

INSPECTION REPORT

UNSWORTH PRIMARY SCHOOL

Bury

LEA area: Bury

Unique reference number: 105317

Headteacher: Mrs C Reynolds

Reporting inspector: E Jackson
3108

Dates of inspection: 5 - 8 November 2001

Inspection number: 193267
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:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Blackley Close Unsworth Bury
Postcode:	BL9 8LY
Telephone number:	0161 766 4876
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Appropriate authority:	Governing body
Name of chair of governors:	Mr S Cohen
Date of previous inspection:	17.3.1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
3108	Mr E Jackson	Registered inspector	Science Music Physical education Equal opportunities English as an additional language	What sort of school is it? School's results and achievements How well are pupils taught? How well is the school led and managed? What sort of school is it?
9952	Mrs L Brock	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?
30559	Mrs J Taylor	Team inspector	English Art and design Design and technology Religious education Special educational needs	How good are the curricular and other opportunities offered to pupils?
10526	Mrs M Roe	Team inspector	Mathematics Information and communication technology Geography History Areas of learning in the Foundation Stage	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school serves a largely residential suburb of Bury, of mainly owner-occupied but some local authority housing. It is an average-sized primary school, with 217 pupils on roll, 117 of whom are girls. Fifty pupils are on the school's register of those with special needs, a percentage broadly in line with the national average. Of these, 20 pupils have statements of their need, nine per cent of the number of pupils on roll. This is well above the national average. Many of these pupils attend the school from across the borough because it has funding for 14 places for pupils with speech and communication difficulties, known as the speech and language resourced provision. Other pupils have special needs in learning, or behaviour. The number of pupils from minority ethnic groups is above average, and seven of these pupils are learning English as an additional language. The number of pupils claiming free school meals is below average. Pupils' attainment at entry to the Reception class is broadly average, but covers a wide range.

HOW GOOD THE SCHOOL IS

This is a very effective school that provides a high quality of education for all its pupils, including for those with speech and communication difficulties, who are fully integrated into the life of the school. Standards are high by the end of Year 6 because the teaching is good, and because the school is very well managed. The governors perform their monitoring and planning roles very effectively. The school provides very good value for money.

What the school does well

- The pupils achieve high standards in English, mathematics and science.
- The headteacher is an outstanding leader, supported very well by key staff and governors.
- The staff use monitoring and evaluation information very well to determine development priorities, and to drive school improvement forward.
- The quality of teaching and learning is good. It is very good towards the end of the infant and junior stages.
- Pupils' personal development is very good, supported by the rich provision for spiritual, moral, social and cultural development.
- The staff promote very good behaviour and attitudes to learning, and the school offers high standards of care, in line with its aims and mission statement.

What could be improved

- The consistency of teachers' marking of pupils' work.*
- Standards in spelling across the curriculum.*
- Access to the library for research; to the ICT suite; to changing facilities for older pupils.

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

** These issues are already highlighted in the current school improvement plan.*

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1997. It has made very good improvements since then in many areas of its work. All the key issues from that inspection have been fully met. Standards have risen throughout the school, culminating last year in the highest attainment by 11 in the national tests ever achieved by pupils from the school. The quality of teaching has improved considerably, from being unsatisfactory in 12 per cent of lessons at the last inspection to there being no unsatisfactory teaching now, and two out of every three lessons being good or better. Teachers make much better use of the information they gain from assessing the pupils' progress in order to plan new work for them. This has also raised the quality of pupils' learning, and the development of very good attitudes to their work. Provision for pupils' personal development, including their spiritual, moral, social and cultural development, is also much improved.

This is in part because the monitoring and evaluation of teaching and learning by the headteacher and other key staff have markedly improved. Management and leadership is better, and the headteacher's influence has a very positive effect on all the school's work. The integrated provision for those pupils with speech and communication needs is more effective in providing both a specific and a wider curriculum for them. The deployment of support staff is much more directed to meeting pupils' needs. The governors are now fully involved in overseeing the work of the school, and manage the finances very well. Their strategic planning is very effective, and has led to significant improvements in the school's provision for and teaching of ICT and music. The school is very well placed to continue to improve, and sustain its high standards.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	C	B	A*	A
mathematics	C	C	A	B
science	E	A	A	A

Key

very high A*

well above average A

above average B

average C

below average D

well below average E

A* indicates a result in the top five per cent of schools nationally.

The school's results in national tests in 2001 for Year 6 pupils have improved very well on previous years, surpassing set targets easily. They are well above average in English, mathematics and science, and a high proportion of pupils achieve high results in English and science. The school's English results are in the top 5 per cent nationally for the first time. The results are also well above those in schools in similar circumstances based on entitlement to free school meals. The trend in the results is rising faster than the national rise, and that in the borough, showing very good progress since entry to the school. This year, boys unusually attained higher results than girls in the tests. Pupils with statements of their needs and those learning English as an additional language achieved similar standards to their peers. The targets set for 2002 are below the 2001 results, but match the assessed attainment of the current Year 6 group. In the national tests for seven-year-olds in 2001, the school's results are above average in reading, writing and mathematics. Fewer pupils reached high levels in reading than the national average, but in writing and mathematics higher attainment was in line with the average. Pupils also attained above average levels in science, as assessed by the teacher. This continues an improving trend, to be overall above the national average, and in line with the borough average. Towards the end of Year 6, inspection findings show that pupils currently attain well above average levels in science, and above average in English and mathematics. They also attain above average levels in art and design, design technology, history and music. In information and communication technology, geography, and physical education they attain average levels. In religious education they attain as expected in the local Agreed Syllabus. Towards the end of Year 2, pupils' attainment in English, mathematics, science, art and design, design technology, and history is above average. It is as expected in ICT, geography, music, dance and RE. The majority of the children attain the Early Learning Goals in all areas of learning by the time they reach the end of the Reception year, especially in personal, social and emotional development, communication, language and literacy, knowledge and understanding of the world and some aspects of creative development.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to learning are consistently very good across the school: they concentrate well and work hard.
Behaviour, in and out of classrooms	Behaviour is very good both in lessons and around the school. During assemblies, for example, pupils' very good behaviour is reflected in the peaceful atmosphere.
Personal development and relationships	Pupils accept personal responsibilities very well, for instance as members of the School Council. The quality of relationships between staff and pupils is a real strength. Older pupils would benefit from more opportunities to use the library for independent research.
Attendance	Attendance is above the national average. Punctuality is good, even for those who travel long distances.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	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 and learning is much improved since the last inspection, and is now good at all stages of the school's work. The teaching is very good towards the end of the infants and the juniors, and there are examples of very good or outstanding teaching at all stages. Teaching in the Reception class is almost always at least good and sometimes better in developing activities that meet pupils' needs and inspire them to develop their creativity, imagination, investigative and language skills. Throughout the school, pupils respond well to the teachers, behave very well in lessons, and make good, and often very good, progress in their work. Between them, the staff have good knowledge of the subjects they teach, and of the learning needs of the pupils. This is put to good effect by teaching and support staff for all pupils, including for those pupils in the speech and language resourced provision and those learning English as an additional language. Literacy and numeracy are both taught well, leading to good progress for the pupils in learning basic skills in English and mathematics. Teachers maintain the structure of the literacy hour to good effect, with most lessons having a balance of whole class teaching, group and individual work. When working in groups or independently, pupils concentrate on their task and work constructively with others. In numeracy sessions, teachers are skilled in using a variety of methods to enable pupils to further their mathematical understanding, including the use of practical activities. The staff have high expectations of what the pupils can achieve and the rate of their learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum provided for all pupils is good and meets the statutory requirements for the National Curriculum and religious education. The curriculum is enriched by a wide range of extra-curricular activities and there are effective links with the community and with other schools.
Provision for pupils with special educational needs	The needs of the pupils with learning difficulties, behavioural problems and those pupils with speech and language needs are well provided for by teachers, with support from a skilled team of teaching assistants.
Provision for pupils with English as an additional language	These pupils are fully integrated into the school's life and work. By 11, they achieve similar standards to their peers.

Provision for pupils' personal, including spiritual, moral, social and cultural development	There is good provision for all pupils' personal, social and health education. Provision for pupils' spiritual, moral and social development is very good; it is good for their cultural development. Pupils are encouraged to work together in harmony and learn to respect and be sensitive to the needs of others.
How well the school cares for its pupils	The procedures for child protection and ensuring pupils' welfare, health and safety are very good. The procedures for monitoring and promoting behaviour, attendance, and academic and personal development are very good. Teachers' marking of pupils' work is inconsistent, however.

There has been good improvement in the school's partnership with parents, which is now good. Parents view this as a very good school which is helping their children to become mature and responsible.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher sets high standards. She encourages other key staff to ensure that these high expectations permeates the school's work. They follow the head's outstanding lead to provide very good management of the curriculum, teaching and learning.
How well the governors fulfil their responsibilities	Governors take their role very seriously, and perform their statutory and other duties very well. They have a good grasp of the school's strengths and areas for improvement, and oversee very effective improvement plans.
The school's evaluation of its performance	Very good systems have been developed by the headteacher, supported well by the deputy, to provide up-to-date and useful data on the school's work. This information is used very well by staff and governors to set targets and plan developments.
The strategic use of resources	Staff and learning resources are very well deployed to focus on and meet the wide variety of pupils' needs. The finances received are used wisely to further development planning. Good measures have been adopted to ensure that the school gets best value from its spending and use of resources.

The teaching and support staffing is very effective; the accommodation is adequate, with some weaknesses in the junior areas; there are good resources to support pupils' learning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> That the school is well led and managed, and that the teaching is good. That their children like coming to school, and are expected and work hard and make good progress in their learning. That the school helps their children to grow in maturity, and that behaviour in the school is good. 	<ul style="list-style-type: none"> A few parents feel that they are not well informed about their children's progress. A number of parents feel that the range of activities outside lessons is too narrow.

