level, with appropriate punctuation by the end of the spring term in Year 6. Progress is satisfactory in relation to previous achievement for most pupils and good for those with special educational needs. The pupils in the current Year 6 class have not had the benefit of the Literacy Hour throughout their previous years in school and the difference between the work of pupils in Year 2 and those in Year 6 is narrower than it ought to be. Pupils moving up the school are generally achieving more at a younger age than in previous years and standards are rising as a direct result of the implementation of the Literacy Hour. However, with the exception of Year 4, the Literacy Hour is not adhered to as closely in Key Stage 2 as in Key Stage 1, which is limiting achievement in writing in some classes. This is apparent with regard to the use of time and the provision of group work closely matched to the pupils' needs. In addition, the expectations of two of the four teachers in Key Stage 2 are not as high as those in Key Stage 1 and this is limiting the full achievement of many pupils. The exceptions are Years 4 and 6 where examples of work show that more is demanded of them in these classes and in consequence their written work is of richer quality. Examples seen in Year 4 are the written work based on 'The Iron Man', and in Year 6, the imaginary account of the thoughts of a child being evacuated during the Second World War. However, even in these classes, the impact of these successes for higher-attaining pupils is reduced by the lack of sufficiently challenging work set within the group-work section of the Literacy Hour. Spelling develops at an average pace, but achievement is limited for the higher-attaining pupils who are not fully stretched in their work. In all classes, the whole class learns the same list of spellings each week, which generally includes a limited challenge for higher-attaining pupils.
98. Throughout the school, pupils have a good interest in their work in the subject. They concentrate well in almost all classes and are keen to answer questions and join discussions. Many ask pertinent questions in the course of class conversation. The shared reading with the class is enjoyed very much, but less enthusiasm is shown for individual work, which includes fewer texts of rich quality. Written work is approached with confidence by most pupils and is generally completed with care. Presentation of work varies but is quite satisfactory when pupils feel adequately challenged.

99. The quality of teaching is good, overall in both key stages, but varies widely through the school. In Key Stage 1, the lessons observed were never less than good and in Year 2, teaching is very good. Lessons are well planned in accordance with the National Literacy Strategy and supplemented well with opportunities for extended writing. Teachers are very familiar with the skills required and develop them to a high level. The knowledge and understanding in the subject of the teacher in Year 2 are high. Her dialogue with her class wastes no opportunities to extend achievement and efficient management ensures maximum time is directed towards learning. All teachers in Key Stage 1 have a clear understanding of the progress of individual pupils and try to match work to these needs in most respects. However, in spelling, as for the older pupils, the same list is learned each week by all pupils in the class and this misses opportunities to extend the achievement of higher-attaining pupils. Pupils with special educational needs are supported well by a clear individual education plan and the well-structured support of classroom assistants and parent volunteers.
100. In Key Stage 2, the quality of teaching observed varied widely from very good in Years 4 and 6 to very poor in Year 5. In Year 3, the quality of teaching observed was satisfactory. Where teaching is very good, the teacher generates a real interest in the subject and, with well-selected texts, moves the pupils' skills forward significantly. Expectations are high and the pace of learning is generally good. Pupils are very well motivated to succeed, the quality of dialogue takes pupils' thinking and reasoning to a good level and pupils achieve well, stretching their skills to reach the objective of the lesson. An example of such skills was seen in Year 4, when pupils were introduced to the lesson through spelling a variety of 'weather' verbs on individual white boards, reaching towards more expressive words. They went on to read together as a class 'The Storm' by Sara Coleridge, duly aware of the expressive vocabulary. The teacher used the poem to extend their understanding of rhyming patterns and their spelling of rhyming words before going on to write their own poem, or to read another example as a guided reading task in a small group. In Year 6, history texts are well utilised as a starting point for literacy work, although this sometimes leads to a better extension of history than literacy skills in the time allocated to English. Although the teaching in these very good lessons really encourages the lower-attaining pupils and those with special educational needs to do their best, opportunities are missed to stretch the higher-attaining pupils. For example, activities often rotate around the different ability groups through the week without adaptation to meet pupils' differing needs. For example, the class comprehension exercise in Year 6 which began with easy questions that were too simple for the higher-attaining pupils, did not enable them to use all their group-work time at a suitable level of challenge. All pupils looked up the same words in the dictionary and copied out definitions. The task for the higher-attaining pupils was not extended sufficiently: for example, by expecting them to write their own definitions before a friend checked the dictionary and awarded points for the completeness of the answer. In satisfactory lessons, opportunities such as these were missed and the standard of work for the whole class was less challenging, reducing the pace of learning. At the end of the very poor lesson in Year 5, pupils came no closer to defining a legend than at the beginning and many opportunities were missed to take the pupils' understanding forward. Incorrect answers were accepted as examples of homophones and tasks within group work were in some cases time wasting, such as when a pupil copied out a completed worksheet of comprehension questions and answers into her work book. The example the teacher provided of skills in the subject was weak. Class management was extremely fragile and expectations of the pupils'

work and behaviour were low. Pupils were allowed to leave their classroom in an untidy state before exiting for playtime.

