

INSPECTION REPORT

**ST PETER'S CHURCH OF ENGLAND
PRIMARY SCHOOL**

Bury

LEA area: Bury

Unique reference number: 105321

Headteacher: Ms J Scholes

Reporting inspector: Mr P Edwards
21069

Dates of inspection: 21st – 24th May 2001

Inspection number: 192210

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Whitefield Road Bury Lancashire
Postcode:	BL9 9PW
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr G. Preston
Date of previous inspection:	18 th February 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21069	Mr P Edwards	Registered inspector	Information and communication technology, Design and technology English as an additional language	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed?
31729	Mr B Harrington	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
21265	Ms F Gander	Team inspector	The Foundation Stage, Science	
20301	Mr P Isherwood	Team inspector	Religious education Art Music Special educational needs	
3227	Mr D Hughes	Team inspector	English History	How good are the curricular and other opportunities offered to the pupils?
22556	Mr E Morgan	Team inspector	Mathematics Geography Physical education Equal opportunities	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Peter's Church of England Primary School is situated on the Redvales Estate, approximately one mile south west of Bury town centre. Most pupils come from the surrounding area and their attainment on entry is broadly average. There are 236 pupils on roll, and 48 children who attend the Nursery on a part time basis. The school is bigger than the average sized primary school. Most pupils are from white ethnic backgrounds and approximately 12 per cent from Pakistani and Bangladeshi backgrounds. The percentage of pupils speaking English as an additional language (14 per cent) is high. However, no pupils are at an early stage of learning English and none require additional support. The percentage of pupils eligible for free school meals (17 per cent) is broadly average. There are 59 pupils (25 percent) on the school's special educational needs register and this is broadly in line with the national average. There are seven pupils with statements of special educational need. This is higher than average.

HOW GOOD THE SCHOOL IS

The school is very effective and gives very good value for money. Throughout the school, the pupils make good progress in English and mathematics and, by the end of Key Stage 2, standards in English are above average and well above average in mathematics. The pupils have good attitudes towards school and are keen to learn. Teaching is good throughout the school and very good for children in the Foundation Stage. The provision for those pupils with special educational needs is very good and enables them to make good progress towards the targets in their individual education plans. The provision for the spiritual, moral and social development of the pupils is very good as are the procedures for assessing the pupils' progress. The headteacher provides very good leadership, giving a clear direction for the school.

What the school does well

- Teaching in the Foundation Stage is very good and it is good throughout the rest of the school.
- The curriculum for the pupils in the Nursery is excellent.
- The pupils have good attitudes to work, enjoy coming to school and behave well.
- The headteacher and senior staff provide very good leadership and the school is well managed.
- Pupils' attain high standards in English and mathematics at the end of Key Stage 2.
- The pupils achieve good standards in RE throughout the school.
- The provision for the pupils' spiritual, moral and social development is very good and the school's Christian ethos is demonstrated through the very caring relationships.
- Pupils with special educational needs are provided with very good support and make good progress.
- Procedures for assessing the pupils' progress in English, mathematics and science are very good.
- Child protection procedures are very good.

What could be improved

- The pupils' attainment in information and communication technology.
- The pupils' achievements in science in some classes.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in February 1997 when it was found to be a good school. It has made good improvements since that time. Curriculum co-ordinators have a more influential role in managing their subjects and the needs of the higher attaining pupils are generally effectively met. The school has continued to build on the good practices that were present at the time of the last inspection. At the end of Key Stage 2, the very good standards in mathematics have been maintained and the standards of English have improved. The provision for pupils with special educational needs has improved and these pupils consistently make good progress. Teaching in the Foundation Stage is very good and the excellent provision in the Nursery ensures the children have a very good start to their education. The school has not kept pace with national initiatives in information and communication technology and consequently the pupils' attainment at the end of both key stages is below national expectations.

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
	1998	1999	2000	2000
English	A	C	B	A
mathematics	A	B	A	A
science	A	B	C	C

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

The pupils' performance in the 2000 National Curriculum tests at the end of Key Stage 2 is above average in English, well above average in mathematics and average in science. In comparison with similar schools, the school's performance is well above average in English and mathematics and average in science. The school's results between 1996 and 2000 have improved at a rate in line with the national trend.

Pupils in Key Stage 2 are achieving well. On the evidence of the inspection, the attainment of pupils in Key Stage 2 is above national expectations in English and mathematics and in line with expectations in science. The pupils in the current Year 6 class have made good progress this year. Whilst standards in science are average, there is some underachievement in the middle years due to the teachers underestimating what the pupils are capable of.

Children in the Nursery and Reception classes make very good progress overall. The excellent provision in the Nursery and very good teaching ensure that most children achieve the Early Learning Goals by the end of Reception and achieve the standards of which they are capable.

The pupils' performance in the 2000 National Curriculum test results at the end of Key Stage 1 was average in reading, well below average in writing and above average in mathematics. The same picture emerges when comparing the school with similar schools. There has been an improvement in both reading and mathematics results over the last four years and also in writing up until last year. The lower standards are due to a much higher proportion of pupils with special educational needs (30 per cent) than in other year groups.

Inspection evidence shows the pupils in the current Year 2 are attaining standards in reading, writing and mathematics that are above national expectations and that they achieve well. Again, as in Key Stage 2, there is some underachievement in science due to too low expectations.

The school has not maintained the standards in information and communication technology and the pupils' attainment is below national expectations at the end of both key stages. This is due to inadequate and insufficient computers and programs and the lack of training for the teachers. The school has rightly highlighted this as their major priority for improvement. Pupils achieve good standards in music and very good standards in religious education at the end of both key stages.

The school analyses test results and uses the information effectively to track the pupils' progress and to set targets for the end of Key Stage 2. Realistic but challenging targets have been agreed for 2001 and the inspection evidence shows that these are likely to be met.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils have positive attitudes towards school. They work hard, concentrate well and show good levels of interest.
Behaviour, in and out of classrooms	The behaviour of most pupils is good. Pupils know what is expected of them and respond in a positive manner.
Personal development and relationships	Personal development and relationships are very good. Pupils co-operate well with each other and with the staff.
Attendance	Unsatisfactory. A number of parents choose to take holidays during term time and this affects the overall level of attendance.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
55 lessons seen overall	Very good	Good	Good

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

The quality of teaching is good overall. During the inspection, the quality of teaching was excellent in 5 per cent of lessons seen, very good in 26 per cent of lessons, good in 40 per cent of lessons and satisfactory in 27 per cent of lessons. Teaching was unsatisfactory in 2 per cent of lessons. However, this related to a single lesson taught by a supply teacher and is not significant. The quality of teaching has been maintained since the previous inspection. The teaching in the Nursery is very good and occasionally excellent and this has a significant impact on the progress the children make and in developing their confidence. Overall, the teaching in the Nursery and Reception classes is very good. The teaching of English and mathematics is good in both key stages. The literacy and numeracy strategies have been implemented effectively and there are good opportunities for the pupils to use their skills in other subjects. The teaching of science is good overall, although there are variations. There is some underachievement in some years due to the teachers underestimating what the pupils can do. The teaching of information and communication technology observed during the inspection was satisfactory. However, the unsatisfactory number and quality of computers and programs, and the lack of knowledge of some teachers inhibits the pupils' learning. The teaching of pupils with special

educational needs is very good and enables them to make good progress towards the targets in their individual education plans.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is good overall. However, it is excellent in the Nursery, providing the children with a very good range of activities. The information and communication technology curriculum is unsatisfactory.
Provision for pupils with special educational needs	Very good. The pupils with special educational needs are very well supported, enabling them to make good progress.
Provision for pupils with English as an additional language	No pupils are at an early stage of learning English and no additional support is currently required.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision is made for the pupils' spiritual, moral and social development and there is good provision for their cultural development. There are clear expectations of behaviour and the very positive values promoted in assemblies and lessons help to foster spiritual, moral, social and cultural development.
How well the school cares for its pupils	Very good. The school cares very well for the pupils. Procedures for child protection are very good. The procedures for monitoring the pupils' academic performance are very good and personal development is monitored very effectively.

The school has established a good relationship with parents and there are good levels of satisfaction with the work of the school. Parents are kept well informed about their children's progress. Most parents support their children well at home through listening to them read and helping with homework.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides clear educational direction for the school and is well supported by senior staff. The leadership has engendered a very positive learning climate where all staff work co-operatively to enable the pupils to achieve well.
How well the governors fulfil their responsibilities	Good. Governors work hard and fulfil all of their responsibilities. They understand what is required of them and they work together well.
The school's evaluation of its performance	Very good. The headteacher, staff and governors carefully analyse the results of National Curriculum tests. They measure the pupils' progress as they move through the school and have a good understanding of what the school does well and what needs to improve.
The strategic use of resources	Very good. The school makes very good use of specific grants, particularly funding for pupils with special educational needs. Teachers and learning support assistants are used effectively. The school applies the principles of best value by seeking quotations for services and seeking the most cost effective options. The school gives very good value for money and has good strategies for ensuring the effectiveness of major

spending decisions.

There are a good number of appropriately qualified staff and the accommodation is spacious and well maintained. There are sufficient resources for most subjects except information and communication technology. The shortage of computers and software affects the progress the pupils make.

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 standards achieved and the progress made by their children.• The pupils' behaviour and their attitude towards school.• The good quality of teaching.• The leadership of the school.• The Christian ethos and caring nature of the school.	<ul style="list-style-type: none">• The range of out of school activities.• The amount of homework.• How closely the school works with parents.

The inspection team agrees with the positive views of the parents. There is a good range of out of school activities for the size of school and the homework provision is satisfactory. There are good opportunities for the parents to work with the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The children's attainment on entry to the Nursery is broadly average although there is a broad span of attainment. The results of baseline assessments, carried out soon after the pupils enter the Reception class, show that most children are on course to achieve the Early Learning Goals in all areas of learning. This is due to the very good teaching and the excellent provision that is available for these children.
2. The 2000 National Curriculum test results at the end of Key Stage 1 show that the pupils' attainment in reading is average and in writing is well below average. This same picture emerges when comparisons are made with similar schools. Over the last four years the test results have either been maintained or improved upon and the writing results for the Year 2000 are not indicative of the school's overall performance. Some 30 per cent of the Year 2 pupils were on the school's register of special education needs and as a result no pupils achieved the higher Level 3 in writing. Inspection findings show that the current Year 2 pupils are achieving standards that are above the national average in reading, writing and speaking and listening. Generally, the pupils of all abilities make good progress in English as they move through Key Stage 1 and achieve the standards of which they are capable.
3. The 2000 National Curriculum test results at the end of Key Stage 1 show that the pupils' attainment in mathematics is above average and above the average for similar schools. The standards have been maintained over the past three years and are better than they were in 1997. Inspection findings show that standards in mathematics are above average at the end of Key Stage 1 and that the pupils have good mental arithmetic skills. The pupils achieve good standards due to the successful implementation of the National Numeracy Strategy and the good teaching.
4. On the basis of the teachers' 2000 National Curriculum end of key stage assessments, standards in science are below average at the age of seven. However, some 30 per cent of the pupils in this year group had special education needs. Inspection findings show that standards in science are broadly average by the end of the key stage. The difference between the teacher assessments and the inspection findings is due to the different cohorts. Some younger pupils do not achieve as well as they should, due in part to there being long gaps between the teaching of certain concepts. This is the result of the school changing their scheme of work.
5. The school's 2000 National Curriculum test results at the end of Key Stage 2 in English show that standards are above the national average and well above the average for similar schools. Whilst these results are better than 1999, an analysis of results shows that standards have been maintained over the last four years. The inspection findings indicate that, by the age of eleven, the pupils' attainment is above the national average. The pupils have good speaking and listening skills that are extended well through the opportunities to participate in drama, role-play and debating activities. The school places good emphasis on the development of reading skills and the pupils achieve well in this aspect of English. Most pupils read fluently and with good levels of understanding. The pupils' writing skills are above

average by the end of Key Stage 2. They write for a wide range of purposes, including letters, reports, plays, stories and poetry. The school has made a conscious effort to improve writing skills and the good emphasis placed on this enables most pupils to achieve good standards. Standards of presentation vary from excellent to barely satisfactory in a small number of instances.