The inspection supports the parents' positive views of the school. The range of activities outside lessons is wider than found in many primary schools. Information for parents about pupils' progress is generally good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. At the beginning of the Reception year attainment is generally in line with nationally expected levels, although some skills in early reading and writing are poorly developed.
2. The majority of children attain expected levels in all areas of learning by the end of the Reception year, and they achieve especially well in personal, social and emotional development, communication, language and literacy, knowledge and understanding of the world and some aspects of creative development. This is because the teaching is very good in these areas. Children work together well due to the teacher's good organisation of the activities and the adult helpers' high expectations. This helps the children to develop confidence in moving about the school and in looking after themselves. They sustain concentration for a long time and begin to take responsibility for their own behaviour and sometimes for the behaviour of others.
3. The teacher and support staff in the Reception class provide a good range of activities to encourage speaking, listening, reading and writing. Children take part well in shared reading, sequencing stories and pointing to individual words. Some children already identify letter sounds within words. Pupils with special needs are well supported and have their own copies of books to ensure that they can follow the story. Children write their names independently and use writing in role-play. Teachers plan a good range of topics that interest the children in the world around them. For example, in a study of animals, children visited an animal sanctuary and set up their own hospital in their role-play based on what they had found out. In an activity investigating ice, children were encouraged by the staff to use their senses carefully to explore its properties and to see the effects of salt, water and other materials had on it. Children construct models using a wide range of materials and learn how to shape, assemble and join materials. They use a computer confidently, using the mouse well to select options on screen. Their understanding of a variety of cultures and beliefs is fostered well by the staff through topics on specific religious celebrations.
4. Pupils across the school make good progress towards the targets set in their individual education plans. Pupils sometimes make enough progress to move down the stages of the Code of Practice and the level of support is reduced accordingly. After assessment and review some pupils have progressed enough not to require additional support. Some pupils with special educational needs achieve standards in the National Curriculum that are above those expected. Pupils who receive specialist tuition and support from the speech and language team make good progress. The few pupils who speak English as an additional language receive good support if they are at an early stage of acquiring the language. In general, however, these pupils attain similar levels to their peers at seven and 11.
5. The teachers use the structure of the literacy and numeracy strategies well to help the pupils develop their language and number skills effectively. By Year 2, pupils have developed confident speaking and listening skills, and respond well to the teacher's questions. Their progress is good in this class, and they listen carefully to instructions, and discuss the tasks animatedly in pairs and groups. For example, in an outstanding dance lesson, both boys and girls paid very close attention to the music and the teacher's description of how to perform the steps to develop the dance. Pupils with special needs who need extra help in developing confident speech

have good opportunities both in lessons and small group activities, but also through on-site speech therapy if required.

6. The school's results in national tests in 2001 for Year 6 pupils have improved very well on previous years, surpassing set targets easily. They are well above average in English, mathematics and science, and a high proportion of pupils achieve high results in English and science. Towards the end of Year 6, inspection findings show that currently pupils attain well above average in science, and above average in English and mathematics. In the national tests for seven-year-olds in 2001, the school's results were above average in reading, writing and mathematics. Fewer pupils reached high levels in reading than the national average, but in writing and mathematics higher attainment was in line with the average. Pupils also attained above average levels in science. Towards the end of Year 2, inspection findings are that pupils' attainment in English, mathematics, science is above average.
7. Towards the end of Year 6, pupils listen attentively to their teacher and other adults and are able to concentrate for prolonged periods of time. Although some younger pupils in Year 3 and 4 regularly ask questions to clarify ideas, this is less evident for older pupils. Teachers do encourage pupils to respond to their questions, however, and the older pupils described Lady Macbeth perceptively as 'selfish', 'stubborn', 'devious', and 'persistent'.
8. Reading is taught well, and pupils read a variety of texts confidently, benefiting from sustained practice both in school and at home. The majority show an interest in books and are able to read accurately, fluently and with understanding and expression. Those pupils who do experience some problems reading more difficult words use their knowledge of letter sounds and combinations well to help.
9. Pupils' attainment in writing at seven is, unusually, higher than in reading, and is helped by there always being interesting activities and events to stimulate their stories, poems and factual accounts. They develop a competent joined writing style, punctuate their work well, and make confident attempts to spell new words. By Year 6, the standard of writing seen is good. Those pupils with special educational needs achieve well. There is a balance between the teaching of comprehension, the use of grammar and punctuation, and encouragement and opportunity to practise these skills. Opportunities to write creatively and independently are often linked to other areas of the curriculum. Teachers have high expectations of handwriting, and by 11 pupils have developed a legible, well-formed handwriting style. Spelling is not as good as other aspects of English, however, and teachers do not emphasise accurate spelling sufficiently in their marking of pupils' work.
10. In mathematics, well-focused questions help Year 2 pupils to find the difference between two numbers using a number line. The teacher encourages the pupils to learn strategies that will be useful in other problem solving situations. Most of the lower-attaining pupils demonstrate average standards in number and also in using and applying mathematical skills. There is a substantial group of higher-attaining pupils who achieve above and well above average standards. This is because the teacher prepares lessons and activities that challenge these pupils to think hard, and to use their prior knowledge and understanding well. By age 11, pupils' mathematical understanding is developing across all aspects of the subject. This is due to the systematic planning of the curriculum and of individual lessons, which ensures that pupils of all attainment levels are fully stretched by the set tasks. Throughout Years 3 to 6, progress is good in comparison to that found in the last inspection, with the consistency and continuity of learning and of teaching approaches ensuring that pupils build well on their previous learning.

11. In science, the Year 2 teacher used a very good variety of light sources to help the pupils to recognise natural and manufactured sources. In group work, pupils tested different materials effectively to find the ones most reflective to use on safety jackets. They used their knowledge and understanding well to predict which would be best, giving appropriate reasons for their choices. They also developed their skills in testing to find solutions to a given problem, making good progress and achieving at above average levels. Pupils with special needs were well supported. By Year 6, pupils understand fair testing procedures, and used this understanding well in separating different kinds of salt from solutions by boiling and evaporation. They have developed very good skills and knowledge in all the areas of the subject, and have particularly good knowledge of living things and life processes.
12. In art and design, teachers and support staff encourage pupils to build progressively on their developing skills. For example, pupils' self-portraits in Year 6 show close observation, good control of line, form and proportion, and good use of colour. In history, pupils in Year 2 use the good variety of evidence to interpret the narrative of the Great Fire of London. By Year 6, teachers have helped the pupils to understand that some forms of evidence are more reliable than others, and through discussion the pupils showed a good grasp of Victorian influences on their town.
13. Standards in music have improved. Year 2 pupils delight in singing about light and its spiritual value, linked to their work in science. A member of the support team accompanies groups of pupils on the piano. Her teamwork with the headteacher provides a really good model for all pupils of how to combine enthusiasm and skill to create good music that brings joy to both performers and listeners. Year 6 pupils used the new music room well, learning a Jewish song with their teacher with great concentration.
14. There have also been good improvements in pupils' attainment in information and communication technology, led by good progress in teachers' competence and confidence. For example, Year 6 pupils constructed flowcharts competently, adding complexity with instructions. In physical education, Year 2 and Year 6 pupils performed very well at their own levels in dance, learning set dances from India. Work in gymnastics in other classes was at average levels.

Pupils' attitudes, values and personal development

15. Pupils' attitudes, behaviour and personal development are very good and reflect the care and concern shown by staff. Their attitudes to learning are consistently very good, the result of the good teaching. Pupils concentrate well, work hard and are proud of the quality of their work. This positive attitude enables all pupils, including those with special educational needs, to make good progress in their learning, and justifies the perception of parents, expressed in response to the questionnaire, that their children like coming to school. Year 5 pupils, for example, showed their very good attitudes to learning in a personal and social education lesson when they debated the morality of war and its effect on people. Their mature and sensible approach led to a balanced argument linked to the school's theme of the week on peace and reconciliation. Children in the Reception class also have very good attitudes to their lessons after only a few weeks in school. They are making good progress, seen when they went on a bear hunt shouting in unison, "We're not scared!" with great enthusiasm.
16. Behaviour is very good both in lessons and around the school. Teachers quickly sort out the rare off-task behaviour without fuss so that the loss of teaching time is

minimal. There were two fixed period exclusions involving one pupil last year, action taken to ensure that the great majority of pupils can get on with their learning. During whole school assemblies, pupils sit quietly and patiently as other classes arrive and their very good behaviour is reflected in the calm, tranquil atmosphere. Movement around the school as lessons end is orderly and demonstrates the children's awareness of the need to consider others who are still working. In the playground, their play is happy and lively and no incidents of bullying or unpleasant behaviour were observed during the inspection.

17. Pupils clearly enjoy working co-operatively in the friendly atmosphere the school presents. The relationships formed between classmates and between pupils and teachers are very good. The same very good rapport extends between pupils and the classroom support staff and governor and parent helpers. Children in the Reception class have a carefully planned induction and staff quickly gain their trust, giving children the confidence to join in the activities offered. Pupils with special educational needs and those for whom English is an additional language are fully involved in all activities. Very good relationships are formed when the Reception children meet their older "Buddy". Parents report that the Welcome Assembly for Reception children and their 'Buddies' is very moving. This confirms their view that the school's mission statement is followed through in practice in the school's care for its pupils.
18. Pupils accept personal responsibilities very well when volunteering for classroom tasks, as register monitors and message takers. At a meeting of the School Council during the inspection, Year 5 and 6 pupils took their roles seriously, having gone through a rigorous selection procedure and being voted in by their classmates. They took a mature and sensible approach to considering the items on the agenda and agreed a good plan of action. This mature approach to personal responsibility is extended to lessons when pupils are given opportunities to work independently. They are willing to attempt challenging work, but older pupils would benefit from more opportunities to use the library for independent research.
19. Attendance at the school is good and above the national average. There is little unauthorised absence and much of the authorised absence is due to parents taking children on holiday in term time. During the year prior to the inspection, 13 pupils had 100 per cent attendance. Most pupils arrive on time, including those who have to travel long distances. This ensures that lessons begin promptly.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

20. The quality of teaching and learning is much improved since the last inspection, and is now at least good at all stages of the school's work. The teaching is very good towards the end of the infants and the juniors, and there are examples of very good or outstanding teaching at all stages. Almost one in three lessons seen was very good or outstanding, and there was no unsatisfactory teaching.
21. Teaching in the Reception class is almost always at least good and sometimes better. The teacher's knowledge of the recommended curriculum is very good. Her lesson planning helps all the staff to develop activities that meet pupils' needs and inspire them to develop their creativity and imagination. Children learn to play well with each other and enjoy learning, because the relationships fostered are so good. There are good arrangements to monitor children's progress and to set individual targets for them. There is a calm and purposeful atmosphere with well-established routines that give children confidence, independence and security.

22. Across the school, pupils respond well to the teachers, behave very well in lessons, and make good, and often very good, progress in their work. Very good relationships between teachers and pupils enable the pupils to deepen their understanding and widen their knowledge. For example, in two impressive dance lessons with Year 2 and Year 6 pupils, the teachers' confidence in their working relationship with each class made the lessons very effective. Both boys and girls made very good progress in learning and performing dances from Asian cultures with skill, poise and control.
23. Between them, the staff have good knowledge of the subjects they teach, and of the learning needs of the pupils. This is put to good effect by teaching and support staff for all pupils, including for those pupils with statements of their needs for extra provision in developing their speech and communication, and those learning English as an additional language. There have been impressive improvements in teachers' and support staff's knowledge and understanding in information and communication technology and music. The good, and occasionally very good, teaching and learning in both these subjects leads to good achievement by age 11, where pupils attain as expected in information and communication technology, and above average in music. Most of the staff are beginning to use computer programs to prepare their lesson plans, so that their use is becoming more widespread in the school's general work.
24. Literacy and numeracy are both taught well, leading to good progress for the pupils in learning basic skills. Teachers use the pattern of the literacy strategy well and have high expectations both for pupils' presentation of their work and their behaviour. These combine with good teacher knowledge and understanding to provide the framework for good teaching. Those teachers who teach to a higher standard use very good questioning techniques and their enthusiasm and interest in the subject enthuses and motivates the pupils. Teachers and support staff encourage the pupils to feel confident to answer questions, and use good techniques to help them understand when they are unsure. In all English lessons observed, pupils maintained a positive attitude to learning and behaved very well. When working in groups or independently, pupils concentrated on their task and when necessary worked constructively with others.
25. In literacy, pupils have lists of words to learn and teachers are generally vigilant in checking that these are spelt correctly in pupils' work. The marking of pupils' work is inconsistent, however, particularly of spelling in subjects other than English. For example, in pupils' science books, high attaining pupils regularly make mistakes in spelling words that are the central focus of the lesson. Though these words are sometimes unfamiliar to the pupils, they are usually written on the board, or available in textbooks. This gives the impression that unless it is in an English lesson, accurate spelling is not important.
26. In numeracy lessons, the teachers' knowledge of their pupils and their mathematical development is used well in whole class sessions to ensure that all pupils, whatever their ability, are given challenging questions which help them with problem solving skills. This approach was developed in a Year 3 lesson where the teacher made links with literacy and information and communication technology by constructing a flow chart for problem solving and to identify key mathematical words related to multiplication. As a result, pupils of differing abilities made good progress in calculating multiples of three, with some working well with complex numbers. In Year 1, the teaching was most successful when pupils were involved both in whole class sessions and in individual work with practical equipment. In the best lessons, teachers had high expectations of the pupils' use of a variety of problem-solving strategies. For example, the expertise of the Year 6 teacher as a mathematician meant that she was able to move the pupils on using a good balance of teacher

direction and pupil activities. Some teachers use other subjects such as science, geography and physical education to encourage pupils to use their number, measure or data collecting skills. For example, pupils took their pulse in a Year 4 physical education lesson and worked out their heart rate.