101. Whilst the school has introduced the Literacy Hour, it is working more efficiently in some classes than others. The reading time where the whole class shares a text is generally good, with well selected texts and clear teaching points. However, the teacher is getting more reading practice than pupils in many classes, where class, group or individual reading by pupils is not utilised sufficiently. Exceptions to this were seen, such as in Year 2, where the class was divided into two groups with one group reading all the dialogue parts in the story and the other reading the narrative text. This provided not only a good reading exercise but also an effective means of teaching the difference. Word and sentence level work is effective where it is included, but some lessons in Key Stage 2 omitted this section. Group work is the weakest section in many classes. Having managed the class sections well to involve all pupils, most teachers in Key Stage 2 miss the opportunity to plan work specifically for the differing needs of the different groups. This is especially true of the higher-attaining groups of pupils who are not always fully challenged by the work set. Books selected for guided reading in groups sometimes fail to adequately challenge the pupils, thus missing opportunities for higher achievement. Those with special educational needs are more successfully provided for, especially when a support assistant is available to meet their teaching needs. The plenary session is generally well used to summarise learning and leave pupils clear on the teaching points of the lesson. Attractive displays of work in the subject are plentiful throughout the school and effectively reinforce learning, encouraging pupils to value their work and understand their successes. The inter-active display in Year 2, which invites pupils to write suggested conversation between characters in a story, is an imaginative contribution to the pupils' understanding of dialogue within narrative text.
102. The wide variations between the quality of teaching in different classes are not being addressed through a management system that consistently monitors plans and teaching in lessons, enabling best practice to be shared. Although the National Literacy Strategy provides an outline scheme of work for the year, learning objectives are not prioritised within the school so that teachers are clear on the skills which require greatest emphasis. Assessment procedures are rigorous in the early years and the learning of the basic skills of the subject are followed well. This enables teachers in Key Stage 1 to set group work that meets the differing needs of pupils. The higher-level skills in reading and writing are not analysed and assessed sufficiently. This, combined with the unprioritised scheme of work, leads to individual teachers following their own system, which means certain areas are repeated too often, such as descriptive words, and expectations are too low in other areas, such as punctuation in Key Stage 2.
103. Book resources available are inadequate in quantity and range and this is reducing opportunities for learning, particularly in Key Stage 2. The school library, although now newly located, contains insufficient stock, as at the time of the last inspection. The frequently locked doors do not enable pupils' ease of use. Little time is given to independent research in other subjects, such as geography, to extend literacy skills further. Information technology is used inconsistently and insufficiently to extend subject skills.

MATHEMATICS

104. In the national tests for seven year olds in 1999, results indicated that standards

were:

- above the national average; and
- well above average compared to schools of a similar background.

Results have improved steadily since the last inspection.

105. In the national tests for 11 year olds in 1999, pupils' results indicate that standards were:

- below the national average; and
- below the average for similar schools.

Although these results showed some improvement on those of the previous year, they remained lower average because the proportion reaching higher levels than expected for their age was less than average.

106. Observation of lessons, scrutiny of work and discussion with pupils during the inspection indicates that attainment is above average at the end of Key Stage 1, and broadly average at the end of Key Stage 2.

107. Overall, pupils achieve well in Key Stage 1. For most five year olds, mathematical skills are average. In Year 1, emphasis on developing pupils' understanding of basic number concepts, and applying them, builds up confidence. By the end of the key stage, pupils of all abilities are recording their work at an appropriate level in relation to their earlier attainment. Higher-attaining pupils are perceptive in their approach to simple problem solving and make good progress. The impact of the implementation of the National Numeracy Strategy shows in the pupils' quicker response in mental mathematics, particularly in Year 2.

108. Achievement in Key Stage 2 varies between the classes. Pupils achieve well in Years 4 and 6. In these years there is evidence of good progression in the standards of work of all pupils over the current year. This is not so in Year 5 - pupils are not being provided with sufficiently challenging work and overall standards have not progressed enough since last September. The highest-attaining pupils in particular are working well below their capacity. The faster pace of pupils' learning in Years 4 and 6 is directly linked to more effective teaching strategies. Pupils with special educational needs make satisfactory progress towards targets in their individual education plans. Good use is made of the small amount of support available from classroom assistants.

109. By the end of Key Stage 1, most pupils use mental recall satisfactorily for simple addition and subtraction, recognise sequences and order numbers to 100. Many understand place values beyond this. Attainment in shape, space and measure is satisfactory, although information technology is rarely used to complement the work. There are missed opportunities here. The school has adopted the National Numeracy Strategy to underpin the teaching of mathematics but, as yet, it is not fully effective because teachers have not had sufficient opportunities to share ideas and expertise. Where the three-part lesson is being used well, teachers clearly target the whole range of mental, investigative and recording skills and provide challenging work for the whole ability range. It is in these lessons that pupils comment on their enjoyment of mathematics and its 'fun'. By the end of Key Stage 2, most pupils satisfactorily apply computational skills to problem solving, although initially some find difficulty in translating a problem in words to its numerical equivalent. It is this aspect of more complex questioning that limits higher attainment. The school has identified this and in promoting after-school 'booster' homework clubs is providing good opportunities for pupils in Year 6 to consolidate understanding and extend learning

beyond the parameters of normal classroom activities.