6. The school's 2000 National Curriculum test results at the end of Key Stage 2 show that standards in mathematics are well above the national average and the average for similar schools. The proportion of pupils attaining the higher Level 5 is well above the national average. These high standards have been maintained over the last four years. Inspection findings confirm that attainment is above average at the end of both key stages and that the pupils achieve very well throughout the school. Of particular note, is the very good progress of pupils in Year 3. Although a high proportion have special education needs, the quality of teaching and good support enable them to make the progress of which they are capable. In all classes, mental arithmetic skills are good, as are the pupils' computational skills and their ability to solve problems. Due to the limited number of computers and software, there are insufficient opportunities for the pupils to develop their mathematical skills using information and communication technology.
7. The school's end of Key Stage 2 National Curriculum test results in science show that standards are in line with the national average and average compared with similar schools. Whilst the proportion of pupils attaining the average Level 4 is above average and well above average for similar schools, fewer pupils than might be expected achieved the higher Level 5. Inspection evidence confirms that most pupils are attaining in line with national expectations. As with Key Stage 1, there is some underachievement in the middle years of the key stage due to staff movement, a new scheme of work and an underestimation of what the pupils are capable of achieving. This has been recognised by the school.
8. The pupils do not achieve as well as they could in information and communication technology and standards are below expectations at the end of both key stages. Staff are awaiting training in the subject and they are trying to teach the subject with insufficient and inadequate resources. The school acknowledges that this is a key area for improvement. The pupils achieve very well in religious education and by the end of both key stages have a good knowledge of different religions.
9. Attainment in art and design and music is above national expectations at the end of both key stages and the pupils achieve well. Attainment in history, geography, design and technology and physical education is in line with expectations at the end of both key stages and the pupils' achievements are satisfactory. The time allowed for subjects such as history and geography is minimal and the pupils could achieve better if more time were allocated to the subjects.
10. Pupils with special educational needs make very good progress towards the targets in their individual educational plans. Work set at the correct level and additional support and guidance ensure that pupils make good progress in lessons. Their progress in English and mathematics is particularly good. In science progress is more variable because not all teachers set work at different levels. Pupils with special educational needs have very good attitudes to their work and this has a positive effect on the progress they make. Pupils for whom English is an additional language make progress in line with their peers and achieve well. There is no significant difference in attainment between boys and girls.

11. The school analyses test results and uses this information to track the pupils' progress and to set targets for the end of Key Stage 2. Realistic but challenging targets have been agreed for 2001 and the inspection evidence indicates that these are likely to be met.

Pupils' attitudes, values and personal development

12. Pupils are keen to come to school and are, in general, enthusiastic learners. They demonstrate an interest in school life and most undertake monitoring roles within their classes or about the school. Most understand what their teachers expect of them, setting to work readily and applying themselves to the task in hand. They respond particularly well when the work is challenging and enjoy the satisfaction that accompanies the successful completion of work, sometimes expressing disappointment when the lesson comes to an end. Parents agree that their children enjoy coming to school and that the school expects pupils to work hard and to achieve their best.
13. Behaviour in and around the school is good. At play and lunchtimes, pupils organise their own ball games or play in small social groups. Older pupils are careful not to endanger younger children with rough play. During assemblies, all pupils are respectful and attentive, and appear proud to be part of the school body. In lessons, pupils generally behave well and sometimes very well. However in a few classes, pupils' self-discipline suffers when they find the subject material uninteresting or they are not suitably challenged. There have been no recent exclusions and, during the inspection, there was no evidence of oppressive behaviour. All parents consider the behaviour in school to be good.
14. Pupils' personal development is very good. From an early age pupils are taught to consider the impact of their actions on others and to be respectful of others' feelings and beliefs. Parents from differing cultural backgrounds who help in the Nursery and Reception classes provide positive role models for all the children. Throughout the school, pupils carry out monitoring duties and are encouraged to demonstrate initiative. Older pupils involved in the School Council carry out their duties with maturity and consideration. Council members are self confident and co-operative workers, and enjoy the responsibility that accompanies the role. Year 5 and Year 6 pupils are paired with younger pupils to support work in phonics and key skills. Year 6 pupils act as monitors for the Reception classes at lunch-time, ensuring lunch boxes are put away and that the younger children are escorted safely to the playground. These roles are carried out without fuss and in a responsible manner. Relationships throughout the school are very good and pupils respond to the instructions of all adults in charge. Most parents agree that the school is helping their children to become mature and responsible.
15. Attendance is unsatisfactory. During the last year the rate of attendance was 93.1 per cent, which is well below the national average. The school undertakes rigorous monitoring of attendance and with the Educational Welfare Officer pursues all absences for which no explanation is received. Despite the efforts of the school to reduce absenteeism, many parents remove their children from school during term time to take family holidays. This significantly reduces the learning opportunities available to those pupils involved, and in those classes where there are many pupils taking holidays, there is a detrimental effect upon the rest of the class when work needs to be repeated.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

16. During the inspection, the quality of teaching was excellent in five per cent of lessons seen, very good in 26 per cent of lessons, good in 40 per cent of lessons and satisfactory in 27 per cent of lessons. Teaching was unsatisfactory in two per cent of lessons. However, this related to a single lesson taught by a supply teacher and is not significant. The standard of teaching has been maintained since the previous inspection. In English and mathematics in particular, all pupils learn well throughout the school and achieve the standards of which they are capable. The pupils are hard working, show enjoyment in their lessons and respond well to the good teaching.
17. The teaching in the Foundation Stage, which consists of a Nursery class and two Reception classes, is very good overall. During the inspection some excellent teaching was seen in the Nursery. A particular strength of the Nursery provision is the excellent teamwork between the teacher and the nursery nurse. These staff have worked together for a number of years and their consistent approach ensures all children achieve the highest possible levels. The quality of teaching in the Reception classes varies although it is always at least satisfactory. There is an experienced teacher in one class who, like her colleague in the Nursery, has developed a teaching style and strategies that ensures the children are engaged and thrilled by their activities and learning. A particular strength of all teaching in the Foundation Stage is the very good relationships that are engendered between staff and children and this helps to develop the children's confidence.
18. The teachers' understanding of the age groups they teach, and of the National Curriculum, apart from information and communication technology, is good. The teachers are awaiting training in information and communication technology and this, together with limited resources, affects how well they teach this aspect of the curriculum. Overall, the teachers' planning is very thorough and they make very good use of assessment information to meet the needs of individual pupils in English, mathematics and science. The use of assessment is less well-developed in other subjects. Target setting is well developed in English and mathematics and considerable effort goes into ensuring the pupils are aware of the level at which they are working, and the targets for which they should be striving.
19. Marking is conscientiously kept up to date and teachers' comments tell pupils how to improve their work. Throughout the school, the appropriate range of teaching methods is good, and in some classes very good. There are particular strengths in the way teachers encourage discussion and the sharing of ideas and knowledge. In general, the lessons have good pace and challenge and the pupils achieve well in the majority of lessons.
20. The teaching of English is good throughout the school. The National Literacy Strategy is being implemented well in English lessons and its influence in subjects such as science, religious education, history and geography is good. Pupils in Year 2 worked very hard, producing considerable amounts of work in response to the good teaching. For example, they achieved good standards of writing in their work on 'The River of Fear' and 'The Angry Gorilla'. In Year 6, the pupils benefit from well-planned lessons with plenty of challenge and variety. In a very good Year 6 lesson, the very good planning, the sharing with the pupils of what they were expected to achieve and the enthusiastic delivery of the lesson based on poetry by Ted Hughes, encouraged most pupils to experiment with language when writing poetry. Some of

- the literacy lessons are too long and, towards the end of these sessions, the pupils lose interest and do not make the progress of which they are capable.
21. The teaching of mathematics is good in both key stages and the National Numeracy Strategy has been implemented effectively. Teachers have good subject knowledge and teach mathematics confidently. Teaching is particularly good in Year 6 where the pupils are provided with a good range of mathematical experiences. The pupils are provided with a good range of challenging activities that extends their ability to solve mathematical problems. A particular strength of most mathematics lessons is the end of session discussion that is used effectively to ensure the pupils have a clear understanding of what has been taught. Where teaching and learning are satisfactory, the pace of the lesson tends to be rather slow and the provision made for the higher attaining pupils is not sufficiently challenging. Some numeracy lessons are too long and, as a result, the pupils lose interest in the latter part of these lessons.
 22. The quality of teaching and learning in science is good overall in both key stages although there are variations between teachers. The quality of the teachers' planning and their subject knowledge is good and consistent across the school. As a result, the pupils know what they have to learn and develop positive attitudes towards the subject. However, there is some underachievement in Years 1 and 4 due to the teachers underestimating what the pupils are capable of achieving. This is due in part to the movement of staff and the adoption of a new scheme of work.
 23. The quality of teaching in the information and communication technology lessons observed during the inspection week was satisfactory. However, the pupils are capable of achieving much more and their learning is unsatisfactory. The quality of teaching is inhibited by lack of appropriate resources. There are too few computers and many of those the school has are outdated. The problems are compounded by the large class sizes, and attempted whole class lessons for information and communication technology activities are not practicable. The unsatisfactory range of software restricts what can be taught and this, compounded with the teachers' lack of recent training results in many pupils not making the progress of which they are capable.
 24. The teaching of religious education is very good throughout the school. Most lessons are taught by the headteacher and her very good subject knowledge and enthusiasm for the subject enable the pupils to achieve good standards.
 25. Teaching in art and design, geography and design and technology is good throughout the school. The teaching of physical education and history is satisfactory. There were limited opportunities to view music during the inspection but evidence from assemblies and worship through hymns and songs show singing is well taught.
 26. There is very early identification of pupils with special educational needs. Children in the Nursery and Reception classes are put on the school's special educational needs register if necessary. There are very good quality individual education plans. Almost all targets are very clear and measurable, for example being able to read a certain number of words or recognise particular letter sounds. Individual education plans are linked particularly well to the English and mathematical aspects of the National Curriculum. Teachers are very aware of the needs of the pupils and there is regular recording of the progress pupils make. In lessons, pupils with special educational needs are well supported, both by teachers and support assistants. This support ensures that these pupils make good progress in their learning. In English

and mathematics the teachers set work at different levels to ensure that pupils with special educational needs make progress in line with the rest of the class. The use of questioning and additional support in other subjects helps pupils to achieve well. When pupils are withdrawn for small group work, they receive very good quality teaching that enables them to make very good progress towards their individual targets. For example, in a session on linking 'c' and 'k', the teacher engendered confidence by reassuring and praising pupils. No additional support is required for pupils for whom English is an additional language and these pupils make gains in their learning in line with their peers.