27. In science lessons, there is always experimental and first hand work to do, and the pupils learn to apply a logical approach to their investigations from the Reception class on. The quality of teaching in the subject is good, and often very good for the juniors. In Year 1, the science lesson was too long, however, and a good beginning was spoiled because a number of pupils became bored.
28. Teachers provide good support for pupils with special educational needs and their strategies are very successful. Very good use is made of support staff and voluntary helpers to support all pupils either individually or in small groups. The school benefits from advice and specialist teaching from a number of external support services, including the advisory teacher for speech and language impairment. Those with behavioural problems benefit from the advice of the specialist from The Pupil Learning Centre. The representatives of external support services work closely with the teachers and support assistants to enable them to manage learning and behaviour problems. Work is planned to match the pupils' individual targets stated in individual education plans, although there is only brief mention in the teachers' short term planning. Support staff liaise with class teachers to ensure they focus their support appropriately. The teaching assistants extend the teachers' short term plans to provide details of their contribution to the lesson. However, much of the essential individual and group teaching for pupils withdrawn from class takes place in the library. This restricts the use of this space for other pupils to develop their independent research skills.

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

29. The curriculum provided for all pupils is good and meets the statutory requirements for the National Curriculum and of the locally Agreed Syllabus for religious education well. The curriculum is also enriched by a wide range of extra-curricular activities. There is good provision for the personal, social and health education of all pupils. There are also effective links with the community and with other schools. All pupils, including those with special educational needs, have equal access to the full range of learning opportunities offered.
30. The National Strategies for Literacy and Numeracy have been successfully implemented. The strategies provide a useful framework for teachers' long term planning. Their half-termly plans ensure that all pupils' knowledge and understanding develop progressively as they move through the school. Lesson plans include opportunities for teachers and support staff to monitor and evaluate the teaching and learning. There is also provision for most subject co-ordinators to monitor and evaluate the effectiveness of their subject and its contribution to the overall curriculum.
31. Since the last inspection, policies and schemes of work have been reviewed to take account of the pupils' changing needs. This has improved the whole of curricular planning, particularly in the use of good schemes of work to inform half-termly plans. Each subject has a policy document that ensures continuity of learning as pupils progress through the school. Plans include provision for all ability levels, including those pupils with special educational needs, although the staff do not yet formally identify gifted or talented pupils. Provision for extension activities to meet the needs of

the highest attaining pupils should be considered further to ensure they match as closely as possible the pupils' ability and interests, and provide appropriate challenge. There is close liaison between the class teachers and the teaching assistants that ensures the support staff have their own plans with the same objectives as the teacher. Teachers' planning for information and communication technology and music lessons is much improved.

32. The Code of Practice for pupils with special educational needs is followed closely and provision for these pupils continues to be good. Pupils are mainly supported in class so that they can follow the curriculum offered to their peers. Pupils from the speech and language resourced provision are withdrawn from class to receive additional, specialist teaching to enable them to develop literacy and numeracy skills according to their need. The needs of the majority of pupils with learning difficulties, behavioural problems and those pupils with speech and language needs are met with support from a team of teaching assistants within the mainstream classroom. Provision for them is well organised and the curriculum plans take into account the targets in the pupils' individual education plans. The individual plans and targets are regularly reviewed as necessary. Parents are invited to attend, together with any professionals from the Education and Health services who may be involved with particular pupils.
33. Extra-curricular provision is good. A number of clubs and activities take place during lunchtime and after school. There are sports clubs, country dancing the opportunity to learn to play the recorder. The infants perform a play for Christmas and junior pupils perform either a pantomime or play with every pupil taking part. There is a club to introduce pupils to other languages, for example German. There is a well-attended 'before- and after-school' club when pupils are well supervised. Pupils who attend are able to participate in a wide range of organised activities that they clearly enjoy.
34. The curriculum is enriched by visits from people with special skills and knowledge. For example, a grandparent visited school to tell of his experience of the Second World War, and a local lace maker demonstrated her skills. Nurses from Pendlebury Hospital visited school to raise awareness of health issues. There was a visit from a Zulu group from South Africa who performed stories and music that created much excitement, and a group of enthusiasts provided an enactment of Viking life. The pupils gain a great deal from these activities, which are used well by the staff to promote pupils' learning. There are also good opportunities for instrumental tuition from visiting music teachers.
35. Pupils visit the local library and museums such as Eureka, Manchester Museum and Castlefield. A group of Year 5 and 6 pupils take part in a residential visit to enable them to experience a range of outdoor pursuits not usually available to them. Greater use could be made of a wide range of local places of worship to extend pupils' knowledge and understanding of a variety of cultures and faiths studied in religious education. Pupils are involved with at least two charities a year that may involve fund raising or being made aware of their particular work. Provision for personal, social and health education is good: the school's policy is currently being reviewed. There are policies for the teaching of sex education and the misuse of drugs.
36. Links with partner institutions are principally through the Castlebrook High School Cluster Group, and feeder Nurseries. Meetings take place between the member schools to ensure continuity, liaison, progression and enhancement of the pupils' education. The cluster group encourages liaison between subject co-ordinators through subject meetings. Joint staff training is arranged, and guidance about pupils' records of attainment to effect a more efficient transition to the High School has been agreed.

37. There is very good provision for pupils' spiritual, moral and social development and good provision for cultural development. This is an improvement since the previous inspection. Pupils are encouraged to work together in harmony and learn to respect and be sensitive to the needs of others. The school meets the requirements for the act of collective worship.
38. The provision for pupils' spiritual development is very good. There are sensitive assemblies and acts of corporate worship matched to pupils' spiritual needs. These are a meaningful experience for pupils. The staff develop the whole school theme throughout the week, as for example when they helped the pupils to explore the meaning of peace in their own and other cultures and the symbols used to represent this. Pupils' spiritual growth is well fostered through lessons, in particular in religious education, dance, music, art and design and science. For example, the final performance of a Divali dance showed Year 2 pupils entering into the spirit of reverence required to perform it well. There was sense of wonder as Reception children examined and handled ice in a balloon and told the teacher how it felt. Pupils' spiritual awareness can be seen in their work on poetry, as when Year 4 pupils sensitively described the feelings evoked by a poem about the sea.
39. The provision for pupils' moral development is very good. The "Golden Promises" in each classroom and the classroom rules are effective in raising pupils' moral awareness. They are helped to understand the difference between right and wrong and the consequences of poor behaviour. The effective use of rewards by staff helps to give a positive feel to the daily life of the school. Pupils are encouraged to make responsible choices and to show a sensible attitude to each other and to the school. Through the personal, social, and health education lessons, pupils reflect on personal qualities such as tolerance, kindness and sensitivity to other's needs and rights, reinforced in assemblies.
40. The provision for pupils' social development is also very good. There are many opportunities for them to work together in lessons. In the Reception class, children learn to share equipment and talk to each other about their work. This continues throughout their school life, boys and girls working and playing together well. Pupils with special educational needs and those for whom English is a second language are fully included in all aspects of school life and form good relationships. Educational visits, extra curricular activities, visitors into school and the very good provision for out of school care all enrich pupils' lives and ensure that they are confident when interacting with others. Older pupils also benefit from opportunities to exercise responsibility as prefects, on the School Council, or as 'buddies' to children in the Reception class.
41. The provision for pupils' cultural development is good. The diversity of visitors into school and visits out of school has a positive impact on pupils' understanding of their own and other cultures. This was seen in a music lesson for Year 6 when pupils learned a song in Hebrew and appreciated the importance of the style of singing. All members of the school community are respected for their individuality and for their unique talents. The school's motto, "Together We Build Understanding", is carried through very well in practice. For example, pupils compare similarities and differences between the major world faiths of Islam, Judaism, and Christianity in religious education lessons.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. The procedures for child protection and ensuring pupils' welfare, health and safety are very good. The procedures for monitoring and promoting behaviour are also very

good and there are good procedures for monitoring attendance and academic and personal development. All these aspects are improved since the previous inspection. There is good provision for pupils with special educational needs and those for whom English is an additional language.

43. All staff, including support staff, have a good awareness of pupils who may be experiencing difficulties, or whose welfare is giving cause for concern. In addition to the designated Child Protection teacher, two other members of staff are fully trained in the procedures and all staff, including mid-day supervisors, have received suitable guidance and training in the correct way to report concerns. Parents are informed of the procedures in the prospectus. There are good systems in place for monitoring pupils' attendance and following up any absences. The school is aware of the increasing tendency for pupils to have holidays in term time and does its best to discourage this. Registration periods are efficient and provide an orderly start to the day.
44. The school has very good procedures for the promotion of pupils' behaviour and for dealing with unsatisfactory behaviour or racial or other harassment. All staff have high expectations of pupils' behaviour and are consistent in their approach to any lapses. The system of rewards and sanctions and entry into the good behaviour book encourages pupils to behave well. Parents and pupils are clear that the headteacher and staff will deal quickly with any worries that they may have about unkind behaviour or bullying. There is good support for pupils with a special educational need, not only from staff but also from other pupils.
45. The school meets the statutory requirements for providing a safe place for pupils and adults to work in, including Internet screening. The caretaker and staff keep the school clean and pupils confirm that they feel safe and secure. The school has clear health and safety procedures supported by a good policy, which is implemented well. A governor who inspects, records and reports potential or actual hazards, conducts termly risk assessments of the site. Risk assessment records are very detailed and provide a framework of good practice for staff to follow. The headteacher and the caretaker are vigilant on a daily basis, and have identified a potential health and safety hazard in the entry of cars onto the site. The school is taking measures to deal with this situation. The medical needs of pupils are planned for and there are four fully qualified members of staff to deal with first aid. Other members of staff have received emergency first aid training.
46. Pupils with special educational needs are very well supported by their teachers and support staff. They benefit from working alongside their peer group. The school has increased the number of teaching assistants to improve the level of support and care for pupils with special needs. The school has good access to specialists from a number of specialist agencies, and liaises with them well to support the pupils.
47. There are good procedures in place for monitoring pupils' personal development. Individual personal targets are set for pupils in Years 1 and 2, and the school is extending the system for junior pupils. The school is developing its personal and social education to ensure that pupils' personal development is closely monitored and recorded. There are also good systems developing for assessing and monitoring pupils' performance in their academic work. Good procedures are in place in the Reception class for assessing and recording pupils' progress, which is tracked carefully and targets set that are related to individual attainment.
48. Portfolios of work are compiled by co-ordinators for most subjects within the National Curriculum. These enable teachers to be consistent in their judgements of pupils'

attainment against national criteria. The school complies with the arrangements for statutory assessment and uses a range of other tests of pupils' attainment and progress. Teachers and other staff know the pupils well and are aware of strengths and weaknesses in relation to their personal qualities and attitudes. They build on these strengths and provide pupils with appropriate support and learning tasks, which meet their needs.