110. Pupils' attitudes are generally good. Most are keen to learn and they respond well in lessons when they know what is expected of them. Pupils demonstrate initiative in investigative work, for example in the Year 4 lesson in which they investigated whether the numbers below 20 were 'polite' or 'impolite'. The highest-attaining pupils worked fast and revisited earlier sections as they saw patterns unfolding. The excitement and desire to continue beyond the lesson span was a pleasure to see. The school is disadvantaged to some extent by the lack of textbooks. Pupils generally work from worksheets which, although of good quality, do not provide pupils with points of reference to past work. Neither do they foster a real appreciation of the inter-relationship between the different aspects of ongoing mathematical studies. This factor is recognised and there are plans to provide relevant, up-to-date texts in the imminent future. Throughout the school the presentation of written work is variable. It reflects the teachers' expectations. At best, it is good and pupils show that they have taken note of comments suggesting how they can improve. In contrast, there are examples of pupils having little pride in their work. There is then little sense of urgency and work is left unfinished. Pupils would benefit from the teachers' use of a whole-school assessment system to facilitate the tracking of progress on a regular basis throughout the year. At present, underachievement is not being identified early enough and so pupils do not know what they need to do to improve. The homework system appears to work well for those pupils who return work regularly. It encourages independence and provides good opportunities for pupils to trial answers before seeking help from the teacher.
111. Numeracy skills are satisfactorily incorporated into other areas of the curriculum. Pupils are becoming increasingly familiar with the idea of applying mental strategies to work out numerical operations and know when the use of calculators is more appropriate. Other mathematical skills, such as the interpretation of graphs and data handling are used well in subjects such as geography and science. Pupils are well aware of the importance of accurate measurement in everyday life. This was highlighted in a physical education lesson when pupils compared their standards in the long jump.
112. The quality of teaching is satisfactory overall in both key stages. Teaching was good or better in just under half of the lessons observed. It was very good in one lesson in each of the key stages. There was a small element of unsatisfactory teaching in Key Stage 2. Characteristics of the good teaching include the use of flexible teaching strategies to support the needs of different groups of pupils, and work which challenges pupils at their particular level of understanding. It also builds on pupils' prior knowledge, allowing for a short period of reflection and practice before moving on. A good example of this was in Year 6 where, over the course of the inspection week, pupils reached varying degrees of understanding of percentages based on their initial knowledge of equivalent fractions. Another significant feature of the very good teaching was the stimulating classroom environment. Mathematical displays were challenging, eye-catching and personalised to attract pupils' attention. Consequently pupils talked about them during their leisure time and bounced ideas about as to how the problems might be tackled. The features of the good lessons, all of which contributed significantly to higher levels of progress for individual pupils, need to be shared and practised more widely. Where teaching was unsatisfactory, work was unchallenging and repetitious. Exercises were time filling and started at too low a level for many pupils. As a result, pupils were demotivated and unambitious. The quality of teaching in Key Stage 1 has improved since the last inspection when

there was a small element of unsatisfactory teaching. In Key Stage 2, teaching is more variable than at that time. It was then satisfactory and sometimes good. In the vast majority of lessons, it is now mainly satisfactory or better, sometimes very good but, at others, unsatisfactory.

113. The school is in the early stages of phasing in the National Numeracy Strategy. The monitoring of teaching and pupils' progress is not yet rigorous enough to ensure that every pupil achieves appropriately as the year progresses. Consequently, teachers' planning is not as well informed as it might be and higher-attaining pupils in particular are not sufficiently challenged. There is good capacity for further improvement in standards, especially in Key Stage 2, through the sharing of the best teaching practices and the development of whole-school assessment procedures to provide targets for individual pupils. In addition, information technology could usefully be integrated into lesson plans.

SCIENCE

114. In the 1999 teacher assessments at the end of Key Stage 1, results indicated that standards were:

- above the national average;
- well above the average for similar schools.

This indicates a considerable improvement since the last inspection, and is due to improvements in teaching, combined with increased opportunities for practical and investigative work. Inspection evidence indicates that currently, attainment for seven year olds is above average.

115. In the 1999 national tests at the end of Key Stage 2, results were:

- well below the national average; and
- well below the average for similar schools.

This shows a steady decline since the last inspection. Inspection evidence indicates that recent improvements, such as the introduction of the nationally produced scheme of work and the provision of after-school 'booster' classes, have halted this trend. Standards have begun to improve although still below average overall at the end of the key stage.

116. By the end of Key Stage 1, pupils have a good understanding of different food groups and healthy eating. They know that there is a difference between medicines prescribed to make them better and drugs which are harmful. Good scientific practices are established in conducting experiments: for example, in comparing the friction created by different materials and recording results systematically. They know about the life cycle of plants and careful questioning by the teacher led pupils in Year 2 to exclaim, when looking at seeds and plants, that things 'go on forever'. Scientific vocabulary is understood through listening well to the teacher using the correct terms such as *germination* and through looking up words in the dictionary. They know that forces make things move or stop, and that magnets have different effects on different materials.