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

27. The school provides a broad and relevant curriculum that meets the statutory requirements for all subjects of the National Curriculum including religious education. Elements of the information and communication technology programme cannot as yet be implemented as effectively as the school would like because of a lack of suitable resources. The National Literacy Strategy and the National Numeracy Strategy have both been fully adopted by the school and have been implemented very effectively. Statutory requirements are met in respect of drugs and sex education.
28. The quality and range of opportunities for learning are excellent for children in the foundation stage. These children are provided with very exciting and appropriate activities that meet their needs very effectively.
29. Provision for personal, social and health education is very good and is a strength of the school. There is a planned whole school approach to the subject that extends beyond classroom activities and includes very good opportunities for pupils to extend their personal and social development by accepting responsibilities as monitors and as members of the school's council. The pupils carry out their responsibilities with maturity and distinction. The personal, social and health education programme also embraces moral and health education topics, appropriate to all age groups with due attention paid to sex education and drug use and misuse. A healthy life style is promoted through the curriculum and provides the pupils with the knowledge and skills to make very informed and healthy choices now, and in later life.
30. Pupils are offered a very good range of extra curricular activities. In addition to a range of sports and music activities, such as choir, country dancing, dance and drama, recorders, football, netball and rounders, there is also a 'news team' club that meets each week with the Headteacher and a school council. These activities enhance what the pupils learn in lessons.
31. Pupils with special educational needs have full access to the curriculum. When they are withdrawn from lessons it is part of a well thought out programme. The provision for pupils with special educational needs is very good. Outside agencies and visiting teachers and other specialists have a very positive impact on the curriculum through their support and work with the school.
32. The school has good links with the community that it serves. The locality features in the Key Stage 1 curriculum with pupils visiting shops, the church, and the post box.

Year 5 pupils visit the old school as part of their study of the area. The vicar is a regular visitor to school. In addition to being a member of the governing body, she leads assemblies and contributes to the religious education curriculum. Pupils visit the church to study the building and to undertake some religious education studies. Older pupils have also attended the 'Bible come to life' exhibition at the parish church, and pupils regularly write for the St Peter's parish magazine. These events inform pupils of the role of the church in Christian life and in the community.

33. The religious education curriculum has been enhanced by visiting speakers and Year 5 pupils have visited the Jewish Museum in Manchester. Guides, Brownies, Rainbows, Beavers and Cubs use the school building on a weekly basis and many pupils are members of the troops. Bury Football Club has provided pupils with training in football skills. The school choir has taken part in the Young World Concert at the MEN Arena, where the pupils sang as part of a massed choir of school children and were able to share experiences with pupils from other schools.
34. There are good transition arrangements in place with the three local high schools to which pupils transfer involving visits and presentations by Year 7 teachers. Pupils from the nearest high school visit the school to perform plays. These arrangements help to ease pupils' concerns about transfer and enable them, and their parents, to make informed decisions about the choice of high school. Trainee teachers and students with associated interests are occasionally welcomed to gain practical experience, and high school pupils, who often are past pupils, visit the school for work experience.
35. The school has a programme of support activities to raise funds for charitable organisations to which pupils and their parents make significant contributions. Additionally, the school acknowledges the good work done by pupils in raising funds for local charities outside school hours. Through acts of support and charity, pupils are able to fulfil some of the Christian aims promoted by the school.
36. The school makes very good provision for pupils' spiritual, moral and social development and good provision for pupils' cultural development. The school's provision was reported to be very good at the time of the last inspection and continues to be a strength of the school. The school is a happy, caring environment where all pupils are valued as individuals and have opportunities to talk about their own experiences and feelings. Pupils show a positive self-image, which is displayed in the confidence pupils have to talk to their teachers and other adults in the school. The school radiates a Christian ethos but pupils of all backgrounds have very good opportunities to reflect on special events in their own lives. Collective worship is an integral part of school life and following one act of morning worship seen during the inspection, pupils were encouraged to reflect on a personal friendship and what it meant to them. There are good opportunities in lessons for developing the pupils' sense of awe and wonder, particularly in science lessons.
37. Pupils understand clearly the difference between right and wrong and act accordingly. Their behaviour is governed by a well-evolved moral code and whilst classroom rules are displayed, they rarely need to be imposed and pupils behave in response to their own well-developed principles of self-discipline.
38. Pupils readily accept responsibilities and often use their own initiative when taking responsibility for younger pupils. Without being prompted they will help their teacher prepare and clear away materials in the classroom. A particularly noteworthy feature

of the school is the mature attitude pupils display in their 'School Council' meetings and in their reporting back to their peers. Teachers and all adults in the school provide very good role models and their high expectations of the pupils are very largely realised. Pupils respect one another and have a clear understanding of the concepts of truth, honesty and fair play.

39. Pupils co-operate effectively in classroom activities where they interact quietly and purposefully. The strong links with the community and wider afield are further emphasised by the large number of local and national charities that are supported by the school.
40. Pupils' understanding of their own and other cultures is developed through the curriculum and other planned activities. The multi-faith approach of the religious education curriculum focuses on Christianity, Judaism and Islam, but the school further extends pupils' experiences by celebrating other important festivals such as the Chinese New Year and by inviting parents and local residents to the school to talk about their own perspectives, as when for example, local residents who lived in Israel talk about life in a Jewish community. Overall this enables pupils to gain an insight into other world cultures, faiths and beliefs. Work in art incorporates the work of famous world artists and morning assemblies are opportunities for pupils to hear work of different composers.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. The school has made very good provision for ensuring the health, safety and welfare of all its pupils. The headteacher has been nominated to deal with issues of child protection. She is supported in this role by the special education needs co-ordinator (SENCO), the governor with responsibility for child protection, the Local Education Authority health advisor and the Education Welfare Service. The headteacher and SENCO have received recent training for this aspect of the school's work, and they disseminate information to all staff through the staff handbook and the annual review of procedures.
42. The school's health and safety policy is supported by practical guidelines which are available to all staff. The parent-governor with responsibility for health and safety checks the premises each week and generates a detailed report for action by the headteacher and caretaker. The local authority has conducted a full risk assessment and the governing body is monitoring the identified hazards. The governing body receives a health and safety report, of significant detail and quality, each term against which immediate and appropriate actions are taken.
43. There is a nominated first-aider and most teaching and non-teaching staff have received training in first aid. There are very good practices in place for dealing with accidents and sickness, and for reporting incidents to parents. There are suitably stocked first aid boxes in all classrooms and the staffroom. Provision has been made for pupils with specific medical needs and appropriate staff have been trained in the use of 'epipens'.
44. The school has very good procedures in place for the educational and personal support and guidance of pupils. Younger pupils take part in regular circle time activities that enable them to discuss their concerns and to understand that other children also have needs and preferences. Very good quality class and school

assemblies provide similar opportunities for older pupils, and enable the headteacher and staff to introduce relevant subjects that have an impact upon school life. Two members of staff, one in each key stage, have special responsibility for the welfare of pupils.

45. There are very good procedures in place for promoting good behaviour, improving attendance, and for eliminating oppressive behaviour. All adults in school are involved in the promotion of positive behaviour and reward pupils for behaving and working well. Pupils value the rewards system and look forward to the weekly celebration assemblies when their achievements are recognised. The school ensures that those pupils who are routinely well-behaved and work well are recognised for their endeavours. Any unsatisfactory behaviour is recorded and followed up by senior staff. Weekly class assemblies provide opportunities for teachers and pupils to discuss any concerns, for example, Year 5 have held an assembly on controlling anger, and Year 1 have considered playground behaviour. Pupil support services are used as needed to provide strategies for the management of those pupils with behavioural problems.
46. In most classes, good quality questioning by teachers targets different groups of pupils and promotes the self-esteem of individual pupils. Pupils' have individual and group learning targets such as reading with expression for Year 2. Teachers are generally aware of pupils' needs, attention lapses and interests, and accommodate these within their lessons. In all classes, pupils' achievements are recognised and often displayed on the class notice board. A number of staff have received training in the management of pupils' behaviour, and this is an effective aspect of the school's work.
47. Progress reports are generally of good quality, and the school has already taken steps to improve the quality and quantity of information provided for parents by devising a new style of report. Very good quality records of personal achievement are maintained for all pupils and include examples of work and academic records from the time the pupil started school. Awards for personal research projects recognise the independent work carried out by older pupils. Year 6 pupils evaluate their strengths and weaknesses, in detail, each term, for most subjects, pursuits and personal aspects. They use these to set themselves targets which their teacher signs off as they are achieved.
48. The procedures for monitoring pupils' academic progress and personal development are very good. This aspect has improved substantially since the time of the last inspection. Routine informal assessment by well directed questioning by teachers in lessons consistently identifies gaps in pupils' learning and any misunderstanding in pupils' knowledge and understanding. Teachers' daily planning is well directed to produce tasks well matched to pupils' needs. Procedures for assessing the children's progress in the Nursery are excellent.
49. Very good formal assessment procedures are in place and used consistently to measure pupils' achievement and track progress in English, mathematics and science. Results are analysed by the class teacher, the Headteacher, the assessment co-ordinator and the Special Needs co-ordinator and reviewed by the school management team. Targets are subsequently set for each pupil. The school also analyses in detail the results of the Statutory Assessment Tests (SATs) and strengths and areas of weakness are addressed in teachers' planning.

50. Pupils are actively involved in consultation with their teacher in selecting good quality examples of work for their record of achievement files. This has acted as an incentive for all pupils to produce good quality work which is evident in these files. At present the school is piloting a new and promising method of recording pupils' progress in science and it is envisaged that, after evaluation, a similar method of recording will be used in the foundation subjects.
51. The school identifies pupils with special educational needs at a very early stage. Teachers complete a concern form and consult the special educational needs co-ordinator and set targets for the pupil. The special educational needs co-ordinator and class teachers regularly review the pupils' individual education plans to ensure that pupils are making progress towards their targets. The procedures for assessing the needs of pupils with special educational needs are very good. Individual pupil's target books ensure that all pupils on the special educational needs register monitor and comment on their own progress. Pupils are invited to attend review meetings if they are at stage 3 or above on the special educational needs register. There are many opportunities for pupils with special educational needs to be involved in all aspects of school life. They carry out monitoring tasks and are elected by fellow pupils to serve on the school council. There are very good links with the educational psychologist, learning support services and behavioural support service. The school uses the advice and support from these services very well, for example when working with pupils with specific learning difficulties. There is a special needs register which is regularly reviewed.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

52. There are good links between the school and parents. Parents are, in general, pleased with the work of the school. They believe that the teaching is good, and that their children are making good progress. A few parents are unhappy about approaching the school with questions or problems, and do not feel that the school is sufficiently well led and managed. The findings of the inspection team indicate that the school is very well led by the headteacher, but accept that some parents may not yet have had the opportunity to share the ideas of the new headteacher.
53. The school provides good quality information for parents through formal documents, such as the governors' annual report to parents, pupils' progress reports, and the school's prospectus. Term dates and events, and topic work are posted on the notice board in the school foyer for the benefit of parents and pupils. These are supported by less formal monthly newsletters and letters that keep parents informed about the life of the school. The Year 6 news team provides regular commentary about the less formal social activities of the school. Consultation evenings provide parents with additional opportunities to monitor their children's progress and all teachers make themselves available at the beginning and end of the school day to resolve any parental concerns. Parents are invited to a transfer evening to discuss the support provided for pupils moving from the Nursery to Reception class, and parents of older children are encouraged to attend the pre-SATs evening at which they are presented with examples of the tests and given guidance on supporting their children's studies at home.
54. The school has an active Parent Teacher Association (PTA) which, through a variety of social and fundraising activities, raises funds for additional resources. Events and information about purchases are communicated through the PTA newsletter and

distributed to all parents and teachers who are automatic members of the association. Recent acquisitions have been the public address system, library books, and physical education equipment. Despite the efforts of the school, a few parents feel that the school could work more closely with parents and that they are not kept sufficiently well informed about how their children are getting on at school.