49. In English, mathematics, science and information and communication technology, pupils are assessed against areas of understanding and skills, which relate to learning targets for each year group. This checklist is manageable and informative, especially for teachers to keep a check on progress as pupils progress through the year. Teachers adapt their lesson planning based on this assessment information. Teachers' marking of pupils' work is generally satisfactory, and there are good examples of marking offering help to pupils to improve. However, the school has recognised that this is inconsistent, particularly for spelling, and has included it in the current improvement plan for further development.
50. Good systems and documentation are in place to identify pupils to be placed on the Special Needs Register. The school uses the on-site expertise well for pupils with specific needs and they receive support which enables them to meet their targets in their individual education plans and at the same time be fully included in the life of the school. Assessment procedures are used to identify pupils at an early stage who might have special needs. However, whilst the staff plan their lessons carefully to meet pupils' needs, there is no specific guidance to help them identify potentially gifted and talented pupils.
51. The school has made very good progress in monitoring the results of the wide range of assessment and testing that takes place. The attainment of groups of differing ability, gender and ethnicity is analysed to ensure that teaching is matched to their needs and relevant targets set. The assessment policy does not reflect these good procedures, however, and more consistent recording of attainment across all subjects needs to be undertaken. The school has identified these as priorities for development.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

52. Parents and carers view this as a very good school that is helping their children to become mature and responsible. They describe it as a family school which is happy, caring and supportive, as embodied in the school's mission statement. This is an improvement since the previous inspection due to the value the headteacher places on the involvement of parents in their children's learning. Parents confirm that the headteacher and staff are very approachable and that they feel able to discuss any worries or concerns with them. At the parents' meeting prior to the inspection and in the questionnaires, most parents showed good support for the school and its work. They feel that their children are making good progress because the school expects them to work hard and achieve well. The inspection findings confirm the parents' positive views of the school.
53. The quality and quantity of information that parents receive is good. They receive regular newsletters about events and activities taking place in the school as well as a diary of school events at the beginning of each term. The prospectus is informative and helpful. Parents have the opportunity to meet teachers during the autumn and spring terms, when they are given good information about the progress their children make and how they can help them in their learning. There is a good range of leaflets and books for parents on how they can help children with reading, writing and spelling, the literacy hour, speech and language development and other initiatives.
54. Parents and carers are kept fully informed and involved in the progress of their children. They are invited to attend review meetings to discuss the progress of their child. They are also encouraged to participate in home/school learning programmes to provide additional support if possible. There is a valuable arrangement which allows parents of those pupils within the speech and language resourced provision to practise the vocabulary their child will need before a new topic is introduced in lessons. Access to members of staff for parents of pupils with special educational needs is very good.
55. There has been an improvement in the annual report of the governing body to parents. Reports to parents are satisfactory. They contain detailed statements of what pupils can do but are inconsistent in their comments on what pupils need to do to improve. Parents confirm that they can recognise their children in them. The headteacher and staff are a visible presence in the playground as pupils enter and leave school and parents were seen consulting with them regularly on an informal basis.
56. The school involves parents in its development by consulting them through questionnaires, and the headteacher and the governing body value their suggestions. Most parents give good support to the work of the school and to their children's learning through their involvement in homework activities. Parents of children due to start school are given a welcome project to complete with their children in the summer, as well as a developmental checklist. This ensures that staff are well informed and able to offer maximum support to the children. A small number of parents help out in classrooms, and a governor reads to Reception children and helps them with their activities. Some of these parents have gone on to gain qualifications in childcare, due in no small part to their work in the school.
57. Reading workshops are held each year for parents. Parents at the meeting welcomed the opportunity to be invited to assemblies and concerts and new parents enjoy the 'Welcome' assembly. Parents of children who have a special educational need are fully involved in the development of their individual education plans. Because some of these parents do not live in the local community, the school holds

coffee mornings with invited speakers so that they can build up a network of support. The Parent Teachers' Association contains a small but dedicated band of parents who work hard on behalf of the school through social and fund raising activities. There has been good improvement in the school's partnership with parents.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- The headteacher sets high standards for all the school's work.
 - She encourages other key staff to ensure that these high expectations permeate the school's work.
 - Between them, they follow the head's outstanding lead to provide very good management of the curriculum, and teaching and learning.
 - Governors take their role very seriously, and perform their statutory and other duties very well.
 - They have a good grasp of the school's strengths and areas for improvement, and oversee very effective improvement plans.
 - Very good systems have been developed by the headteacher, supported well by the deputy, to provide up-to-date and useful data on the school's work.
 - Staff and governors use this information very well to set targets and plan developments.
 - Staff are very well deployed to focus on and meet the wide variety of pupils' needs.
 - The school's good resources are used effectively to support the pupils' learning.
 - The finances received are used wisely to further development planning.
 - Good measures have been adopted to ensure that the principles of best value guide the purchase and use of all the school's resources.
 - The teaching and support staffing is very effective; the accommodation is adequate, with some weaknesses; there are good resources to support pupils' learning.
 - The school has improved sufficiently now to give very good value for money.
58. The headteacher is an outstanding leader. She sets high standards for herself, staff and pupils, and ensures that these are delivered. She does this by ensuring that everyone involved in the school shares the same mission, and is prepared to work hard to enjoy achieving it on behalf of the pupils. The atmosphere she creates for this is purposeful, but friendly; organised, but welcoming; goal-directed, but based on pupils' best interests.
59. The headteacher is extremely efficient in her management practice. This ensures that there is order in the school's organisation and management, in which she is ably supported by the school secretary. All expected systems are in place, and financial control and management are secure. The school runs as an efficient place of work, the more so because its mission statement is prominently displayed, and evident in all its work. Even the pupils quote it in response to questions about the school!
60. The deputy headteacher sets the lead for the teaching team in her own practice. She ensures that the Foundation Stage in the Reception class fulfils all requirements, and liaises closely with parents and feeder nurseries. She also supports the headteacher successfully, complementing the head's efficient skills with her own creativity and flair. Other key staff also work as part of the senior management team and leaders of key stage teams very effectively. Indeed, the feeling in the school is of a cohesive and coherent educational establishment where all the constituent groups – pupils, parents, governors and staff - work together with joint understanding and agreement

to meet the school's aims and to promote the pupils' learning. This represents significant improvement since the last inspection.

61. All staff are clear as to their responsibilities, and contribute well to the overall success of the management of the school. Those who have leadership responsibilities for subjects have had a significant impact on ensuring that standards of attainment continue to rise. Procedures to check the effectiveness of teachers' professional performance are effective in promoting staff development, and teachers and support staff take full advantage of the school's forward-looking policy for staff development and training.
62. The governing body fulfils all its statutory duties effectively, save for an omission in the annual report to parents, which has been noted. As at the last inspection, governors are very supportive of the school, but are now much better informed both through information provided by the headteacher and staff, and because many governors are in the school regularly. The governing body's development planning is precise and well-informed, and includes very good analysis of the success of its previous plans. There is good strategic focus, taking account of possible eventualities, and including long-term projects such as the desire to open a Nursery on site. Governors are very supportive of the school's inclusion policy, and ensure that those pupils with special needs have sufficient staff to meet their needs effectively. Their overall monitoring and evaluation of the school's work is much improved, because they work very closely with the headteacher, who keeps them updated with information gathered by the staff of the school. They are clear as to the school's many strengths, and as to how it might improve.
63. The provision for pupils with special educational needs is well managed by the special educational needs co-ordinator. The recommendations of the Code of Practice are closely followed. Information related to special educational needs is easily accessible. The provision outlined in Statements of Special Educational Need is met through the targets set in individual educational plans and all pupils with special educational need are fully included in all aspects of the life of the school. The school includes all pupils in the activities it offers. Girls and boys have equal access to the full curriculum, including extra-curricular activities. Those pupils within the speech and language resourced provision are fully integrated into the full life of the school, in line with its policy. The special educational needs co-ordinator leads the team who support them well, and liaises effectively with a wide range of outside agencies, and parents. She is very well supported in this work by the whole staff of the school. The level of classroom support is good, and classroom assistants and volunteer helpers work closely with class teachers. Together they make a good team and contribute to the good progress made by pupils.
64. The accommodation is good in some respects, but has weaknesses in others. A significant barrier to improvement for the pupils is the lack of dedicated space in the main school for essential individual and small group teaching out of the classroom. This particularly affects pupils within the speech and language resourced provision. Because this mainly takes place in the library, however, access is then restricted for other pupils who cannot use it for research purposes. The library itself is a good resource, stocked with lively texts of interest to the pupils, and well catalogued. The new ICT suite is a very good addition to the school's resources, and is being used well to help to drive up standards. However, it is very small, and many of the classes, particularly in the juniors, are large. This again restricts its value in promoting higher standards for all pupils. Whilst most pupils comfortably change in the classroom for games and physical education, there are no changing facilities for older pupils in

Years 5 and 6. This leads to pupils having to change in the toilets. This is unacceptable.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

65. In order to raise pupils' standards of attainment further, and to continue to improve the overall quality of education, the headteacher, governors and staff should:

(1) devise and implement a marking policy which helps teachers, support staff and pupils to recognise and promote progress in learning, including spelling across the curriculum, as recognised in the current improvement plan;
(Paragraphs: 9, 25, 49, 78)

(2) continue to explore ways to improve the accommodation, as funds allow, in order to:

- a. provide suitable space to teach pupils with special educational needs when they are withdrawn from class;
- b. ensure full access to the library for all pupils;
- c. make best use of the school's computer facilities
- d. allow older boys and girls separate changing facilities when changing for physical activity.