117. By the end of Key Stage 2, pupils have a sound understanding of features common to all living things. They conduct class experiments to test the strength of various magnets, understanding the meaning of a fair test, and record their results in tabular form, using the information to draw scientific conclusions. However, there are insufficient opportunities for pupils to follow their own lines of enquiry and investigation and this reduces the achievements of higher-attaining pupils in particular. Pupils know that matter exists as solids, liquids or gases and the changes caused by freezing or heating water. They have a sound understanding of the effects of different forces such as gravity, magnets and friction. Experiments are conducted to investigate factors that affect the brightness of a bulb in a circuit. Pupils understand how much modern living depends on electricity and that safety is paramount in this. Their knowledge is re-enforced through regular quickfire tests at the start of each lesson. However, the new scheme of work is a recent introduction and will take time to raise standards throughout the school. At this stage, knowledge and understanding in the subject are improving but not fully extended by the end of Year 6.

118. Pupils in Key Stage 1, including those with special educational needs, achieve well in acquiring scientific skills and knowledge through regular opportunities for learning through experimenting and investigation. Pupils in Year 1 learn about the requirements for making things grow and observe the effects of water and light on

their bean plants and keep a careful diary of how they grow. They learn that we get light from the sun and observe the shadows created, and examine how a camera works. Clothes needed in hot and cold weather are compared and pupils begin to develop an understanding of differing materials.

119. Achievement is less successful, overall, in Key Stage 2, though the introduction of the new scheme of work is providing for better progression than has hitherto been the case. Learning is at least satisfactory for all pupils, including those with special educational needs, when lessons are well prepared, with a suitable level of challenge to meet the differing needs of all pupils: for example, when pupils in Year 3 devised an experiment using dyes to see how water travels through a plant, and pupils in Year 4 examined the habitats of different minibeasts in and around the school. However, learning is poor in Year 5 due to a lack of stimulating activities and weak class management. Learning is enhanced for older pupils by the introduction of after-school 'booster' classes, aimed at improving pupils' results in the statutory tests.
120. In Key Stage 1, pupils' attitudes to learning are very good. Pupils respond well to the high expectations of the teachers and to the interesting range of activities provided. They listen well to both the teacher and each other. They are eager to offer answers and then to get on with the task. In Key Stage 2, pupils' attitudes vary depending on the appropriateness of the tasks set and on the management skills of the teacher. When lessons are interesting, pupils respond well and are eager to participate in activities and discussions. They are keen to offer suggestions and are enthusiastic when faced with a challenge, devising ways in which they can test the strength of different magnets, for example. The after-school classes are well attended, showing a good level of interest and commitment.
121. Teaching is satisfactory overall, but varies between the key stages. Teaching is good in Key Stage 1 and this shows an improvement since the last inspection due to a more practical approach to the subject. Teaching is sound overall in Key Stage 2, but varies from good to unsatisfactory. Lessons are generally well planned and start with a clear introduction to make pupils well aware of what they are expected to do. In the good lessons, there is a suitable emphasis on learning through investigation. In the one unsatisfactory lesson observed, the learning lacked an appropriate challenge and class management was weak. In Key Stage 1, there is a good structure to lessons, and clear explanations enable pupils to move quickly from the carpet to get on with their tasks. Work is well matched to pupils' previous learning and the good pace to lessons and the high expectations of the teacher enhance learning. The classroom assistant provides effective support to those pupils with special educational needs, enabling good progress. In Key Stage 2, frequent use is made of correct scientific language and emphasis is placed on the importance of clear recording of results. Good questioning skills at the start of a new topic enable pupils to recall previous learning. Assessments take place at the end of each topic but the information is not sufficiently used when planning the next stage of learning for individuals. Whilst pupils are given opportunities to experiment, the investigations are often devised by the teacher and do not give pupils the chance to test their own hypotheses.
122. Although a new scheme of work has been introduced, addressing a weakness identified in the last inspection, it has not yet been decided which experiments will be used in different year groups and is at present leading to some duplication. For instance, pupils in Years 1 and 3 both look at the way water travels through plants using dyes, although the older pupils set up tests more independently. This duplication is not a significant issue at present due to the new scheme of work, but

needs resolving for future year groups to expand the pupils' range of knowledge and understanding in the subject. The scheme of work is not yet fully balanced for example, there is less work planned for the study of materials and their properties than for other areas of the curriculum. Pupils take the optional national assessment tests in Years 4 and 5, and an analysis of the results provides a useful basis for work in after-school clubs. Whilst individual teachers conduct assessments at the end of each topic, there is no co-ordinated whole-school approach to assessment or record keeping to monitor achievement and provide a clear basis for improving pupils' progress. The role of the co-ordinator is underdeveloped, and planning for teaching is not overseen nor are teaching and learning systematically monitored in lessons. This means that the inconsistencies in the quality of teaching are not being addressed, and pupils in some classes are making less progress.

123. Pupils' numeracy skills are well used to enhance learning in the subject, for instance in measuring plant growth and compiling graphs. Information technology is insufficiently incorporated into the subject. Little research is planned to extend reading skills within the subject, but records of experiments enable useful practice of writing skills.