55. A number of parents help in classes and provide additional supervision during sports day and on school trips. Parents in class make a significant contribution to pupils' learning by providing additional teaching and learning opportunities. A number of school support staff have been recruited from the body of parents who have studied for NVQ qualifications with the support of the school.
56. All parents have signed the home-school agreement that was drawn up in consultation with them. In this way, parents and pupils have received a copy of the behaviour policy and are aware of the expectations of the school. Through reading diaries and homework diaries, parents may exchange comments with teachers and monitor the work that their children are doing at school and at home.
57. Parents are invited to attend class and end-of-term assemblies, and many accompany their children to celebrations held at the church, such as Remembrance Day and harvest festival.
58. There are very good links with parents of children with special educational needs. The teachers inform parents at an early stage if there are concerns about a child's learning. They are kept very well informed about their child's progress. Parents are invited to attend stage 3 or above reviews of individual education plans with their children.

HOW WELL IS THE SCHOOL LED AND MANAGED?

59. The school is very well managed. The headteacher provides very good leadership, promoting a clear sense of direction for the work of the school. Those staff with positions of responsibility set good examples and this engenders amongst all staff, including those in non-teaching positions, a clear commitment to the work of the school. The positive and supportive atmosphere, and the sense of commitment displayed by all who work in the school reflect the quality of this leadership.
60. The school has taken positive and effective steps to address the areas for improvement identified in the last inspection report. The school has continued to build on the good practice that was present at that time and the roles of the co-ordinators have been strengthened and developed. The needs of the higher attaining pupils are generally effectively met in most subjects.
61. The governors are regular visitors to the school and they are kept well-informed. This enables them to make an effective contribution in supporting the work of the school. Individual governors have responsibility for areas such as special educational needs, health and safety, child protection, literacy and numeracy and a governor with expertise in information and communication technology has oversight for this subject. Committees are well established and ensure the Governing Body effectively fulfils its statutory duties.

62. The co-ordination of special educational needs is very good. The special educational needs co-ordinator performs her role very effectively, fully meeting the recommendations of the Code of Practice for special educational needs. There are very good procedures in place to ensure that all pupils with special educational needs receive the help and support they need.
63. The School Improvement Plan sets out a clear vision for the school, ensuring compliance with statutory requirements and providing a firm agenda for raising standards. Achievable goals have been set which are monitored regularly for progress within the specified timescales. Specific grants awarded to the school are reviewed, evaluated and optimised within the School Development Plan. The very good use of these funds is linked to the effective allocation and monitoring of the funds, individually and as a significant part of the School Development Plan.
64. The school's finances are very well managed on a day-to-day basis by the school administrator. No significant issues were identified in the most recent financial audit.
65. The headteacher, governing body, and administration staff have a clear understanding of the principles of best value and regularly apply them to the school's use, and potential use, of resources. Through competitive tendering the school ensures that contracts for services are the most favourable, and parents have been consulted on the development of school policies. These, and associated considerations have placed the school in a position where it provides very good value for money.
66. The school employs 12 full-time teachers, including the headteacher. The headteacher has a teaching commitment that enables the effective monitoring of teaching and learning to take place. All teachers are trained in the primary phase. Teachers have a range of experiences from one to thirty years. Curriculum co-ordinating roles and responsibilities for other aspects of the school's work are shared fairly, enabling staff to monitor the effectiveness of teaching and learning in their subjects. All staff have taken part in recent appraisal and performance management reviews. Training has been received by the headteacher on performance management, four team leaders have been identified, and a policy has been introduced in consultation with all staff and the governing body. All staff have received significant in-service training in recent years that has enhanced their teaching and pupil management skills. There are very good arrangements in place for the induction of new staff and there is a very good mentoring system supporting the newly qualified teacher.
67. The school makes good use of support staff in those areas where their support is most beneficial to pupils. All staff are very committed to the school and work effectively as a team.
68. The accommodation is adequate for the delivery of the curriculum, with good use being made of the hall and grounds. The large playing fields are well used at break and lunchtimes to promote informal and traditional team games. The buildings are subject to frequent vandalism. Extensive shuttering on the windows provides security but deprives pupils of full natural light in the classrooms. The very good displays of pupils' work in all classrooms and corridors, demonstrates that the work is valued and provides bright and inspirational decoration.

69. Resources are generally satisfactory. For religious education, resources are very good with religious artefacts being well displayed throughout the school. There are good resources for art, music, mathematics and for the Foundation Stage. Resources for information and communication technology are unsatisfactory and there is a general shortage of software in all subject areas. Resources for geography are also limited.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

70. The headteacher, governors and staff should now:

1) improve standards in information and communication technology by

- ensuring all teachers receive training as soon as is practicable;
- increasing the number and quality of computers;
- improving the range of computer programs;
- ensuring computers are used to promote learning in all areas of the curriculum;
- ensuring the pupils have access to the Internet and to Email facilities.

(Paragraphs 6, 8, 18, 23, 27, 92, 100, 131 - 135)

2) ensure that pupils achieve as well as they can in science in all classes by

- raising teacher expectations of what the pupils can achieve;
- ensuring all staff are familiar with the newly adopted scheme of work.

(Paragraphs 4, 7, 10, 22, 103 – 110)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- reduce the amount of time spent on literacy and numeracy lessons; *(Paragraphs 20, 21, 98)*
- improve the level of attendance; *(Paragraph 15)*
- improve the presentation of pupils' work. *(Paragraph 5, 91)*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	55
Number of discussions with staff, governors, other adults and pupils	28

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	26	40	27	2	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	24	236
Number of full-time pupils known to be eligible for free school meals	0	39

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	7
Number of pupils on the school's special educational needs register	1	56

English as an additional language	No of pupils
Number of pupils with English as an additional language	27

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	21

Attendance

Authorised absence

	%
School data	6.8
National comparative data	5.2

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	12	17	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	8	12
	Girls	15	15	16
	Total	24	23	28
Percentage of pupils at NC level 2 or above	School	83 (91)	79 (94)	97 (89)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	10	10
	Girls	15	15	15
	Total	24	25	25
Percentage of pupils at NC level 2 or above	School	83 (91)	86 (86)	86 (94)
	National	84 (82)	88 (86)	88 (87)

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
	2000	22	15	37

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	19	21
	Girls	14	12	14
	Total	34	31	35
Percentage of pupils at NC level 4 or above	School	92 (70)	84 (73)	95 (85)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	18	21
	Girls	14	12	14
	Total	34	30	35
Percentage of pupils at NC level 4 or above	School	92 (69)	83 (76)	95 (85)
	National	70 (68)	72 (69)	79 (74)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	22
Bangladeshi	2
Chinese	0
White	177
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	0	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	11
Number of pupils per qualified teacher	21.5
Average class size	29.6

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	55

Qualified teachers and support staff: nursery

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

Total number of education support staff	1
Total aggregate hours worked per week	35

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

Financial information

Financial year	2000/2001
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	£
Total income	420,633
Total expenditure	426,315
Expenditure per pupil	1,806
Balance brought forward from previous year	6,483
Balance carried forward to next year	801

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	256
Number of questionnaires returned	58

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	42	3	0	0
My child is making good progress in school.	60	37	0	0	3
Behaviour in the school is good.	46	52	0	0	2
My child gets the right amount of work to do at home.	24	53	9	2	2
The teaching is good.	62	35	0	0	3
I am kept well informed about how my child is getting on.	55	36	7	2	0
I would feel comfortable about approaching the school with questions or a problem.	57	36	5	2	0
The school expects my child to work hard and achieve his or her best.	64	33	0	0	3
The school works closely with parents.	52	35	10	3	0
The school is well led and managed.	38	48	7	2	5
The school is helping my child become mature and responsible.	48	45	5	2	0
The school provides an interesting range of activities outside lessons.	41	29	19	2	9

Other issues raised by parents

No other issues were raised by parents.

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. The provision for children in the Foundation Stage is very good and provides children with an excellent start to their education. With the introduction of a second class for Reception children, and subsequently a reduction of the number of children in each class, the overall provision has improved greatly since the last inspection. The school has a Nursery class, which caters for fifty part-time children and two Reception classes. Both the Foundation Stage co-ordinator and one of the Reception teachers are very experienced and long serving teachers, who bring stability and a wealth of experience to the overall provision.
72. Children enter the Nursery when they are three years old, and, depending on existing numbers, some children come in when they are just three. These children therefore have more than one year in this provision. The overall attainment of children when they enter the Nursery is average for children of that age. The majority have developed an acceptable level of communication skills and personal and social skills. A few children have speech and language difficulties and are receiving support from the outside services and therapies. Due to the excellent curriculum and assessment that is in place, and the very good teaching they receive, the children make good progress in all areas of learning, but especially in developing their personal and social skills which is the main focus for development. This good progress is maintained in both the Reception classes and the majority of children attain the Early Learning Goals by the end of Reception. Many attain these goals before this time, especially in social and personal development and this is a direct result of the quality of the provision in the Nursery from which the majority have benefited.
73. The overall quality of teaching is very good in all areas of learning, but it is particularly good in the two classes where the teachers are very experienced. During the inspection, some of the lessons in these classes were excellent. In the Nursery class there is excellent and seamless teamwork between the class teacher and the classroom assistant. They have worked together for a number of years, and have together developed the learning experiences and activities for the children. This provides a consistent approach and enables children to achieve the highest levels they can. The classroom assistant works closely with individual or groups of children and supports their learning very well. All three teachers in the Foundation Stage are firm but friendly when managing the children, and as a result the children all behave very well, have good attitudes to their work and to each other. There are very high expectations of children's achievements from all teachers and as a consequence children make good progress and are very well prepared for their transfer into Year 1. The teachers have developed teaching styles and strategies which ensure that the children are engaged and thrilled by their activities and learning. There is a sense of excitement and suspense in each lesson.
74. The curriculum in the Foundation Stage is excellent. It is planned around all the areas of learning for children of this age and the 'Stepping Stones' are used very effectively in the Nursery to plan the learning activities for children. The quality of the planning is exemplary. It is extremely detailed, with very good assessment, tracking

of progress and evaluation built into it. The planning is consistent across the three classes as all teachers plan together, but the quality of the activities and the resources used for teaching similar lessons in the Reception classes vary. The classrooms are attractive and very well organised, although the fencing around the outside play area for the Nursery is in need of maintenance. Overall, the quantity and quality of the resources are good, and the school has effectively managed to set up a second class with little funding.

Personal, social and emotional development.