(Paragraphs: 28, 64, 81, 82, 124, 135)

In addition, the governors may wish to consider the following minor issue:

to produce and implement the school's own policy for the identification and education of gifted and talented pupils.
(50)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

58

Number of discussions with staff, governors, other adults and pupils

30

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	16	22	18	0	0	0
Percentage	3	28	38	31	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

Information about the school's pupils

Pupils on the school's roll

YR– Y6

Number of pupils on the school's roll (FTE for part-time pupils)

227

Number of full-time pupils known to be eligible for free school meals

10

Special educational needs

YR– Y6

Number of pupils with statements of special educational needs

20

Number of pupils on the school's special educational needs register

50

English as an additional language

No of pupils

Number of pupils with English as an additional language

14

Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission

5

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

10

Attendance

Authorised absence

	%
School data	3.7
National comparative data	5.2

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	15	14	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	13	14
	Girls	13	14	14
	Total	26	27	27
Percentage of pupils at NC level 2 or above	School	90 (87)	93 (94)	97 (94)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	14	14
	Girls	12	14	14
	Total	25	28	28
Percentage of pupils at NC level 2 or above	School	86 (90)	97 (94)	97 (90)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	18	14	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	17	18
	Girls	13	12	14
	Total	31	29	32
Percentage of pupils at NC level 4 or above	School	97 (80)	91 (70)	100 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	17	18
	Girls	11	12	14
	Total	27	29	32
Percentage of pupils at NC level 4 or above	School	84 (77)	91 (83)	100 (97)
	National	72 (70)	74 (72)	82 (79)

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	7
Indian	5
Pakistani	2
Bangladeshi	0
Chinese	0
White	192
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9.6
Number of pupils per qualified teacher	31.1
Average class size	32.4

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	189

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	-
Number of pupils per qualified teacher	-
Total number of education support staff	-
Total aggregate hours worked per week	-
Number of pupils per FTE adult	-

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

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	2	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.

Financial information

Financial year	2000/01
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	£
Total income	513,661
Total expenditure	527,973
Expenditure per pupil	2,337*
Balance brought forward from previous year	63,582
Balance carried forward to next year	49,270

** This includes SEN resourced funding.*

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	227
Number of questionnaires returned	77

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	38	3	0	3
My child is making good progress in school.	42	45	3	1	9
Behaviour in the school is good.	45	48	1	0	5
My child gets the right amount of work to do at home.	25	58	8	0	9
The teaching is good.	56	36	4	0	4
I am kept well informed about how my child is getting on.	38	47	9	4	3
I would feel comfortable about approaching the school with questions or a problem.	77	16	5	3	0
The school expects my child to work hard and achieve his or her best.	73	23	3	0	1
The school works closely with parents.	47	40	6	3	4
The school is well led and managed.	69	22	1	1	6
The school is helping my child become mature and responsible.	52	40	4	0	4
The school provides an interesting range of activities outside lessons.	32	39	12	5	12

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

66. Children start in the Reception class in September in accordance with locally agreed procedures. Before starting school most children attend a range of local playgroups or private nurseries. The results of initial entry assessment show that attainment is generally in line with the nationally expected levels. Some skills in early reading and writing at entry are poorly developed, however.
67. Teaching is almost always at least good and often better in all curricular areas. The teacher's knowledge of the curriculum and the learning needs of the children in the Foundation Stage is very good. Her planning supports all the staff in developing activities that meet pupils' needs and inspire them to develop their creativity, imagination, investigative skills and language skills. Relationships are very good. Children learn to play happily and co-operatively with each other and enjoy learning. There are good arrangements to check children's progress and to set individual targets. There is a calm and purposeful atmosphere with well-established routines that give children confidence, independence and security. These strengths enable children to make good progress and the majority reach the Early Learning Goals (what children are expected to have achieved by the end of the Reception year) in all areas of learning by the time they come to the end of the Foundation Stage. Within the framework of the new Foundation Curriculum the children make good progress and achieve well in relation to their attainment levels on entry, especially in personal, social and emotional development, communication, language and literacy, knowledge and understanding of the world and some aspects of creative development. This is due to the very good teaching in these areas.

Personal, social and emotional development

68. The teaching in this area is very good with a wealth of opportunities to develop and extend children's personal and social skills across all areas of learning. Adults engage with children in these activities and demonstrate how they can play and interact with each other. For example, in small world play about animals the children took turns and co-operated in constructing homes for the different animals, as a direct result of suggestions by the teacher. In many activities children work together well due to the good organisation of the activities and the high expectations placed on them by adults. They are encouraged to make decisions with others. For example, in constructing a large animal den outdoors there was a range of materials that children had to try out together to agree which worked the best. Children are confident in moving about the school and in looking after themselves in matters of dressing and personal hygiene. They sustain concentration for a long time and take responsibility for their own behaviour and sometimes for the behaviour of others. On one occasion, some children intervened sensitively when another child was about to spoil their activity. Elements of the religious education syllabus are included in discussing issues arising from stories read. For example, after reading 'Peace at Last' children were encouraged to explain what they understood by 'Peace'. In these situations children are confident to respond and listen to the views of others.

Communication, language and literacy

69. Most children attain the levels expected in communication, language and literacy by the end of the Reception year. Teaching is good and a good range of activities is provided to encourage speaking, listening, reading and writing. Role-play and exciting resources are used effectively to communicate thoughts and ideas and to stimulate imagination. Children talk about their work and explain why they have chosen colours

and materials, using a range of adjectives, for example, hard, soft, fluffy and bright. They take part in the shared reading and sequence stories, read, and point to individual words. Some children even identify letter sounds within words. Pupils with special needs are well supported in shared reading sessions and have their own copies of books to ensure that they have close interaction with the story. All children have opportunities to write their names independently and use writing in role-play, for example in the office at the animal hospital. Many are beginning to associate sounds in words with appropriate written letters. The teacher annotates children's writing well to reflect the level of support and interaction that has taken place and to encourage the child to respond to her comments.

Mathematical development

70. Children have access to a range of appropriate activities to support their learning in this area and are on target to achieve expected levels by the end of the Reception year. Teaching is good in this area. Most children count confidently to 10 and some beyond. They enjoy joining in with counting rhymes and games and can usually count accurately small sets of objects. The teacher used a puppet very effectively to enable the children to 'catch him out' when he made a mistake. Children could not only identify his mistakes but some could suggest strategies to help him be more accurate. Good use is made of the wall displays to develop problem-solving skills. For example, a display depicting the song 'Ten Green Bottles' was used and handled by the children to demonstrate how many had fallen and how many were left. All aspects of mathematical development are applied and developed across the curriculum and children are beginning to recognise simple plane and solid shapes and their properties and use aspects of measurement in creative activities and construction. A classroom assistant carefully assessed their mathematical progress through observation in a printing activity.

Knowledge and understanding of the world

71. The teacher plans a good range of topics that interest the children in the world around them and the teaching is very good. This leads the children to attain as expected, with many of them reaching higher levels, by the end of the Reception year. The local environment is used effectively. For example the children made a map of a local walk and recorded what they saw at each point on the journey as well as making a collection of things that they found. In a study of animals, children visited a local animal sanctuary and set up their own hospital using their knowledge of what they had found out about animals in their role-play. In an activity investigating ice, children were encouraged to use their senses to explore its properties and to see the effects of salt, water and other materials had on it. Children build and construct models using a wide range of materials and learn how to shape, assemble and join materials. The outdoor area is used well for this. In constructing large animal dens the support assistant helped all children draw on their previous knowledge and at the same time gave specific support to an individual child with specific needs. Technology is used appropriately to support children's learning. They use a computer confidently and use the mouse to select options from the computer screen. One pupil could even change the program. Their understanding of their own culture and beliefs, and those of other people, is fostered well through topics on specific religious celebrations and people from the community share customs with the children.

Physical development

72. Children's attainment meets the expectations by the end of the Reception year. They develop their physical skills both in structured physical education lessons and in the outdoor play area. Children move confidently and safely and understand the importance of warming up before physical activity. Most children can hop, skip and jump, move quickly with control and follow and emulate the teacher's movements in

time to singing. A safe and attractive outdoor play area is used to help them learn to use their bodies, as well as a place for exploration and play. It contributes well not only to the development of their bodies but also their imagination and creative skills. This is an improvement since the last inspection. Children use a range of tools, equipment and materials competently. They work skilfully and safely with construction equipment, and show good control when using paintbrushes and drawing tools. The quality of teaching is good.

Creative development

73. The teaching of creative development is good, and children meet the expectations and sometimes exceed them in this area of their learning by the end of the Reception year. Through a range of activities children explore colour, texture, shape, form and space in two and three dimensions. They are able to choose paint, crayons, materials of different kinds and dough to make models and create drawings paintings and collages. A very good range of small toys and well-resourced role-play areas support children's imaginative development. Children enjoy creative activities and become fully involved. One pupil announced that he had 'made the best space ship in the world! ' They sing a range of songs and rhymes from memory and are encouraged to respond to music throughout the day as a sign for a change of activity.

ENGLISH

74. Results in National Curriculum tests and assessments in 2001 for those pupils at the end of Year 2 show that their performance in both reading and writing is above the national average. The proportion of more able pupils who achieve Level 3 is well above the national average. Standards have risen over the past four years and there has been a strong improvement this year. Results for reading and writing are in line with the average when compared to similar schools. In the 2001 National Curriculum tests at the end of Year 6, pupils' attainment was in the top five per cent compared to the national average and well above average in comparison to similar schools. The attainment of boys was slightly better than girls. There has been steady improvement over the past four years, and it was particularly good this year.
75. Most pupils make good progress across the school, including those who have special needs, and the few pupils who are learning English as an additional language. Those pupils within the speech and language resourced provision are supported effectively by school staff, and the local authority specialist team. Almost all pupils in this group make good progress, and attain levels in national tests at the end of Year 6 similar to their peers. The close liaison between teachers and support staff provides good learning opportunities for those pupils experiencing difficulties. The teamwork and high standard of preparation ensures that support is accurately focussed. The support is discrete and of a high standard, enabling all pupils to have equal access to the subject.
76. The principles of the National Literacy Strategy are followed throughout the school. Teachers' planning is good, and their lesson plans show that the needs of all pupils are being considered. The teaching of reading takes place mainly during the literacy hour. Groups of pupils in the juniors are provided with good opportunities to work with a good range of reading materials. The groups operate on a rota system so that the pupils are heard by each of the three adults, in turn, once a week. Pupils are encouraged to talk about what they have read and to develop their understanding of themes and characters. This is particularly effective when the older pupils study Macbeth, to make sure they understand Shakespearian language. Pupils also learn to listen carefully to their teachers and to each other. Pupils' workbooks show that they have the opportunity to write for a wide range of purposes, for example, book reviews,

poems and character descriptions. There are effective links with other areas of the curriculum, particularly science and religious education.