ART

124. Due to timetable arrangements, only one lesson was observed during the course of the inspection and this was in Year 6. Judgements are based on a limited quantity of pupils' work available within displays; discussions with staff and pupils; and a review of teachers' planning. This evidence indicates that although an adequate range of work from other artists is studied and pupils develop their skills to a broadly satisfactory level, using a suitable range of techniques, their work is not fully and sequentially developed through the different year groups in the school. This limits the standard of achievement in the subject.
125. The work of artists, such as Klee, Picasso and Van Gogh, provides a suitable focus for simple abstract and observational flower drawing work in Key Stage 1 and three-dimensional work in clay is planned for Year 2 in the summer term. Drawings improve in detail but a narrow range of media is used. In Key Stage 2, pupils in Year 3 produced satisfactory examples of crayon drawings, based on the work of Lowry. In Year 4, pupils worked on paintings, based on the contrasting styles of Turner and Hockney. Results demonstrate good control of paint and close observation of the artist's work. However, the pupils' skills were extended further; for example, through using Hockney's style in producing their observational work. Colour mixing in paint at rather a simple level for the pupils' age was on display in Year 5, with no evidence of the activity being extended into more complex work. It does not demonstrate progress from the skills utilised in Year 3 colour blends in collage or the painting work already described in Year 4. In Year 6, pupils have linked artwork to the history topic and studied Celtic patterns. In the lesson observed, Year 6 pupils mixed primary colours, more skilfully than in Year 5, but with no plans in place to use this skill within a work of art.
126. In the one lesson observed, the quality of teaching was broadly satisfactory, although the lesson was not set into a satisfactory sequence of learning. A review of teachers' plans indicates that although activities are identified for each year group, teachers and their pupils do not have the benefit of a structured scheme of work, clearly setting out the sequence of skill development for each age group. Work does not build systematically on previous learning, which reduces standards of achievement.

Skills, such as colour mixing, are taught without a clear understanding of what has been taught in previous years or how the skill will be developed in future work. The school does not maintain a portfolio of samples of work to guide teachers' judgements on standards.

127. The last inspection reported that the subject was not being covered in sufficient depth and indicated that there was a need to put a greater emphasis on the work of other artists and crafts people. Although the study of famous artists has been extended to a satisfactory level, the reported necessity for a structured scheme of work to ensure systematic development has not been achieved and the problem with depth of learning and continuity remains. There is no evidence of the utilisation of the use of computer generated artwork.
128. Since the last inspection, the focus of the school has been the development the national strategies of literacy and numeracy and this work has understandably detracted from further developments in the art curriculum. In Year 4, however, a study of the biographical details of David Hockney has successfully utilised literacy skills within the subject.

DESIGN AND TECHNOLOGY

129. It was possible to observe only one lesson in Key Stage 1 during the course of the inspection and no lessons were observed in Key Stage 2. Judgements are based on a review of pupils' work and discussions with teachers and pupils. This indicates that pupils are working at a level appropriate for their age in both key stages, maintaining the satisfactory standards observed in the last inspection.
130. Satisfactory progress is made in both key stages. Pupils in Year 1 develop their designing skills as they carefully observe a variety of gates before designing and making their own, using lollipop sticks or construction straws. Having designed and made a garden in a tray, pupils in Year 2 evaluate their work in order to improve it, one girl deciding that next time she would plant seeds and not put so many shells in her garden. Pupils use a range of construction toys to develop an understanding of nuts and bolts and also the function of axles on vehicles. Year 2 looked carefully at the design of Stephenson's 'Rocket' within their history project.
131. Pupils in Year 3 develop an understanding of levers and pivots as they take apart a pair of scissors and relate the mechanism to the working of the nearby swing bridge. Pupils in Year 4 decide to improve their environment and cut the cost of heating bills as they design and make draught excluders and, in relation to their science topic, they are co-operating in groups to design and make a board game based on animal habitats. Year 6 have an annual challenge in the summer term. This year they are to design a new garden for the school and have already surveyed the available bare patch before sketching their initial thoughts.
132. Pupils display good attitudes and are proud of the work on display. In the lesson observed, pupils persevered well in the face of considerable difficulties when gluing lollipop sticks together.
133. It is not possible to make a clear judgement on teaching but planning indicates that there is an effective structure to lessons, providing opportunities to design, make and evaluate work. This is an improvement since the last inspection when there was a lack of opportunities for pupils to design and evaluate their work.

134. The last inspection reported the necessity for a scheme of work to provide more balanced coverage and ensure systematic development. A new scheme, based on national guidelines, is to be implemented fully in September, though staff have been using some elements to provide ideas in the current year. The subject makes a useful contribution to numeracy through opportunities for careful measuring. Computers are not used to support the subject.

GEOGRAPHY

135. It was not possible to see any lessons during the inspection, as much of the work is timetabled for later in the year. Judgements are based on a review of pupils' work; displays; and discussions with staff and pupils.
136. In Key Stage 1, pupils satisfactorily learn the rudiments of mapping procedures and recording of weather phenomenon. Standards of work and achievement are about average for pupils of this age bearing in mind their starting points. In Key Stage 2, satisfactory learning continues, with the topics covered in earlier years studied in greater depth. Pupils explore the relevance of water systems and gain an understanding of the reasons for the development of settlements along waterways. This ultimately leads to a reasonable appreciation of industrial development and transport systems. By the time pupils leave the school, they have a satisfactory understanding of basic geographical skills but the relatively small amount of time devoted to the subject restricts learning beyond these boundaries. Most of the work is on worksheets, which provide too few opportunities for extended writing.
137. The quality of the small amount of work seen, together with teachers' planning, indicates that teaching in the subject is satisfactory overall. However, the lack of a scheme of work is detrimental and there is little evidence of attention to the progressive development of skills over the years. The subject has progressed little since the previous inspection.