75. By the end of the Foundation Stage the majority of children achieve the Early Learning Goals in these areas of their development, and a minority are achieving above the expected level. They make good progress in both the Nursery and the Reception classes due to the quality of teaching. The children are all courteous, friendly and very well behaved, and all were seen to share their space and resources with other members of the class. They show great respect for the school's resources, such as books, toys and the computers. All children, by the time they reach the end of their time in the Reception class, are able to dress and undress themselves, and take care of their personal hygiene needs and property. They know the school rules and routines in all three classes very well. For example, Nursery children, immediately respond to the tinkling of a bell when the teacher needs their attention, and in the Reception class all children, having changed for physical education, fold up their clothes carefully and arrange them in a neat pile. Relationships are very good between children, and the school's policy of older children being responsible for groups of younger children at lunchtime is particularly beneficial, especially as the older pupils provide very good role models. As a result of this the children in the Reception class are confident to volunteer to stand in front of the whole school and take an active part in an assembly.

Communication, language and literacy.

76. Children make good progress in communication, language and literacy and many are achieving the expected Early Learning Goals by the time they finish Reception. However, the development of writing skills for some children is much slower as they find controlling a pencil more difficult. Progress in this area is satisfactory as analysis of children's work shows that letter formation improves over time. The highest achieving children, by the time they reach the end of the key stage, are writing simple sentences that begin with a capital letter and end with a full stop. Teachers are very aware of the importance of communication, language and literacy as a necessity for all other learning. They take every opportunity, both in formal sessions and through incidental opportunities, such as, when getting changed for physical education, to ensure that children listen to instructions and questions, and to listen to what other children have to say. This is emphasised very well in the Nursery, and because the teacher uses uncomplicated language children are able to understand and respond well to the questions. In Reception, children's listening skills continue to be developed very well, and this can be seen in the way they listen to, and understand, the instructions they given by the teacher when allocating children to activities. As a result there is no confusion as children move from one activity to another. This can also be seen in assemblies where children have listened and learned the words to songs and hymns, and also in the classroom where they spontaneously sing or recite nursery rhymes.

77. Children communicate well with each other, with their teacher and with visitors. They are confident, speak in full sentences, and ask sensible questions. These communication skills are effectively started in the Nursery class through the use of role-play, and good emphasis is placed on children describing their work and experiences to other children. 'Circle Time' is used very well to support this area of development. Teachers work very hard to develop and extend children's vocabulary. For example, in the Nursery class the children describe the characteristics of a spider using words, such as 'spinneret'. In the Reception classes, all sessions begin with a whole group activity where teachers constantly ask children questions about their previous learning and their individual experiences. There are high expectations of the quality of the answers, and teachers do not allow any poor communication to go unchecked. Similarly, all sessions end with a plenary session where children are expected to talk about what they have learned, and in some cases evaluate each other's performance, such as, in dance. The format of the national literacy and numeracy strategies is being used effectively to teach most sessions.
78. Many of the children in the Nursery recognise their own names written down, and a few recognise the names of other children in the group. Some children are already writing their name independently. Children in the Nursery have very good opportunities to develop pre-reading skills and an awareness of books. They are given opportunities to sit and look at books, and demonstrate that they understand that the pictures can tell a story or provide information. Children enjoy listening to the excellent story time sessions in which the teacher makes the story exciting with an air of suspense. They show that they listen well, and can recall information from other stories they have listened to. Children make good progress in reading while in the Reception classes and, by the end of the foundation year, the highest achieving children are already achieving the Early Learning Goals and are working within the first level of the National Curriculum. The class teachers assess all children, including those with special educational needs, very well and the children's progress is tracked effectively. This ensures that learning builds on previous understanding and skills.

Mathematical development

79. The children make good progress in the area of mathematical development and the majority achieve the Early Learning Goals before the end of the Foundation Stage. The majority of children in the Nursery count to ten, recognise shapes such as, squares, circles and triangles, and understand that things are shorter or taller, and hold more or less. Most can accurately sort objects according to colour and type. Before children reach the end of the foundation stage, they count up to 20, identify missing numbers and give the numbers before and after it, such as, 12 comes between 11 and 13. Children can count backwards from the number ten, and the highest achieving children are counting backwards by two places, and are able to construct a number line. They know the days of the week and when told it is the twenty-fourth of May, know that it follows the twenty-third. As well as the more structured sessions dealing with numeracy, the children have many opportunities to write numbers and investigate through experimenting with the capacity of containers. Sessions are permeated with a variety of number rhymes and songs that help the children consolidate their learning and make it appealing.

Knowledge and Understanding of the World

80. The children make good progress in this area of learning and most attain the Early Learning Goals by the end of the Foundation Stage. This good progress is due to the wide range of experiences that they have in the Nursery class that equips them well for the Reception year. However, their access to information and communication technology varies between the classes and is dependent on the skills and confidence of individual teachers. During the inspection there were limited opportunities to see children using computers. However, where it was seen, children show that they can locate individual keys on a keyboard and control a pointer using a mouse device. In addition they use tape recorders independently to listen to story tapes. By the time they reach the end of the Foundation Stage, children appreciate that events may have happened in the past, and that places, such as, schools have changed over a period of time. Children, extend their knowledge and understanding of the world around them through their study of plants, animals, materials, and the changes that take place over time. They use construction kits well to make models which are clearly identifiable in shape, such as, trains, cars and bridges. In keeping with the policy of the school, the children have very good opportunities to learn about religious aspects of the world, about prayer and are given good opportunities through their 'Circle Time' to think about others.

Physical Development

81. The children make good progress in this area of learning and most have attained the Early Learning Goals by the end of Reception. Co-ordination and purposeful movement is developed well in the Nursery class through opportunities for out door play using large toys. These outdoor play sessions are continued while children are in the Reception classes, and children use play equipment safely and with confidence. Further control and co-ordination of their bodies is developed through the use of apparatus and through movement to music. During these sessions children show that they are listening to the beat of the music and can change direction, speed and shape as the music changes. They are given a wide range of opportunities to develop manipulative skills, through the handling of small objects in constructional play, making models, completing puzzles and using crayons and pencils. This development is started in the Nursery class and gives the children a secure base from which to develop.

Creative Development

82. The majority of children attain the Early Learning Goals, and most children make good progress. The children are encouraged to be creative in their work through regular opportunities to paint and use modelling materials. They mix their own paints and make bold paintings of themselves. They use materials of different textures to create collages, for example, of animals, stain glass windows made from tissue paper, and skeletons made from straws. In music the children attain above the expected level for their age. They listen to pieces of music, such as the 'Sugar Plum Fairy', and show that they are developing a sense of appreciation. They repeat simple tunes and are developing a sense of rhythm. Their musical awareness and appreciation are further supported through the singing in assemblies and the constant use of songs in other areas of the curriculum, such as in mathematics and literacy sessions, physical education and 'Circle Time'.

ENGLISH

83. The school's 2000 National Curriculum test results at the end of Key Stage 2 in English show that standards are above the national average and well above the average for similar schools. Whilst these results are better than 1999, an analysis of results shows that standards have been maintained over the last four years. The 2000 National Curriculum test results at the end of Key Stage 1 show that the pupils' attainment in reading is average and in writing is well below average with a similar picture emerging when comparisons are made with similar schools. Over the last four years the test results have either been maintained or improved upon and the writing results for the Year 2000 are not indicative of the school's overall performance. Some 30 per cent of the Year 2 pupils were on the school register of special education needs and as a result no pupils achieved the higher Level 3 in this aspect, which depressed the overall results.
84. The inspection findings indicate that standards in all aspects of English, speaking and listening, reading and writing are good at the end of both key stages. All pupils, including those with special education needs and those for whom English is an additional language, make good progress throughout the school. Standards in writing have improved in Key Stage 1 since the last inspection when they were judged to be below average.
85. Pupils of all ages and abilities communicate clearly with one another, and put forward their views and opinions confidently during class discussions. They express their thoughts, evaluate stories and written work, and listen attentively to the opinions of their teachers and classmates. Skilful questioning by most of the teachers elicits thoughtful answers and extends pupils' speaking skills. There are many opportunities for pupils to take part in whole class speaking activities such as choral speaking, drama, role-play and debates, which further develop their speaking skills.
86. By the end of both key stages most pupils achieve above the expected standards in reading, and make good use of their skills to access information in their work across the curriculum. They benefit from taking part in the shared and guided reading sessions within the literacy hour, and these activities have given them a good understanding of the wide range of reading material that is available. Key Stage 1 pupils benefit from using a computer programme to support their reading development. Many pupils in all year groups read fluently, accurately and with good levels of understanding. The school places emphasis on reading, and pupils make good progress. The most enthusiastic readers in each class are eager to discuss the plot and characterisations in their chosen books and, because of the encouragement of their teachers, even the weakest readers enjoy reading and are proud of their achievements. Pupils are clear about the difference between fiction and non-fiction. They successfully use the index and contents pages in books and are fully conversant with the purpose of glossaries. In choosing fiction pupils use a variety of techniques from looking at the 'blurb' to reading a few pages, scanning and skimming to decide whether or not they are likely to enjoy their choice. In some classes, pupils work in pairs, helping and supporting one another. Pupils with special educational needs make good progress towards the reading targets set in their individual educational plans.
87. Inspection evidence shows that by the end of both key stages, standards in writing are above those expected nationally.

88. By the end of Key Stage 1, most pupils attain above the nationally expected standards in their written work, indicating a significant improvement since the last inspection. Many pupils are independent writers and use capital letters and full stops appropriately as seen in the work done in Year 2 on 'The River of Fear' and 'The Angry Gorilla'. These pupils show a good awareness of the structure and sequence of events. Spelling and punctuation are usually correct and speech marks are beginning to be used by many pupils. There are good opportunities during the literacy hour for pupils to practise phonic rules to improve spellings and many pupils are confident in using these skills independently in their written work.
89. In Key Stage 2, pupils write for a range of purposes including letters, reports, plays, agendas, minutes, prayers, stories and poetry and there are ample opportunities for pupils to use their writing skills in other subjects across the curriculum. Many of the older pupils' writing is well structured, lively and thoughtful, and pupils make effective use of expressive vocabulary as seen in the work on 'War of the Worlds' and the 'Vicious Vampire Headteacher'. A feature of the writing exercises throughout the school is the detailed and painstaking preparation that takes place prior to the actual writing. Older pupils are using complex and exciting sentences in their work. There are examples of good writing in all year groups, including very good examples of poetry and pieces of extended writing.
90. The formal and informal assessment of pupils' work is very good. Teachers effectively use this assessment information to influence their planning of subsequent work in order to extend and build on what pupils already know. This procedure impacts well upon pupils' learning by ensuring that the level of challenge for each individual pupil is appropriate. Marking is carried out conscientiously and often includes comments upon pupils' work to help them improve the standard of their work.
91. The quality of teaching and learning is consistently good throughout the school, with examples of very good teaching. There is no unsatisfactory teaching. Teachers are confident about teaching and planning literacy hour sessions, although some sessions extend beyond the recommended hour and this sometimes results in pupils losing interest. They show a strong commitment to raising standards and successfully encourage pupils to achieve their best. Teachers set high expectations for behaviour and have very good relationships with their pupils who respond well and enjoy English. Teachers' planning is detailed and well focused and lessons are well prepared so no learning time is wasted. Teachers share the learning objectives clearly with pupils who, as a result, understand what they will learn. At the end of lessons, teachers allow time to review what the pupils have learned. This informs their future planning and is useful in helping pupils develop a good knowledge of their own learning. Effective use is made of questions to extend the highest achievers and to support those who have learning difficulties. Teachers support pupils who have English as an additional language well. All teachers offer good support to pupils, and encourage them to do their best. Constant praise and encouragement builds up pupils' confidence and self-esteem. Although teachers encourage pupils to present their work neatly, this is an aspect that could be further improved, as the standard of presentation throughout the school varies from barely satisfactory to very good and in some cases excellent.
92. There are opportunities for the pupils to use information and communication technology for word processing stories and poems. However, the lack of good

quality computers and software limits the achievements made by the pupils. The lack of Email and Internet facilities inhibits the use of computers for research and communication.