77. By age seven, pupils listen attentively to their teachers and to other pupils. For example, they participated well in discussions to create a poem of their own based on the poem 'Helping'. They shared their knowledge of rhyme, and showed pleasure in their ability to identify rhyming couplets and gave examples of their own. In a religious education lesson, they discussed their feelings about how they felt when they were in the dark and how their feelings changed when a light was switched on. By the end of Year 2, pupils are confident in using technical language such as 'alliteration'. By age 11, pupils listen attentively to their teacher and other adults and are able to concentrate for prolonged periods of time. Although some younger pupils in this key stage regularly ask questions to clarify ideas, this is less evident for older pupils. Teachers do encourage pupils to respond to their questions, however, and the older pupils described Lady Macbeth perceptively as 'selfish', 'stubborn', 'devious', and 'persistent'.
78. Each term, teaching assistants monitor the pupils' responses to teachers' questions during class discussions to ensure all pupils use the opportunity they are given to answer questions and to ensure there is equality of access for all pupils. Assessment during lessons is mainly informal, through observation and discussion. Scrutiny of pupils' saved work shows that there is some inconsistency in marking. Opportunities are missed to comment on how work could be improved.
79. Seven and eleven year-old pupils currently achieve above average standards in reading. As the inspection took place relatively early in the school year, the effects of extra support for these pupils could not be measured. It may be, with extra support, that they will reach similar standards to those generally achieved in the school. The majority show an interest in books and read accurately, fluently and with understanding and expression. Those pupils who do experience some problems reading more difficult words use their reading skills well to break them down into smaller units. They also combine this with trying to understand the meaning of words in context or use the illustrations to help. Towards the end of Year 2, pupils reading at a higher level do so with maturity and understanding. They identify significant characters and events within the story. They enjoy reading and name their favourite authors and stories. Most pupils read regularly at home and most use the school and local libraries. The majority of pupils know how to use word banks and dictionaries. In some classes, different wordlists and dictionaries are available to pupils according to match their ability. By the end of Years 2 and 6, they have made good progress. Pupils who receive additional support for special needs make good progress.
80. Pupils' attainment in writing by age seven is well above the national average. They learn to record from an early age and are encouraged to try to write independently, and the staff provide them with many opportunities to write in different forms. They understand that stories are sequenced. Most pupils write in complete sentences, using capital letters and full stops by the end of Year 2. More able pupils use question marks appropriately, and understand the use of speech marks. Many pupils write poems using rhyming couplets. All pupils are confident when trying to spell unknown words and will make plausible attempts. At the end of Year 6, the standard of writing seen is good. Those pupils with special educational needs achieve well. The lessons seen emphasised the technical aspects of writing but in pupils' work books there are examples of independent creative writing. Towards the end of Year 6, pupils understand similes and contribute suggestions of their own, for example 'ears like rugs'. There is a good balance between the teaching of comprehension, the use of grammar and punctuation, and encouragement and opportunity to practise these

skills. Opportunities to write creatively and independently are often linked to other areas of the curriculum, such as history. Spelling is generally satisfactory, but marking of written work does not address spelling errors adequately or fully inform the pupils of how their efforts could be further improved.

81. Teachers have high expectations of the presentation of pupils' work. Most pupils by the end of Year 2 have transferred from a print style of writing to a style using joined letters by the end of this key stage. Letters are usually well formed and legible. Work is well presented by the end of Year 6 and pupils have developed a legible, well-formed handwriting style using joined letters.
82. The quality of teaching is good with a few examples of very good teaching. Good planning and high teacher expectations both for presentation of work and behaviour, combined with good teacher knowledge and understanding provides the framework for good teaching. Those teachers who teach to a higher standard used very good questioning techniques and their enthusiasm and interest in the subject enthused and motivated the pupils. Very good relationships between teachers and pupils enable the pupils to deepen their understanding and widen their knowledge. Teachers stimulate and sustain pupils' interest. Teaching strategies encourage pupils to answer questions, and amend those answers that may not be accurate: this helps pupils to learn. In all lessons observed pupils maintained a positive attitude to learning and behaved very well. All lessons seen followed the format of the National Literacy Strategy, with good planning for levels of attainment included in the plans. Teachers maintain the structure of the literacy hour, with most lessons having a balance of whole class teaching, group and individual work. When working in groups or independently, pupils concentrated on their task and when necessary worked constructively with others.
83. The school library has a wide range of both fiction and non-fiction texts. All classes have times designated when the pupils may choose a library book. The library is dual purpose, also acting as the base for those pupils who need specialist teaching to meet their special educational needs. This restricts the access pupils have if they need to research topics at other times of the week. Resources for teaching reading are recent, in good condition, easily accessible and appropriate. There is a wide range of structured reading as well as many storybooks so that pupils can practise the reading skills they have acquired. Teachers also encourage pupils to use word-processing skills effectively, much improved since the last inspection.
84. The subject is managed very well. There is close monitoring of standards and analysis of performance. Results of this analysis are used to inform planning and to improve the effectiveness of teaching and the efficient use of resources, particularly the deployment of support staff. Resources are of good quality but the restricted access to the library does not allow pupils to fully exploit its potential as a source of information.

MATHEMATICS

85. Pupils in Year 2 and Year 6 currently attain levels above those expected for their age in all areas of the subject. This is very good achievement given the high proportion of pupils on the special educational needs register. The National Curriculum test results in the Year 2001 showed good improvement on the previous year and there was a significant rise in the attainment of eleven-year-olds, with an increase of 18 per cent in the numbers achieving Level 4 and above. Their attainment was above average when compared to similar schools. The attainment of seven-year-olds also rose, especially that of pupils attaining higher than expected levels, which was also well above

average in comparison with similar schools. Standards are rising above the national trend, especially for the higher attaining pupils and pupils identified with special educational needs. Girls generally perform better than boys at age seven, but the pattern is reversed at age 11.

86. This sustained improvement in attainment since the last inspection was observed in lessons and in pupils' work during the inspection. Although the school does not expect such high levels this year by 11, in the light of previous performance, the school expects to reach the target set and perhaps exceed it. The standards observed during the inspection would support that view. This is because of the high standard of teaching observed in the juniors, particularly for the older pupils.
87. The standards attained by the present seven-year-olds are above average and better than those reported in the last inspection. The weaker elements in the teaching over the last three or four years have been addressed through the very effective use of the National Numeracy Strategy and by rigorous monitoring of teaching and planning. Progress in number is now good in the infants for both higher and lower attaining pupils, due to the good level of support and good teaching. Most of the lower-attaining pupils demonstrate average standards in number and also in using and applying mathematical skills. Because of the challenging nature of the curriculum there is a substantial group of higher-attaining pupils who are achieving above average standards.
88. The standards observed in Year 6 are above average and also much improved since the last inspection. Pupils' mathematical understanding is developing across all aspects of the subject, and this is due to the systematic planning of the curriculum and of individual lessons, which ensures that pupils of all attainment levels are fully stretched by the set tasks. Throughout the juniors, progress is good in comparison to that found in the last inspection, with the consistency and continuity of learning and of teaching approaches ensuring that pupils build well on their previous learning.
89. Teaching is always at least good across the school with half the lessons seen being very good, especially the teaching of the older pupils in the infants and the juniors. The teachers' knowledge of their pupils and their mathematical development is used well in whole class sessions to ensure that all pupils, whatever their ability, are given challenging questions which help them with problem-solving skills. In Year 2, questions such as 'What do you know?', and 'What do you want to find out?', helped pupils when finding the difference between two numbers using a number line. By taking this approach the teacher was developing strategies that the pupils would be able to use in other mathematical problem-solving situations.
90. This approach was developed in Year 3, where the teacher made links with literacy and information and communication technology by constructing a flow chart for problem-solving and to identify key mathematical words related to multiplication. As a result, children of differing abilities were able to make progress in calculating multiples of three, with some working well with complex numbers. Teachers are skilled in using a variety of methods to enable pupils further their mathematical understanding with the use of practical activities. In Year 1 the teaching was most successful when pupils were involved both in whole class sessions and in individual work with practical equipment. Pupils enjoyed counting on and back from ten using a washing line on which to peg the numbers in the correct order or fill the gaps. As a result all pupils made good progress in relation to their previous learning.
91. An important element of the very good teaching is the high expectations that teachers have of what pupils can achieve and the rate of their learning. There was a sense of

urgency and a very strong work ethic within the Year 6 class, for example, with a substantial amount planned and delivered during the session and extra work given at the end as homework. The expertise of the teacher as a mathematician meant that she was able to move the pupils on using a good balance of direct teaching and tasks that actively involved the pupils. Some teachers take the opportunities provided by other subjects such as science, geography and physical education for pupils to reinforce their number, measures or data collecting skills and these objectives are clearly planned into the lessons. For example, in a physical education lesson, pupils took their pulse and worked out their heart rate before and after exercise. Teachers are beginning to use computer programs more to support the work in mathematics, particularly in number and data-handling.

92. Most pupils display positive attitudes to mathematics. Despite the hard work, they are highly motivated and express their liking for the subject. It is evident within most lessons during whole class sessions that children are interested and highly motivated to succeed. On the odd occasion when pupils were inattentive, good strategies were used by teachers to get pupils back on task either by a change of activity or by use of rewards, which were generally successful. In a few lessons, especially with the younger pupils, the whole class teaching time was too long.
93. The co-ordinator has shown very good leadership in managing the National Numeracy Strategy. Standards have further been improved by the development of a regular programme of checking on the quality of teaching of numeracy and on curriculum coverage. A noticeable strength seen during the scrutiny of work during the inspection is the thorough coverage of all statutory requirements of the subject, as well as the emphasis on developing number in other subjects. Marking has been identified as an area for further development, and observation of work confirmed that its quality could be improved by comments which relate more to mathematical processes.

SCIENCE

94. Standards are well above average by the end of Year 6 because the quality of teaching and learning is very good. This represents good improvement since the last inspection. All aspects of the subject are covered effectively. The pupils in Year 6 understand how to conduct a fair test, and apply their previous knowledge and understanding well in new situations. For example, in designing a test to separate different types of salt from a salt solution, they drew on previous work in filtering and separating solids from liquids in last week's lesson. The teacher had high expectations of their behaviour and work-rate, and managed the lesson well so that they were all involved. Boys and girls equally achieve good levels, and those pupils with special needs achieve close to average levels.
95. Standards are above average by the end of Year 2. Pupils are stimulated to learn about light sources well because the teacher is very well organised. After a very good demonstration by the teacher for the whole class, the pupils were engaged in well-prepared activities to reinforce and extend their learning. As well as identifying natural and man-made light sources, there was a very good group activity to stretch the pupils' understanding of reflective materials. They learn how materials change when heated, and develop good understanding for their age of the forces acting on moving objects.
96. The quality of teaching and learning is very good in the juniors and good in the infants. There is always experimental and first hand work taking place. Teachers all teach an appropriate scientific process, with prediction and comparison being strongly

represented. This encourages the pupils to apply a logical approach to their investigations from an early age. Because the teachers almost all have very high expectations of pupils' behaviour and commitment to their work, they behave very well in the main, and the pace of lessons is good. The teaching is slower and less effective in Year 1, however, because the length of the lesson spoils a good beginning. The lesson lasts 75 minutes, which is too long for these pupils. The good quality of the planned activities, to help the pupils learn to describe the properties of different materials using 'Feely Bags', was diluted because unsupported groups became bored. Teachers ensure that pupils use skills from other areas of learning effectively, such as reading scales and measuring, presenting data in different forms, and using appropriate vocabulary. Relative weaknesses here are the teachers' lower expectations of accurate spelling than in English, and limited use of information and communication technology.