HISTORY

138. The standard of work seen in both key stages was of a higher quality than is seen in many schools. This is due to keen and enthusiastic teaching, which inculcates in pupils a feel for the past and an awareness of its influence on the present. Throughout the school, pupils achieve well in relation to their starting points.
139. By the end of Key Stage 1, pupils are beginning to understand the importance of the sequencing of events. They come to realise that factual knowledge sometimes needs interpreting in the light of other events before predictions can be made. For example, pupils in Year 2 suggested why dense housing and narrow streets might have contributed to the rapid spread of the Great Fire of London. Pupils demonstrated an ability to remember and transfer previous knowledge. A significant number of them appreciated the meaning of an eye-witness account and, at a simple level, compared evidence from different sources such as paintings and diaries.
140. In Key Stage 2, pupils build on their knowledge through more detailed studies based on an analysis of evidence from primary and secondary sources. Their enjoyment of the subject is clearly evident from the level of discussion and the manner in which they approach subsequent work. An interesting approach in one lesson was based on a piece of detective work:– who left an empty milk bottle in the classroom and a footprint on a piece of paper that appeared to have fallen from a display? Pupils were quick to attribute blame to others in the school until the teacher pointed out that he had set up the situation, thus reinforcing the point that evidence in itself is not always conclusive and can be misleading. By the time the pupils leave school, they have a good appreciation of the relevance of chronology. They think through situations logically and satisfactorily base discussion and predictions on known facts. Overall, the quality of oral work is higher than that of written work although the latter is satisfactory.

141. Teaching is good in both key stages. This is mainly due to the teachers' good subject knowledge and prior search for good quality resources, both material and human. Typical examples are the superb artefacts used in a Year 3 lesson on life in Victorian times, and interrogation of senior members of the local community in the 'Anti-Rust' project. Pupils in Year 6 have benefited significantly from the latter because they have been directly involved in the preparatory work. In providing opportunities to learn first hand about life post-1930, the school has cross-linked generations and promoted useful dialogue. Pupils themselves commented how this had helped them to better understand people's feelings about past events. The good relationships between pupils and teachers in lessons in the subject create a positive learning environment in which pupils develop confidence and behave well.
142. The pupils' levels of achievement in the subject have risen since the last inspection due to a more varied approach based on good evaluation of historical facts. The work in history is heavily dependent on individual teacher's perception of curriculum content for the age group. At present there is no overview of the curriculum and there is no scheme of work to ensure progression year on year. This is an area for development.

INFORMATION TECHNOLOGY

143. Pupils' attainment at the end of both key stages is well below standards that are expected nationally and progress is poor.
144. There was no opportunity to see any direct teaching of the subject during the inspection because it is not taught on the timetable as a specific subject nor is it regularly integrated into other areas of the curriculum. Evidence is therefore based on a review of pupils' past work and discussions with pupils and teachers.
145. At the end of Key Stage 1, pupils can operate the computer keyboard and control the 'mouse'. Within a word processing program, they can insert capital letters, full stops and exclamation marks but they are unable to print out their own work. They do not have the opportunity to enter or store information for future use, or to explore different situations using a computer model.
146. At the end of Key Stage 2, although a small number of pupils can access a publishing program to design a thank you card, and choose confidently from the menus and sub-menus to move and enlarge pictures, many others are over reliant on help from friends to achieve success. The computer is used by some pupils to design posters and produce notices for display work and older pupils print their work. Computer technology is not included on a regular basis in other subjects of the curriculum: for instance, for generating graphs in mathematics or science. Pupils have little knowledge of how to utilise the computer to monitor processes or physical conditions and are not sufficiently aware of the way in which computer technology contributes to our understanding of processes through electronic models and simulations. There are limited opportunities for pupils to explore patterns and relationships, and make predictions about the consequences of decision making. Pupils know that computers are used in offices and to control aeroplanes, ships and weapon systems. A small number of appointed librarians in Year 6 operate the school's computerised library catalogue system with ease.