MATHEMATICS

93. Standards of attainment in the school are above national expectations at the end of both key stages in numeracy and standards in all areas of mathematics and have been maintained since the previous inspection. The 2000 National Curriculum test results confirm these findings and show that standards were above national averages at both key stages. In comparison with similar schools standards were above national averages at Key Stage 1 and well above at Key Stage 2. An analysis of the results over the last four years shows that standards have been above national expectations and those for similar schools in Key Stage 1 and generally well above national expectations and those for similar schools in Key Stage 2. Progress for all pupils, including those with special educational needs and those for whom English is an additional language, is very good in both key stages and particularly in Year 3 where there are a substantial number of pupils with special educational needs. There are no marked differences in performance between different groups of pupils.
94. By the age of seven most pupils have made good gains in their learning and have a secure grasp of number. They can count to 100 and some beyond showing a sound understanding of place value. Virtually all pupils distinguish between odd and even numbers and confidently count forwards and backwards to 20 in odd and even number sequences. These pupils have good mental abilities and add and subtract, double and halve numbers to ten and the substantial number of more able pupils perform these calculations on numbers to 20 and beyond. Pupils in Year 2 recognise and name a number of two and three-dimensional shapes. They know that triangles have three sides and square have four; they can distinguish between a cylinder and cone. Most pupils measure length and mass accurately using appropriate measuring scales and undertake addition and subtraction of money to a pound. Pupils apply their mathematical knowledge confidently in classroom activities, as when investigating their favourite colours and expressing their results as a bar graph. Most pupils are capable of answering questions based on their graphs, such as which is the most popular colour and how many chose it.
95. The pupils continue to make good gains in their learning in Key Stage 2 and, by the age of eleven, pupils have well-developed mathematical skills and the confidence to use them across the whole curriculum. Pupils in Year 6 identify and obtain the information necessary for solving problems, and are able to organise the data correctly. They draw realistic conclusions giving a rational explanation of their reasoning. In a lesson observed groups of pupils were selecting information from a data sheet to test hypotheses set for them based on a local football team's results. They substantiated and confirmed the original hypothesis, as to whether the "team scored more goals on Friday fixtures than on a Monday?"
96. Pupils in Key Stage 2 have an above average understanding of number and place value. They undertake the four operations of number and by the end of the key stage use decimals confidently in their work. Pupils in Year 6 know the relationship between fractions, decimals and percentages and use these different forms correctly in their problem solving activities. They work out calculations involving brackets and use and interpret co-ordinates correctly. By the age of eleven all pupils name common two and three-dimensional shapes. They know their properties, such as that squares and parallelograms have four sides and recognise that whilst both have two pairs of parallel sides, a square has four right angles.

97. Pupils in Year 3 identify symmetries and the more able can identify all symmetries of two-dimensional shapes. Older pupils in the key stage can name different angles, such as acute, right and obtuse angles and measure them accurately. Pupils in Year 6 have a very good mathematical vocabulary as was evident in their work on handling data. They extrapolate information from tables and graphs, know how data can be recorded on a frequency table and explain the meaning of mode, median and mean. Pupils know that the probability scale ranges from zero to one and suggest the probability of an event occurring, such as picking a red card from a pack of playing cards.
98. The quality of teaching and learning is good. Scrutiny of pupils' work shows that the teaching over the past year has been good with some very good mathematical activities set for the pupils. The Year 3 class which includes a substantial number of pupils with special educational needs is making very good progress, which reflects the good teaching and learning activities these pupils have experienced. The teaching has set the pupils challenging tasks well matched to their age and ability. Analysis of the work of Year 6 pupils also indicates consistently good and very good teaching and learning experiences. Pupils have been effectively challenged through well-chosen activities and they have extended their individual problem solving skills. The work shows that these pupils are increasingly able to think for themselves and to critically examine data and select that which is appropriate. Pupils experiencing some difficulty have been very effectively supported by the 'booster' groups designed to help pupils who are in danger of falling behind the more able pupils in the class. Overall, this arrangement has been very successful in maintaining the high percentage of pupils achieving the expected Level 4 at the end of Year 6. In lessons where the standard of teaching and learning was satisfactory, the pace of learning tended to be rather slow and the provision made for the more able pupils did not stretch them sufficiently.
99. All teachers are familiar and secure with the National Numeracy Strategy that they apply effectively. Lesson planning clearly identifies the aims of the lesson which are shared with the children at the beginning of the lesson and usually followed by a short but intensive oral and mental session. Pupils invariably react with enthusiasm to this session and show good mental agility. The main part of the lesson is well planned and the tasks are usually well targeted to meet pupils' needs and prior attainment. Teachers use the few minutes at the end of the lesson very well for discussion to review what had been achieved during the lesson and to clear up any misunderstanding. This was a good feature of most lessons.
100. The school is generally satisfactorily resourced but does not use information and communication technology sufficiently to develop pupils' mathematical knowledge, skills and understanding. Due to the shortage of computers and appropriate software, pupils have insufficient opportunities to develop these skills and to use the technology to reinforce their learning.
101. Assessment is used appropriately and the school uses both statutory and non-statutory test materials, the results of which are very well used to track pupils' progress from year-to-year. Teachers also use informal methods of assessment to identify gaps and misunderstandings and this effectively guides their day-to-day teaching.

SCIENCE

102. The school's end of Key Stage 2 National Curriculum test results in science show that standards are in line with the national average and the average for similar schools. Whilst the proportion of pupils attaining the average Level 4 is above average and well above average for similar schools, fewer pupils than might be expected achieved the higher Level 5. On the basis of the teachers' 2000 National Curriculum end of key stage assessments, standards in science are below average at the age of seven. However, some 30 per cent of the pupils in this year group had special education needs.
103. Inspection findings show that standards in science are broadly average by the end of both key stages. Some younger pupils in Key Stage 1 and pupils in some classes in Key Stage 2 do not achieve as well as they should, due in part to there being long gaps between the teaching of certain concepts. This is the result of the school changing their scheme of work. Inspection findings show that, due to a difference in the expectations of teachers, levels of attainment fluctuate, and there are examples of pupils underachieving in both key stages.
104. There have been good improvements made to this area of the curriculum since the last inspection, particularly in the assessment procedures and the percentage of pupils reaching the higher levels in the end of key stage tests.
105. Due to the emphasis that the school has placed on scientific investigation and on challenging higher attaining pupils, the percentage of pupils who reached the higher levels in the tests was close to the national average. However, the pupils do not achieve as well in the part of the curriculum covering 'Life and living processes', as they do in other aspects of science. Inspection evidence shows that the majority of pupils are attaining nationally expected levels by the end of Key Stage 1, and overall make satisfactory progress. However, analysis of work shows that Year 1 pupils are not achieving the expected levels for pupils of that age, which is due to expectations being too low. The work they have covered since the beginning of the year has not been challenging enough and does not build on their achievements in the Reception class. In some areas of science, such as light and sound, the topic is not taught again until Year 3. This results in underachievement and has implications for the levels of attainment in the end of key stage assessment for that particular group of pupils.
106. The expectations of pupils' achievements while they are in Year 2 are much higher and pupils make satisfactory progress. By the end of the key stage, pupils carry out investigations satisfactorily, and those who have special educational needs are given good support to complete the work and record their results independently. The majority of pupils make predictions, such as which seeds planted in different conditions will grow the best. They make sensible observations about changes which might take place, and know that information can be shown by using graphs and charts, as well as writing simple passages describing what they did. However, there are no examples of pupils recording their results using information and communication technology, such as simple databases. All pupils have a satisfactory understanding of the needs of living things, understand the differences between living and non-living things, and classify them according to their characteristics. Pupils know that they should eat certain foods to remain healthy, and use vocabulary such as, carbohydrate, protein and vitamins. They label the major parts of plants and animals, and understand the different stages of growth in humans. The pupils have a good understanding of materials and their properties and know that

materials change if they are heated or cooled. They understand 'forces' in terms of pushing and pulling and explain and construct simple electrical circuits.

107. At the end of Key Stage 2, the pupils attain standards in line with national expectations and have gained confidence due to the good teaching in Year 6. They make predictions, understand and set up fair tests, test their ideas and record their results using different methods. For example, they use graphs, tables and written descriptions, but there are very few examples of pupils using information and communication technology to record and monitor results, or to research topics from multi-media CDROM or the Internet. They are able to write descriptions of what they have done, and use scientific vocabulary well. They work very well in groups to solve problems and are able to draw conclusions from their investigations. Pupils' knowledge of living things is good. They have made sufficient progress so that they are able to carry out research on animals and their habitats, and show that they have an understanding of how animals adapt to their surroundings. Pupils name the major organs, and bones of the body and understand that exercise causes the heart to pump faster. They know the meaning of germination, and understand how plants attract insects for pollination. By the end of Key Stage 2, pupils have made good progress in their understanding of materials, changes and chemical reactions. They investigate solutions, solubility, and filtration. They understand evaporation and are beginning to understand about the molecular composition of liquids, gases and solids. Pupils understand why the seasons occur, know that shadows can differ depending on the light source, construct circuits using switches, buzzers, lights and pressure pads.
108. The overall quality of teaching and learning is satisfactory, but there is good teaching at the end of both key stages. In the lessons seen and from the analysis of work, teaching and learning varies between very good and satisfactory. Teachers' planning and their knowledge of the subject are good and consistent across the school. Teachers show that they have a clear understanding of the requirements of the National Curriculum, knowledge of the different areas of learning in science, set clear objectives for pupils and give thought to what they will be assessing. As a result, the lessons are purposeful; pupils are aware of what they are to learn, and as result their attitudes to learning are very good. At the end of all lessons, pupils' work is reviewed so that they are reminded of the objective for the lesson. However, the variations in the quality of teaching show up in the pupils' work, and especially in the expectations that teachers have of the levels which pupils will achieve, the presentation of their work, and the quality of marking. For example, in Year 1 where the level of work is too low, and in Years 4 and 5, where pupils were achieving higher levels in the previous year. All teachers ensure that the literacy skills of pupils are used in every lesson, but not all teachers use different methods for pupils to record their ideas. However, there are some good examples of this happening, such as in Year 3 where pupils with literacy and writing difficulties answer questions by filling in the sentence, while higher attaining pupils have to answer in full sentences and independently. This ensures that pupils of different abilities complete their work and their knowledge and understanding of the concepts being taught can be fully assessed. The use of information and communication technology in lessons to support learning is unsatisfactory in most classes, and has not improved from the last inspection. Teachers have not yet gained the confidence to incorporate information and communication technology into lessons, due to a lack of training and out of date resources

109. A new national scheme of work has been recently adopted and is being used as the basis for long term planning, and covers all of the different areas of learning. The curriculum is therefore good and meets statutory requirements. In the short time it has been used in the school, the teachers have used it well to plan lessons. The co-ordinator has worked hard to amalgamate this scheme of work with the school's existing scheme, so that pupils cover all areas of learning. This has meant that some areas are being taught again, but the monitoring of the pupils' work has not yet identified whether the pupils' previous knowledge and understanding is being extended. For example, the topic of food chains and habitats is currently being taught to pupils in Year 4 and has already been taught to them in Year 3. Observation of the lesson shows that some of the content was already known by pupils and needed less time spending on it. The school has continued to developed pupils' ability to investigate and there are some good examples of pupils working in teams, and solving problems, such as in Year 1 when testing the absorbency of different materials. The school now has good assessment procedures and on a termly basis monitors the progress pupils are making. This identifies the areas in which pupils are not secure in their understanding and allows teachers to alter their planning to take account of these needs. The assessment procedures are currently being reviewed and the school is piloting the new assessment format for the Local Education Authority.
110. The co-ordination of the subject is good. It is overseen by the same co-ordinator as at the time of the last inspection and this stability has meant that the improvements that have been made to the subject are good. However, the monitoring of the standards expected by different teachers has not been rigorous enough to pick up the differences in expectations, or the quality of marking and presentation. Resources for teaching the subject are satisfactory, and areas in which there have been shortages, such as for teaching 'Forces' have been improved, and this has a beneficial impact on the progress pupils make.