97. Support staff are used well in science lessons to support both targeted and other pupils. Those pupils within the speech and language resourced provision are fully included in group activities, and their teaching assistants skilfully provide the right level of help to enable them to complete the tasks themselves. For example, in a very good Year 3 lesson, pupils were enthusiastically testing materials for magnetic attraction. In a supported special needs group, a boy suggested that a two pence coin was attracted to the magnet because it was bigger than a five pence coin, which was not. The support worker asked him to test a ten pence coin to check his theory, which was also not attracted. This led to a rich discussion about whether or not the size or the metal content of the different coins was the most important factor.
98. The coordinator is new to the post but has made a satisfactory start, and is seeking to build on the good work of his predecessor. Whilst there are good quality resources to support the subject, the classrooms are too small for some classes to engage in experimental and investigative work properly.

ART AND DESIGN

99. The pupils' standards of attainment are above those expected by seven and 11, including for those with special educational needs, an improvement since the last inspection.
100. Throughout the school, the pupils build on the skills and techniques learned earlier. The infants have completed self-portraits in pencil. By the junior stage, the self-portraits are in oil pastels and the older pupils have completed portraits using paint. The use of different media illustrates that progress is being made in developing skills necessary to manipulate the various crayons and brushes, as well as the ability to use a range of media. Increasing observational skills combined with an improved ability to draw or paint shows that over time pupils are making good progress, including those with special needs.
101. In the infants, pupils are encouraged to explore and develop ideas using computer programs. They used the program 'Dazzle' to create firework pictures that contrasted with earlier ones they had painted on black paper. This series of art activities is planned to culminate in a painting similar to the style of Van Gogh in 'Starry Night'. Pupils are encouraged to develop aesthetic taste and to use this to judge which artistic styles they like. They explore and use the work of recognised artists such as Picasso, Kandinsky and modern painters such as John Miller. Over time, pupils' knowledge and understanding of various media is apparent. Infants learn how to achieve a colour wash as a background to their study of the island of Struay. By the time pupils are in the later stages of the juniors, they are using more sophisticated

techniques of colour wash to create their own 'Tate Modern' following the style of Paul Klee.

102. The quality of teaching and learning is good overall and sometimes very good. When teaching is very good the subject has been carefully planned and the introduction includes clear objectives linked to high expectations. Good preparation and planning means that lesson objectives are thoughtfully and imaginatively introduced to pupils. Instructions and explanations are clear and the tasks are pleasurable and challenging. Because of this, pupils clearly enjoy their work and are keen to improve, showing a good level of interest and enthusiasm. When they talk about their work it is clear that they are proud of it and enjoy seeing it displayed. Pupils' work is carefully mounted by staff, and shows a variety of skills using a range of media. Teachers have sound subject knowledge and show interest and enthusiasm for the subject. Usually the pupils are given the resources to work with and there are few opportunities for them to choose which medium or technique to use. This inhibits their opportunities to show creativity and imagination.
103. Provision for pupils with special educational needs is good. They are given the opportunity to participate in all class art and design activities. Their activities are carefully planned to match their needs and abilities. In most classes they receive additional support from a classroom assistant if required and the task is suitably modified to ensure they are successful.
104. There is a policy and guidelines for art and design that include self-evaluation guidance sheets for pupils. These are to encourage pupils to look critically at their work and to be able to identify how it can be improved. The subject is developed through other areas of the curriculum very well, for example in creating mosaics to illustrate Roman history. Accommodation for practical activities has to be provided within the main classroom: at times this is cramped. The resources for art are in fair condition. Pupils show respect for the tools and equipment. The resources are adequate for illustrative purposes but there is a limited range of more adventurous media.

DESIGN AND TECHNOLOGY

105. Standards by seven and 11 are above national expectations. The majority of pupils, including those with special educational needs, make good progress. This is an improvement since the last inspection.
106. In the juniors, pupils have the opportunity to investigate the function of the purse or musical instrument they are designing. They are encouraged to anticipate possible difficulties, for example the appropriateness of the material they choose to make the purse. When designing musical instruments pupils were challenged to design an instrument using wind, strings or percussion to create sound, but which did not look like any existing instrument. Pupils drafted ingenious designs and were sufficiently skilful and confident to critically evaluate their first efforts and plan an improved design. Their ability to investigate, plan and communicate ideas is shown in their ability to record the various stages of the design process. Pupils made purses using a range of materials from knitted wool, textiles, and plastic to a good standard. In Year 6, pupils were expected to solve the problem of creating a shelter for a model of a figure. Pupils manipulated materials skilfully. For example, they used pipe cleaners to make joints to connect plastic straws to form a framework to support the external material of the shelter. Pupils worked well in collaboration to solve the problem they encountered when they discovered that the straws were too small to provide adequate height for the figure. Pupils understand that design involves solving

conflicting requirements, and work well either independently or together to reach a solution.

107. The school has made good improvements to the curriculum and includes recent national guidance to inform teachers' planning and allow for the development of skills over time. The quality of teaching is good: teachers show good knowledge and understanding of the subject and are able to explain the tasks confidently. They have high expectations of the pupils' ability to plan and solve problems they encounter in the design process. Effective questioning challenges pupils to extend their learning. Teachers also expect the finished product to be of a high standard.
108. Subject management is good and makes a good contribution to the whole school management. The quality of the resources is good. All pupils with special educational needs participate in all activities, if necessary with modification of either tools or processes, to enable them to fully take part in practical activities. When necessary they are supported by classroom assistants to ensure they have full access to the subject.

GEOGRAPHY

109. In the last inspection fieldwork was identified as a weakness and this affected the quality of learning. The school has made satisfactory progress in ensuring that a programme of visits has been built into current lesson planning, some of which supports history as well as geography.
110. Standards meet expectations overall by the ages of seven and 11. Seven-year-olds build on knowledge gained of the local area in Year 1, and draw good maps showing geographical features as well as depict an aerial view of their school. The pupils describe the differences between their local area and a Scottish Island effectively for their age, and illustrate them in paintings. They use appropriate symbols for their own maps and know how to use a key. Some pupils thoughtfully identify features of the contrasting locations that they like and do not like. They use their writing skills to demonstrate their geographical knowledge and some are able to reflect on what might be different in living in a new environment.
111. Eleven-year-olds have developed a satisfactory range of knowledge of different countries, of the school locality, of environmental issues and river systems. They look critically at contrasting locations and identify similarities and differences and by age 11, make sensible judgements about life in different locations. In Year 6, pupils identified the important characteristics of life in a village in India, classified the different aspects of village life as being positive or negative, and considered what might be the different points of view of people who lived there. They develop a satisfactory understanding of different environments, such as rainforests, and the effects of changing customs on them. They also evaluate the rights and wrongs of particular economic activities, for example, whaling, or the building of a new runway, and describe different points of view. Within this, pupils demonstrate the capacity to use geographical language more precisely. The use of mapping skills is underdeveloped within otherwise good provision for the development of pupils' knowledge and understanding of significant places, and events that bring about changes in the environment.
112. Teaching is satisfactory overall with some good teaching observed. Sound lesson planning, good classroom management and effective organisation of resources enable pupils to work independently and co-operatively. In a lesson on Indian village life, the teacher's thoughtful approach enabled the pupils to consider a range of

material, express their opinions and present their agreed findings. The range of methods of presentation used in Year 2 helped the pupils to consider and identify effectively the different features of their local area compared with a remote island. Pupils respond well in lessons where they are actively involved. Some topics are planned in relation to both geography and history. For example, a Roman topic was effective in helping pupils to identify place names on a current map of Great Britain. Support staff are used effectively to support pupils with special needs, as in Year 6 where the active involvement of the teaching assistant helped pupils engage in valuable discussion.

113. Teachers make good links with literacy and numeracy. They use a good range of writing tasks to develop pupils' knowledge as well as to help them track the pupils' progress during a topic. Folders produced for an environmental project displayed a range of writing skills including putting forward an argument on a contentious issue like building a second runway. They analyse data where appropriate and are currently developing these skills to enhance presentation of data for future topics, including the use of information technology.
114. The co-ordinator has carried out some informal monitoring of lessons and analysis of planning. There is not enough attention being paid to scrutinising pupils' work across the school, however, especially in relation to the range of skills being taught. The school has recognised this as a development priority.

HISTORY

115. Standards exceed those expected by seven and 11, and teaching is good. The co-ordinator's very good leadership is leading to improvements in teaching and learning. This has been achieved by close monitoring of the quality of the curriculum that ensures that pupils make links between the past and present and develop and extend their enquiry skills across the school. There has been good progress since the last inspection in raising standards, and in the quality of teaching.
116. By Year 2, pupils have a good understanding of the past and how it differs from the present. Teachers' lesson planning is good and builds well on earlier learning. In a Year 1 lesson, pupils handled and compared a collection of old toys with modern toys and identified differences and similarities related to their use and what they were made of. The quality of the toys and their range stimulated interest, and the pupils made relevant comparisons. Pupils in Year 2 have made a good start in using a range of sources provided by the teacher to help them consolidate their learning and are learning to raise appropriate historical questions to guide them when reflecting on events in the past. In Year 2, after a very good presentation of the story of the Fire of London, children had access to a good range of books, pictures and articles that had been downloaded from the web site by parents, to check different versions of the story. Written questions displayed on the board helped the pupils to structure their own narrative and most were able to identify why events happened and what happened next. Both the higher and lower attaining pupils produced a narrative that reflected their understanding of the Fire of London with some interesting interpretations of the story.
117. Pupils in the juniors also make good progress as a consequence of the good teaching. They go on to develop their enquiry skills in using a broader range of sources. For example, in learning about the Greeks the teacher provided books, posters, taped material and access to the Internet to support their research into aspects of Greek life. In work related to the Romans and Vikings, pupils had the opportunity to visit a historical site and to engage in role-play with a visiting Viking

troupe. This gave them some flavour of what life might have been like in the past, and this was reflected in their drawing and writing about this topic. Pupils continue to build on their previous learning and good teaching ensures that pupils are clear about what the teacher expects of them, of how well they have done and how they can improve. Eight year olds who had carried out some research were able to share what they had found out about the Greeks with the whole class and the teacher gave them feedback on what was good about their work and what they needed to do next. Pupils with special needs are very well supported within these sessions and because of that good support develop confidence to share their work. This is valued by the teacher and by whole class. It is evident from their response in lessons and from their discussions about history that they really enjoy it.

118. Pupils' work in Year 6 indicated that they build up a wealth of knowledge and understanding of more recent history including the Victorians and World War 2, and use a good range of sources to support them in their historical enquiry. In considering the Victorians, pupils identified aspects of their town and life today that have been influenced by this period. In discussion, they showed consideration for different points of view about historical characters such as Guy Fawkes, and knew about the importance of evidence and how some sources are more reliable than others. This level of understanding is due to the good teaching throughout the school and methods which enable pupils to be active and independent in learning about the past, to communicate their understanding in written form and through discussion.
119. The co-ordinator regularly monitors the planning and gives good advice to teachers on how they should be incorporating basic learning skills, such as enquiry, interpretation and communication, into their lessons. The quality of teaching is good. Teachers make good use of the local town as a base for finding evidence and arrange visits to nearby historical sites and museums. The good action plan for history sets out the continued checking on standards through collections of pupils' work and the development of methods to track pupils' progress is a current whole school priority.