147. The good progress made by the children under five in developing their computer skills is built upon in the Reception class through regular practice with number programs, interactive reading programs and in programming the robot-toy. However, this good progress is not maintained to a satisfactory level through the rest of the school. Opportunities for developing computer skills are extremely limited and progress is poor overall. There are occasional instances of pupils completing computer projects. Pupils in Year 5 worked with the headteacher to complete a useful mini-project on egg design, incorporating a digital camera, entering data on graphs and designing a questionnaire. Number programs are sometimes included in mathematics lessons in Year 1 and Year 4, and pupils in Year 3 worked with the word processor to produce a book of prayers as a leaving present for the vicar, as well as to label their timeline in history. Some older pupils use their home computers when writing thank you letters to the local 'Anti-rust club'. There are only occasional examples of word processing throughout the school.
148. When pupils are given opportunities to work on the computer, they co-operate well in pairs and show great interest. This was evident when two older pupils demonstrated their computer skills to the inspector, and engaged in purposeful discussion about the comparative merits of the design of their thank-you cards.
149. As no teaching was observed during the course of the inspection, no judgement can be made on its quality. However, the lack of teaching indicates an unsatisfactory situation, and discussions suggest that teachers generally lack confidence in the subject. Planning lacks clarity and effective management, and the subject is not timetabled specifically nor integrated into the plans for other curriculum areas. Machines in the classrooms are switched off for a large proportion of the time available for learning. Since the last inspection, when the quality of teaching was judged to be satisfactory in both key stages, standards of teaching have reduced significantly. There is no clear explanation for the change.
150. The subject currently has no co-ordinator and is being managed by the headteacher on a temporary basis. There is a policy document that includes brief guidelines for each year group, with suggestions for software related to the Programmes of Study. However, there is no clear and comprehensive scheme of work to provide support and guidance for staff or to ensure continuous progress in learning through the school. The resources available are sufficient to meet the needs of the National Curriculum but are seriously underused. The school will receive funding from the National Grid for Learning in the coming year to update and extend its provision. Inspection evidence indicates that staff training and the introduction of a useful scheme of work are urgent requirements in order to utilise effectively these new resources. The curriculum does not meet statutory requirements.
151. Standards have fallen significantly from the average levels reported in both key stages during the last inspection, at a time when they have risen in most schools. The school is aware of this omission in the curriculum and plans are in hand to establish a computer suite within a purpose built partitioned section of one of the larger classrooms.

MUSIC

152. A limited range of skills was observed, but on the evidence available, attainment is at least average overall by the end of both key stages, and attainment in singing is well above average. The high standards noted in the last inspection have been

maintained.

153. Emphasis is given to the enjoyment and teaching of singing throughout the school, and the quality of the pupils' skills, demonstrated in key stage gatherings, school assemblies and the after-school choir reaches a very high standard of performance. Pupils in Key Stage 1 listen well, accompany the piano and percussion instruments tunefully, rhythmically and with great enjoyment. Those selected to play the instruments show a good awareness of beat and tempo. Pupils in Key Stage 2 present a powerful performance, showing an understanding of a wide range of singing styles as they present a varied repertoire of songs they know well. Their diction is accurate and they show a good awareness of phrasing, and demonstrating sensitivity for the mood of the song. Their rendition of 'Dublin's Fair City' is polished and spellbinding. Rounds in two parts, such as 'Frere Jacques', are enjoyed and sung well. The Key Stage 2 choir reaches a high level of expertise and enthusiasm in performance. Subject vocabulary is developing well: for example, pupils in Year 3 understand *crotchet*, *stave* and *treble clef*. The composition skills of pupils were not observed. Teachers' planning indicates that these are taught, but without the regularity and frequency of singing. Pupils in Year 6 worked with a music tutor earlier in the year to extend their skills. Composition is an area for further development in the subject. Music is played daily as pupils assemble in the hall and the composer is identified. There are opportunities for pupils in Key Stage 2 to extend their subject skills through learning to play the recorder and the violin.
154. The quality of teaching in the three lessons observed was good overall, but varied between satisfactory and very good. All lessons were led by the music co-ordinator. The evidence of pupils' achievement and teachers' planning suggest that singing is taught very well, but in other aspects of the subject, teaching is satisfactory. Three lessons were observed and two were held in key stage groups for the teaching of singing and percussion accompaniment to voices. In one of these lessons, where learning objectives were clear and pupils' achievement was extended significantly through the lesson, the quality of teaching was very good. The other lesson, which included a very large gathering of the four Key Stage 2 classes, was less successful. Although satisfactory, overall, as a revue of known songs, the performance missed opportunities to build to extend the pupils' learning, albeit at a high level. The size of the group meant that discipline needed constant review, which reduced the quality of the atmosphere in the lesson. Also, the wide age range present meant that the older pupils were sometimes singing songs in which the interest level was young for their age, such as 'The animals went in two by two'. However, the gathering provided a good opportunity for pupils to experience singing within a large and successful choir. The third lesson observed was also of satisfactory quality. Clear learning objectives were set and carried out, but too much time was spent on the direct teaching element of the lesson, which left no time for the pupils to practise skills independently. Instruments were laid out but, much to the pupils' disappointment, these were never used. The time made available was not effectively utilised due to the slow pace of the lesson.
155. The subject co-ordinator is a music specialist and her expertise is shared throughout the school without detriment to her own class. She is able to achieve a successful overview of pupils' singing and percussion accompaniment skills. A recently revised policy document provides useful guidelines for teaching within each year group. The co-ordinator gives freely of her time to extend pupils' skills to a high level within the recorder club and choir practice. The range of percussion instruments available for use is limited and includes few examples from other cultures. However,

performances by the choir are used as fund-raising events to increase the school's stock of instruments. The subject effectively supports pupils' spiritual, social and cultural development, and literacy skills are extended when singing is accompanied by the words of the song presented on the overhead projector.