ART AND DESIGN

111. Pupils' attainment is above the expected levels at the ages of seven and 11 years. This is an improvement since the last inspection when standards were above the expected level at the age of seven years and in line with expectations at 11 years. A new scheme of work has been introduced and teachers in Key Stage 2 now teach basic artistic skills well. These developments have led to an improvement in standards. Two-dimensional work is particularly well developed. Opportunities for three-dimensional work are not as well developed.
112. Pupils in both key stages achieve well. Additional support is given to pupils with special educational needs whenever it is required and as a result they make good progress both in individual lessons and over time. The pupils with English as an additional language achieve well, making progress in line with their classmates.
113. In Key Stage 1 pupils achieve well. Year 1 pupils paint good quality face portraits showing details such as eyes, nose and mouth. Higher-achieving pupils use shading well when painting hair. In Year 2, pupils use colour to good effect to illustrate 'The Great Fire of London'. Pupils of different levels of attainment produce good quality floral paintings in the style of Gustav Klimt. The use of black and white shows that pupils have a good understanding of contrast. In three-dimensional work pupils

make very good quality models, for example pots, birds with feathers and a cat in a basket.

114. In Key Stage 2, pupils build on the skills they have acquired earlier and continue to achieve well. In Year 3 pupils use their artistic skills well to produce a collage on healthy eating. In Year 4 pupils produce good quality still life paintings based on the work of Georgia Keefe. Colour mixing, tone and shade are used to good effect. By Year 6 pupils are producing high quality paintings of mountain scenes. Opportunities for the pupils to develop their skills using three-dimensional work are not as well developed as two-dimensional work.
115. The quality of teaching and learning in both key stages is good. Teachers in Key Stage 1 give pupils a very wide range of opportunities in both two and three-dimensional work. There are very good links with other subjects. For example, in Key Stage 1 pupils draw and paint illustrations to the 'Katie Morag' stories, they illustrate the 'Great Fire of London' and make collages out of natural and manmade materials in a link with science. Tessellated patterns help to develop the pupils' mathematical knowledge. In Key Stage 2 the good links with other subjects continue when pupils illustrate acrostic poems and posters on 'persuasive writing'. There are some opportunities to use the computer paint programs but these are limited due to the limited number of computers. In lessons the teachers use resources very well. In a Year 1 lesson pupils were given a range of different materials when covering cardboard teddy bears. Shells, pasta and other materials were used well in Year 2 to create a tactile pattern. Basic skills are taught well by teachers, for example when talking about use of tints and shade in Year 4 and demonstrating the importance of proportion when drawing figures in a Year 3 lesson. The use of sketchbooks gives pupils good opportunities to improve their work. Occasionally in Key Stage 1 introductions to lessons are too long, underestimating what the pupils can do. Pupils respond very positively to the good quality teaching. Most pupils concentrate very well in lessons, for example in Year 3 when sketching mannequins. In discussion, the Year 6 pupils say how much they enjoy their art lessons. Very positive attitudes have a significant impact on pupils' learning.
116. Co-ordination of the subject is satisfactory. There is a newly appointed co-ordinator who has introduced a new scheme of work and built up a file of photographic evidence, but has not as yet had time to make a significant impact on the subject. Assessment is informal at present and as a result there is guarantee of step-by-step development of skill development as pupils move through the school.

DESIGN AND TECHNOLOGY

117. Pupils achieve standards that are expected for their age at the end of both key stages and their learning is satisfactory. All pupils, including those with special education needs and those for whom English is an additional language, make satisfactory progress throughout the school. Standards have been maintained since the previous inspection.
118. At Key Stage 1, the pupils use a variety of construction kits to make models. They are provided with good opportunities to make moving vehicles and develop their skills in using a variety of tools and materials as they determine how they can make the framework stronger. There are good links with literacy when the pupils make puppets out of different materials and use them for role-play activities. The pupils

demonstrate satisfactory design skills and understand the importance of improving their initial design.

119. The pupils in Key Stage 2 make good progress in their design and making skills. By the end of the key stage, they improve their skills of design. For example, they produce good quality designs of slippers, considering properties required such as insulation and comfort. The pupils look at how their designs might be improved. There are good cultural links, the pupils looking at and evaluating styles of slippers from different ethnic groups. The pupils use a variety of materials to make good quality 'fairground rides' and improve their understanding of how to make joints stronger.
120. Photographic evidence, and an analysis of planning, shows that the subject is covered well. Younger pupils in Key Stage 2 evaluate the packaging of cereals and then design their own packaging for sandwiches. Further work on food technology gives the pupils the opportunity to design and make their own biscuits and pupils in Year 3 build on earlier work when they make puppets with moving parts. There are good links with music in Year 5 when the pupils make musical instruments and develop their understanding of how sound is created.
121. Pupils enjoy the subject and are interested in it. They are proud of what they have created and are keen to talk about their work. It is evident from the work produced that teaching is good and that the teachers have a good knowledge of the subject. The co-ordinator manages the subject well and is keen to develop it further. She is aware that more use needs to be made of information and communication technology to help raise standards. Otherwise, all aspects of the subject are covered effectively.

GEOGRAPHY

122. No judgement about pupils' standards of attainment was made in the last inspection but currently standards are in line with national expectations at the end of both key stages. All pupils, including those with special education needs and those for whom English is an additional language, make satisfactory progress. By the end of Key Stage 1 pupils have a good knowledge of the local area. They study large-scale maps of the locality and can identify the main features. Scrutiny of pupils' work shows that the teaching has been of a good standard and has enabled the pupils to develop their geographical skills of observation and recording. They have learned to collect and record data and to represent their findings graphically. The teaching led to good learning experiences for the pupils, such as considering how the area could be made safer for pedestrians. The school plans a broad geographical curriculum but analysis of pupils' work files indicates that some areas of the geographical curriculum receive more superficial treatment. Pupils know that a seaside location has different features, such as cliffs, bays and rocks, compared with their own, but otherwise have little knowledge of places beyond their own locality. Their knowledge of how people affect the environment is limited.
123. Good standards of teaching are evident from pupils' work in Key Stage 1. Pupils study maps of different scale and relate features, such as roads, rivers and open spaces seen on large-scale maps to images on aerial photographs. They make their own sketch maps and can plot their routes to school. The teaching enables pupils to

identify their own locality on a map of the British Isles and learn about important geographical features further afield, such as major towns and rivers.

124. By the end of Key Stage 2 pupils' investigative skills enable them to reach realistic conclusions about the similarities and differences between two contrasting localities and how altitude affects mountain climates. Classroom studies and a visit to a rural settlement in the Lake District enable pupils to compare and contrast human and physical features of rural and urban locations. They also know how features in the rural landscape lend themselves to leisure activities, such as abseiling on rocky outcrops and canoeing on lakes and rivers. Pupils are less knowledgeable when talking about a less economically developed area and their understanding of environmental issues is underdeveloped.
125. The quality of teaching is always at least satisfactory and evidence from pupils' workbooks indicates that the teaching is often good. Teachers use questioning well to consolidate previous learning and to develop pupils' thinking. Teachers have a good understanding of the topics they teach and this, together with lively presentation, successfully maintains pupils' interest and enthusiasm. Pupils' individual research skills are also well developed in Year 6 where they have an opportunity to engage in a river study of their own choice. Pupils have a good attitude to the subject and work enthusiastically for sustained periods of time.
126. The subject is well co-ordinated, there is a good policy and scheme of work in place and more rigorous assessment procedures are being introduced. Recent additions, such as globes, have improved the resources available, but this needs to continue to ensure that pupils have access to up to date atlases and maps and sufficient practical apparatus for recording weather.

HISTORY

127. Standards have been maintained in history since the end of the last inspection. Pupils are making satisfactory progress and their achievement is in line with national expectations at the end of both key stages. Provision for pupils with special educational needs and English as an additional language is good.
128. In Key Stage 1, pupils are beginning to develop an appropriate sense of chronology seen to good effect in the lesson linked to the main differences between eating habits at the seaside in Victorian times and the present. They know that historical information can be found in books and that photographs and artefacts are important sources of historical evidence. The pupils have learned about the contributions made by people such as Florence Nightingale and understand phrases such as 'long ago', 'the past', and 'artefacts', as seen in their work on toys then and now.
129. Pupils' knowledge is taken forward in a satisfactory manner in Key Stage 2. By the end of the key stage the pupils have a secure knowledge of the periods of history they have studied. The pupils recognise the advantages and disadvantages of life in times past as illustrated in their work on Victorian schooling. The pupils appreciate how their time in school is very different from the education received by Victorian children. Good use is made of primary historical evidence such as artefacts and documents as a source of information, and pupils are aware of the intrinsic value of such evidence. Older pupils have a satisfactory understanding of the difference between primary and secondary evidence. By the end of the key stage, pupils

express mature opinions concerning the impact of historical events, such as the Second World War on present day life in Britain. Pupils are showing an appropriate insight into what it was like for children to grow up during the war. They show in their study of Adolph Hitler and Winston Churchill a growing understanding of the impact of these leaders on the course of the war. Pupils show a mature understanding of events, people and places, seen to good effect in their historical studies of Roman roads and Hadrian's Wall. In the lessons observed, pupils demonstrated a good recall of earlier work and are stimulated by appropriate resources. Some older Key Stage 2 pupils have appropriate opportunities to carry out independent historical research, as seen in their work linked to the study of Ancient Greece and Britain since the 1940's.

130. The quality of teaching is satisfactory overall. Teachers plan lessons carefully with clear learning objectives, which form the basis of ongoing assessment of pupils' progress and achievement. Teachers are enthusiastic and secure in their knowledge of the subject. Curriculum coverage is satisfactory within and between the key stages. Skills that are to be taught as pupils move through the school are clearly identified in teachers' planning. Some teachers make appropriate use of opportunities to display pupils' work, some of which is a striking and prominent feature of the learning environment.

INFORMATION AND COMMUNICATION TECHNOLOGY

131. At the time of the previous inspection standards at both key stages were in line with national expectations and progress was satisfactory. Since that time there have been a number of national initiatives in this area and the school has been unable to keep pace with them. As a consequence, standards achieved by the pupils at the end of both key stages are below national expectations. Despite the purchase of a small number of computers, the school does not have the hardware and software needed to enable the subject to be taught systematically to all pupils. As a result, the pupils' progress is unsatisfactory throughout the school.
132. At Key Stage 1, the pupils have satisfactory skills in using information and communication technology but there is very little evidence of them using these skills in other subject areas. There are few opportunities for pupils to organise and classify information to present findings. There are too few opportunities for the pupils to use information and communication technology to produce or record work and they lack the skills to share ideas in different forms, for example using text or tables. The pupils use 'adventure programs' to develop their keyboard skills. However, they are at an early stage of using programmable toys to help them understand distance and turning.
133. At Key Stage 2 the pupils have satisfactory word processing skills and there are some good examples of stories, poetry and reports displayed. The school has a small amount of software to enhance the teaching of history and geography but there is only a small number of computers that can run the software. As a result, it has little impact on the progress the pupils make in these subjects. The school does not yet have access to the Internet and Email facilities. As a consequence, the pupils are denied access to a wide range of research material and their ability to enhance their language skills through communication with other schools is severely limited. There is some evidence of the pupils using the computer to handle data, but overall opportunities to extend pupils' learning in science and mathematics are rarely

taken up by the teachers due to the lack of appropriate hardware and software. The lack of appropriate resources also prevents the pupils from learning how to control equipment and measure light and temperature using computers.

134. In the lessons seen, the quality of teaching was generally satisfactory. However, the pupils could achieve much higher standards. The teachers have an appropriate understanding of the subject, although with a wider knowledge they could extend the pupils' skills much further. Some staff have undertaken some basic training whilst awaiting the national programme to commence. Others still lack confidence in their own ability and this inhibits their teaching. The pupils have positive attitudes towards the subject but their enthusiasm is diminished with the knowledge that they have very little direct access to computers. The whole class teaching of skills has limited value when the pupils will not have access to a computer for some considerable time. The computer club gives the pupils good opportunities to learn additional skills, but again the limited resources hamper the activity.
135. The co-ordinator has a good understanding of computers and how they should be used. She has attended courses regularly and plans are in place to enhance the teaching and to improve the quality and range of resources. The school is about to receive national funding which will enable it to make these improvements very soon.

MUSIC

136. Only one music lesson in Key Stages 1 and 2 took place during the inspection period. Evidence from singing in assemblies and discussion with pupils about their musical knowledge and understanding, show that standards of singing in both key stages are above those expected at seven and 11 years of age. All pupils, including those with special educational needs and English as an additional language achieve well. No judgement was made on standards in the last inspection.
137. In Key Stage 1 pupils sing well and with enthusiasm, showing a good sense of rhythm. They are developing a good understanding of pitch. Pupils sing well from memory. When listening to music they do so very thoughtfully, for example at the end of assembly when listening to Tchaikovsky's 'Sugar Plum Fairy'.
138. In Key Stage 2 pupils develop a good understanding of the 'texture' of music. They discuss how they feel when they hear a piece of music. Singing skills are good. Pupils sing with a good sense of rhythm and pitch. When singing 'rounds' in Year 5 they concentrate on their own part, while listening carefully to others. Composition skills are developing well. Pupils in Year 6 write their own lyrics and compose music, for example based on Dickens' 'Christmas Carol' and an imaginary 'Spring Trip'.
139. No lessons were observed in Key Stage 1 and only one lesson was observed in Key Stage 2. A regular member of the teaching staff did not take this lesson. The quality of teaching in the lesson was satisfactory. The knowledge and understanding of the subject were good but starting the lesson took too long and time was lost because the teacher had not checked to make sure that the tape was at the correct place. A good feature of the lesson was how the teacher used to her voice to demonstrate what was required of the pupils. Vocabulary was well developed, for example when the teacher talked about 'ostinato'. Pupils responded in a good way in the lesson. They listened to each other and enjoyed their singing.

140. The standards achieved by pupils in singing and their knowledge and understanding of composition and musical appreciation are consistent with teaching being good. There is attention to rhythm and pitch when pupils sing. All pupils enjoy their singing. The Year 6 pupils say in discussion that they enjoy all aspects of music.
141. There is good co-ordination of the subject. The co-ordinator has introduced a new scheme of work, which addresses issues raised in the last inspection report. There is less reliance on taped broadcasts and more attention is placed on musical composition. Good progress has been made since the last inspection. Visiting musicians enhance the curriculum. The school choir, open to pupils in Key Stage 2, makes a very positive contribution to both the music curriculum and social development. The choir recently appeared with other schools in the Manchester Arena. A visiting pianist is used well to give pupils experience of 'live music'. The opportunities for pupils to play musical instruments other than percussion are limited. Older pupils play recorders, performing confidently in assembly and a very small number of pupils receive violin tuition from a visiting teacher. The new scheme of work includes music from different parts of the world; this helps to develop pupils' cultural awareness. There is some assessment in the subject but it does not guarantee step-by-step development of skills as the pupils move through the school. The co-ordinator is aware of this and there are plans to develop the assessment procedures.

PHYSICAL EDUCATION

142. Standards are in line with national expectations at the end of both key stages as they were during the last inspection. There is no difference in the standard between boys and girls. Progress for all groups of pupils is satisfactory.
143. Pupils in Key Stage 1 undertake a good range of activities including floor exercises and those involving simple apparatus, such as benches. Pupils follow their teacher's instructions and engage in effective warm-up activities. Key Stage 2 pupils talk sensibly about games they have played. They describe in reasonable detail how they strike and stop and move with a ball in uni-hoc practices. These pupils know that during exercise their heart beats faster and they breathe quicker.
144. Pupils in Key Stage 2 know the importance of warm-up and cooling-down when engaged in vigorous activities. They can explain in some detail that muscles use oxygen, hence the need for a larger blood supply provided by the heart beating faster and that carbon dioxide is a waste product that is breathed out. They are well aware that exercise is an essential part of a healthy life style.
145. Pupils undertake a good range of gymnastic activities and realise the importance of practice to improve and refine movements. They also take part in a good range of games activities. Overall Year 6 pupils co-operate well in pairs and are prepared to practise in order to refine their skills. Overall they display a satisfactory standard of achievement. Pupils have due consideration for their classmates and accept principles of fair play. All pupils have opportunities to learn to swim and practically all pupils are proficient swimmers. Year 6 pupils also visit an outdoor pursuit centre where they have opportunities to canoe and rock climb.

146. Pupils have opportunities to participate in a good range of extra-curricular activities, usually after school. In one such activity a number of pupils display very good expressive and co-ordination skills in a movement and dance and drama session.
147. The quality of teaching and learning overall is satisfactory and occasionally good. Lessons are generally well prepared and suitably resourced enabling all pupils to participate fully. Teachers demonstrate good techniques and use pupils to display examples of good practice. Teachers move effectively from group to group and are sensitive to individual needs. They encourage and praise good performance and this has the effect of motivating pupils and sustaining their interest. Overall pupils have a good attitude to the subject and participate enthusiastically.
148. The subject is well co-ordinated. The school is well resourced with a large well-equipped hall and the adjacent field has a good playing surface.

RELIGIOUS EDUCATION

149. The standards of attainment in religious education are above those normally found at the age of seven years. Pupils achieve well throughout Key Stage 1. Good use of questioning, additional support and work at different levels ensure that pupils with special educational needs make good progress. Pupils with English as an additional language are fully included in all lessons and achieve in line with their classmates. No judgements were made on standards in the previous inspection.
150. At the end of Key Stage 2 pupils attain levels that are well above those expected at the age of 11 years. They develop the skills they have acquired in Key Stage 1 and all pupils achieve very well. The high quality support and questioning given to pupils with special educational needs ensures they continue to make good progress. Most pupils, including those with English as an additional language make good progress. The subject receives a very high profile in the school and it is very well taught.
151. Pupils in Key Stage 1 are achieving well. They understand that there are special books. For example that the Bible is special to Christians and the Qur'an is special to Muslims. Pupils recall stories such as 'Joseph and his dreams', and 'Zaccheus the tax collector'. In work on special times pupils have a good understanding that there are times that are special to them and times that are special to particular groups of people, for example Christmas and Easter are special to Christians. In work on special people, pupils in Year 1 identify people who are special to themselves, for example parents, relatives and friends. They extend this to people who are special to many, for example St. Peter and Mother Teresa of Calcutta. Pupils have a good understanding that there are different religions and faith groups. They know that Muslims pray to Allah.
152. In Key Stage 2 pupils build well on the work carried out in Key Stage 1 and achieve very well. By the age of 11 years, pupils have very good knowledge and understanding of the three major religions studied and use the knowledge to ask and answer difficult questions, for example when looking at the Easter story, they discuss 'Who killed the King?' In work on Christianity pupils in Year 5 show good understanding of the importance of the 'Resurrection' to Christians. Pupils in Year 6 show very good skills when comparing extracts from the Gospels, explaining why the fact that accounts are different makes them more believable. The pupils' knowledge of Judaism is very good. Pupils understand the symbolism of the

Passover meal and the Seder plate. They explain the importance of the Sabbath and know why the Kippa is worn. Knowledge and understanding of Islamic ceremonies and traditions is very good. Pupils explain clearly about the ceremony of 'Wadu'.

153. The quality of teaching is very good and this has a very positive impact on pupils' learning. Most classes are taught by the head teacher who co-ordinates the subject. Her knowledge and understanding of the subject is very good and this has a very positive effect on the very high standards achieved by pupils. All lessons are very well planned. Very good use is made of role-play to develop learning, for example when the local vicar carried out a 'baptism' for younger pupils. Pupils in both key stages are given opportunities to dress up in religious clothing. Teachers' questions are probing and help the pupils develop an understanding of tolerance, for example when discussing 'Who is your neighbour?' in a lesson based on the story of 'The Good Samaritan'. Where necessary, additional support and guidance is given to pupils with special educational needs to ensure they make progress in line with the rest of the class. Teachers are fully aware of the beliefs of individual pupils, for example a Year 2 Muslim pupil writes about his own beliefs in a lesson on being kind and caring for others. Classes are very well controlled, allowing teachers to concentrate on imparting knowledge. Pupils respond very well to the very high quality of teaching. Work in all classes is very well presented. There is particular pride in the booklets produced by pupils. In lessons pupils have very good levels of concentration. In discussions pupils talk about their work with great enthusiasm.
154. Religious education is used very well to develop literacy skills. There are very good opportunities to read and research texts, for example in Year 6 when comparing the Gospel accounts of events. Producing booklets and 'Newspaper' accounts helps pupils to write in different styles. The literacy skills are of a good standard. The lack of suitable equipment means that the use of information technology is unsatisfactory in religious education. The school is aware of this and has plans to address the issue. Religious education makes a very good contribution to pupils' spiritual, moral, social and cultural development.
155. Subject co-ordination is very good. The co-ordinator has developed a very good scheme of work and guidelines for the subject. There is sound provision for regular assessment of what the pupils know and understand. Visits by the local vicar, members of the Jewish faith and the expertise and knowledge of staff are used very well to enhance the curriculum. Visits to St. Peter's and St. Marie's churches and the Manchester Jewish Museum help to bring the subject to life for pupils. The very good range of religious artefacts is used very effectively to develop learning. The themes and displays for collective acts of worship reinforce the teaching in religious education. The school has made good progress since the last inspection.