156. The good standards reported in the last inspection have been successfully maintained, but the lack of balance in the subject with regard to the development of pupils' composition skills has not been resolved.

PHYSICAL EDUCATION

157. Pupils in Key Stage 1 work at a level appropriate for their age and in Key Stage 2, pupils achieve a higher level than is usual, with 95 per cent able to swim before they leave school.
158. Achievement is sound in Key Stage 1. Pupils in Year 1 learn the importance of warming up before vigorous exercise and develop a sense of space as they move around the hall in time to the music. They can do giant steps, make different shapes using their arms, and mime the actions of a variety of animals. Pupils in Year 2 develop this range of movements further, curling and stretching well and holding a shape for an increasing amount of time. They interpret music with increasing imagination and link their movements together in a simple sequence.
159. Progress accelerates in Key Stage 2, supported by the extensive range of sports on offer in after-school clubs. Pupils make good progress, overall, in lessons through the clear instructions and support of the teaching, which encourages them to strive to improve their own performance. This was observed in a games lesson in Year 4, when pupils attempted to increase the distance of their second long jump, and learn the effect that vigorous exercise has on their heart. Pupils in Year 5 develop their ball control skills, with all pupils practising how to throw, catch and kick the ball accurately. In Year 6, pupils extend their repertoire of movements in a dance lesson, by devising a sequence of movements in groups, using all six dimensions in space. Older pupils achieve a high standard in individual and team sports, achieving considerable success when representing the school in swimming, football, netball and athletics. They also have opportunities to take part in outdoor pursuits, both locally and on a residential visit.
160. The pupils' good attitudes to their work enhance their performance. They generally listen well to instructions and try to do their best. The subject makes a very good contribution to their personal development. Pupils in Year 2 work sensibly with a partner, and in a relay race in Year 4, each pupil tried hard for their team and there was no trace of irritation with less agile classmates. They co-operate well in team sports, in lessons and in competitions and other members of the school contribute by giving their time to support their teams.
161. The quality of teaching in the lessons observed was satisfactory overall throughout the school, with examples of good practice seen in both key stages. All lessons observed had a suitable structure, starting with a warm up activity before vigorous exercise and ending with the time to cool down. Most teachers are appropriately dressed and set a similar standard for their pupils. In the best lessons, teachers give clear instructions and use pupils' achievements well to demonstrate good practice. It is a key feature of the teaching in Key Stage 2 that staff have a strong commitment to the importance of pupils' participation and give their time generously after school to coach pupils and to supervise matches and competitions. This has a positive effect on pupils' achievement and enjoyment.
162. The subject is well led by a knowledgeable and enthusiastic co-ordinator with a strong commitment to the value of physical education. The policy has recently been updated and together with material from a variety of commercial schemes this provides suitable guidance for teachers. Good use is made of the rather cramped accommodation, and resources are satisfactory. Standards have been maintained at a satisfactory level in Key Stage 1 and a good level in Key Stage 2 since the last

inspection.

RELIGIOUS EDUCATION

163. Standards of work at the end of both key stages meet the requirements of the locally agreed syllabus. The subject makes a significant contribution to the pupils' spiritual, moral, social and cultural development, as is clearly evident in their positive response in lessons and assemblies. A range of pertinent questions and issues are carefully considered and pupils are given many opportunities for reflection and thought.
164. In Key Stage 1, religious education is linked successfully to key stage assemblies, which are then followed with work in class. In both key stages, pupils satisfactorily learn to relate moral and social issues emanating from bible stories to their everyday life. In Key Stage 2, pupils compare Christianity with other world religions such as Judaism, Buddhism, Hinduism and Islam. They begin to understand the significance of faiths, rituals, symbols and special places for worship, and the similarities and differences between the major world religions. Pupils develop an understanding of and respect for the beliefs of others. By the end of the key stage, pupils examine material critically and make reasonable judgements based on the evidence. Overall, pupils' achievement and learning show satisfactory progression throughout the school. They are directly related to teachers' commitment and the sincerity with which they present unprejudiced opinions.
165. No teaching was observed in Key Stage 1. The quality of teaching observed in Key Stage 2 was satisfactory overall, with some good features. Teaching is firmly rooted in the scheme of work and there is good correlation with the assembly themes, which helps to extend achievement. This was demonstrated during the inspection when two year groups worked on the bible story of the loaves and fishes. The emphasis in each class varied but both related well to the assembly and provided different viewpoints. For example, the Year 4 class focused on the plight of the needy in the world, whereas, in Year 5, the focus was on writing and how its style could influence the readers' opinions. The highest-attaining pupils made a good attempt at writing in journalistic style. In Year 3, a useful series of lessons was based on Judaism, helping pupils to understand beliefs and customs well, and included practical learning experiences. Each pupil made a 'mezuzah' containing a prayer, which then hung by the classroom door, to be touched as a reminder of the hopes within.
166. The curriculum for the subject has recently changed. In its new format it provides a broad experience of diverse religions. Teachers have worked hard to familiarise themselves with the new syllabus and they are well supported by the subject co-ordinator who is trained in the new guidelines. The school has made satisfactory progress in this subject since the previous inspection and the interest of staff in the subject provides a good capacity for further improvement.