INFORMATION AND COMMUNICATION TECHNOLOGY

120. Most pupils achieve standards that are in line with the national expectation by the end of Year 2 and Year 6. This shows considerable improvement since the last inspection when both progress and attainment were judged to be unsatisfactory. It also represents good standards when compared with standards found in many primary schools. Standards have greatly improved in all areas including control technology, word-processing and data-handling. There is now a comprehensive policy and scheme of work and good progress is being made to raise standards further. Boys and girls attain at similar levels and pupils with special needs receive good support and make good progress.
121. Pupils in Year 2 demonstrated their knowledge of previous learning and could work with an art package to produce fireworks pictures. They had a working knowledge of technical language and could select, control and log on. They used their mouse skills to choose different colours and produce patterns, and could use erase to adapt their pictures. Keyboard skills for some pupils are still at an early stage and this slows their progress in word processing.
122. Pupils control floor robots using different routes and can record them on the word processor and as a simple plan. Word processing is used effectively in history and English to present narrative and poetry, using simple word packages and graphics. They are learning to handle simple data by gathering information in a simple graph.
123. In the juniors, pupils sustain the good progress being made in Years 1 and 2, and a minority achieve at high levels. In Year 6, pupils built well on their previous skills in a well-organised session. They are familiar with a range of technical vocabulary, and most understand the use of symbols, inputs and outputs when constructing a flowchart to control an on-screen lighthouse. Some were able to add instructions to make the action and the flowchart more complex. A few were able to combine functions successfully.
124. In Year 3, many can load programs independently and follow instructions when using a database. They are developing and using technical language such as field, sheet, record, and icon. They show some understanding that using a computer program is more efficient than counting when trying to find answers to specific computation questions. Pupils with special needs work on the same program with good support from the teacher. Most pupils make good progress but some do not listen closely enough and miss important instructions. In a Year 5 class, pupils used a database confidently, and found answers to a range of questions about pupils in the class. They realised that the more they used the sort key the smaller the amount of information displayed.
125. Most of the teaching in the subject is good. Teachers have high expectations of pupils and teach them the basic skills in an interesting way. The best teaching involves clear explanations and encourages pupils towards independence in their use of different programs. This challenges their learning and enables the higher achievers and average pupils to use their knowledge constructively. Effective support is provided for the lower-achieving pupils, who are enthusiastic about what they can do. Teachers encourage pupils to research the Internet at home and several parents supported younger children to do this in preparation for their work on the Fire of London.
126. Resources are good. The school has had a computer suite for some time and all classes are timetabled to use it during the week. This suite is a difficult area to manage because of its layout and size, however. Teachers and most children coped

remarkably well with the background noise of the extractor fan whilst whole class teaching was taking place. Pupils make use of the suite at other times, usually in small groups for information gathering. There are also computers in classrooms. Good use was made of information and communication technology during the week of the inspection to support work across the curriculum and pupils' work showed that it was consistently and effectively used in many subjects.

127. The school has considerably exceeded its targets in the subject and has received extra funding as a result. The co-ordinator is quickly building up appropriate software to cover the different curriculum subjects and providing further training opportunities for staff. The co-ordinator has managed the subject well, with curriculum planning based on good subject knowledge. The co-ordinator monitors curriculum coverage and standards effectively, and has developed a comprehensive portfolio of work across the school. The local authority has used some of this on their web site as exemplar material. Pupils' progress is being recorded against a range of skills appropriate for each age group.
128. The senior management team and governors have demonstrated their commitment to developing the subject by using grant funding effectively, and some governors use their own skills to the benefit of the school. They have identified appropriate priorities including the development of information and communication technology in school management. The school is in a position to develop the use of information and communication technology within the school and to further raise standards.

MUSIC

129. Good improvements have been made in the subject since the last inspection, when there was strong criticism of a number of aspects. A new and effective scheme of work has been adopted, and there has been training for the whole staff in how to deliver class lessons. The headteacher has taken a leading role in taking classes for singing with a skilled support assistant, and a new and impressive music room has been created in a detached building. This is a wonderful area to develop the subject, well resourced with a variety of tuned and untuned percussion instruments.
130. Pupils in Year 6 attain above average levels because the teaching is competent, very enthusiastic, and gives them very good opportunities to sing and perform, to compose their own rhythmic pieces, and listen to and appraise a good variety of recorded music from a range of styles and cultures. They join in enthusiastically, responding with confidence to the teacher's suggestions. Pupils in Year 2 enjoyed singing their 'light' song to visitors, and this links well with their work in science. They attain average standards in their singing, and other aspects of the subject. During a joint class singing session in the hall, the Year 2 recorder group played their first public performance. This was good, and the other pupils applauded spontaneously. Pupils make good progress in singing throughout the school, and satisfactory progress in listening to and appraising music. Those pupils learning to play instruments attain higher than expected levels in performing, and in reading standard notation. Those pupils with special needs take a full part in all musical activities, and attain similar levels to their peers.
131. The quality of teaching seen was very good. The headteacher and other staff work well with the pianist support worker and groups of pupils in the hall. During the inspection, they led sessions that included all the elements of the music curriculum, including a good instrumental performance from a group of pupils learning the clarinet. The quality of the singing in Years 5 and 6 was good, encouraged by reminders to breathe properly, stand straight and enunciate clearly. There was real

pleasure in this work, especially when the pupils sang an 'Abba' song with volunteer dance accompaniment. The teacher in Year 6, a non-specialist, used the planning guidance from the school's scheme of work very well to help the pupils develop their understanding and control of clapped rhythms, and to learn a song in Hebrew. Her excellent relationship with these pupils provided the platform for a well-managed and very effective lesson.

132. Pupils have many opportunities to listen to and appraise music from a variety of styles and cultures in assembly, in music lessons, and in dance. During the inspection, pupils heard modern popular music in assembly, Indian and Scottish music in dance, and a variety of folk and classical music in lessons. They also had opportunities to listen to and comment on an Indian raga played on a sitar, and 'The Carnival of the Animals'. This is good provision. The use of control technology is reinforced in music lessons, as they all include the playing of tape recorders and CD players. Older pupils are in charge of the overhead projector to enlarge the words for singing sessions in the hall.
133. There are opportunities for pupils to learn to play the recorder and the clarinet, and standard notation, and all pupils take part in musical concerts for parents and the community. A new and very enthusiastic coordinator has taken over responsibility for the subject, and is keen to see it develop further. For example, she intends to initiate choir practice, and to enter the school into the local authority's musical competitions in the summer.

PHYSICAL EDUCATION

134. Standards of attainment are above average in dance, the only aspects of the subject seen in Years 2 and 6. This is in line with the findings of the last inspection. Pupils experience the whole curriculum, including swimming, and adventurous and outdoor activities during a Year 5 and 6 residential. All the staff teach the subject, and pupils and teachers all dress appropriately. Only dance and gymnastics were observed during the inspection, however.
135. Dance was a strong focus for a number of classes during the inspection. Pupils in Years 2 and 6 made very good progress in learning and performing two Indian dance forms from tapes, one a ritual dance to tell the story of Rama and Sita for Divali, the other a modern Bangra style, to fast and energetic music. The quality of teaching in both these lessons was very good, as both teachers had prepared well in order to model the steps and movements for the pupils. Their organisation and management of the lesson sequence, of the demonstrations, and of the pupils' practices were exemplary. A Year 1 class also made up movements to a BBC tape of 'firework' music. Here, the teacher's control was less effective in ensuring that the lesson ran smoothly, and the pupils were a little inhibited in their imaginative response. Girls attained higher standards than boys in all these lessons, but all the pupils took a full part. Indeed, there were moments of grace and poise from Year 2 girls and boys of real quality, showing very good control of the body in response to a musical story. The older boys and girls began to really enjoy performing the unfamiliar dance step as the lesson progressed, and 'strutted' their moves with bouncing energy towards the end. In these lessons, the teaching was very good in one, and outstanding in the other.
136. In gymnastics, the teachers reinforce safe procedures for warm-up and cool down, and remind the pupils about safe behaviour when retrieving and returning apparatus. Most pupils follow this guidance successfully, and the quality of teaching and learning is satisfactory. In floorwork, teachers expect and receive a good variety of thoughtful responses to the challenges set. For example, pupils in Years 4 and 5 develop good

sequences of rolls, jumps and balances at their own skill levels. There is little high attainment in these activities, but almost all pupils perform at levels close to expectations for their age. When transferring these skills to apparatus work, however, the pupils' efforts are severely restricted by having to queue for a turn, in some cases with as many as eight pupils in a group. This is because the staff promote one point of entry into all apparatus sets, except for the large fixed climbing frame. Accordingly, pupils do not continue to use the floor to work on, spending most of this part of the lesson standing still. However, pupils with special needs are fully included in all activities, and support staff are often skilled in maintaining a watching brief whilst keeping an eye on their focus pupils' growing independence and skill development.

137. The coordinator has recently taken over the organisation of the subject, and is working with the local authority adviser and the headteacher to devise an appropriate action plan. There are after-school and lunchtime sports clubs, and the school's teams play competitive games against other local schools. The school has taken part in staff development using the Top Sport scheme, which has also increased the number and quality of games resources. There are good playgrounds and grassed areas, but the hall is small, and multi-purpose. There are no separate changing facilities for older pupils, so that girls change for lessons in the toilets, which is unacceptable. A significant factor in the efficient management of the subject, however, is that the subject is timetabled across the whole school day, so that the hall and outdoor areas are in use more than in many primary schools. Resources are satisfactory, although there is insufficient small movable apparatus in the hall for younger pupils.

RELIGIOUS EDUCATION

138. Standards are satisfactory and have been maintained since the previous inspection. They meet the expectations set out in the local Agreed Syllabus by ages seven and 11.
139. In the infants, pupils are beginning to learn about major Christian festivals and as their experience is widened they consider the symbolism of light and dark in a variety of faiths. An atmosphere of light and darkness was created within the Year 2 class, for example, to stimulate the pupils' interest and motivation. They shared their feelings about light and dark and many were able to write a poem which reflected their feelings, for example 'light makes me feel 'gorges' (gorgeous). This exemplifies the subject's effective contribution to the development of pupils' literacy skills.
140. By the end of Year 6, pupils show a sound understanding of the beliefs and practices of Christianity and have increased their knowledge and understanding of a range of other religions including Judaism and Islam. They compare and contrast the major religious festivals of other faiths, for example Passover, Chinese New Year, Divali, Eid, and Ramadan with the equivalent Christian festivals. They show an awareness that the major faiths share more similarities than differences. Pupils know about major figures and events such as Moses and the journey into the desert. Pupils discuss how they would feel if they had to make such a journey and are beginning to understand the significance of religious teaching in relation to social and moral values.
141. The quality of teaching is satisfactory overall, and ranges from being mainly satisfactory to occasionally very good. All teachers have a good knowledge and understanding of the subject. They ask open-ended questions to enable pupils to consider, for example, how light and darkness affects their feelings and behaviour. Lessons are well planned and pupils with special needs are given appropriate support to enable them to participate fully. Good subject knowledge was shown during a

discussion of the flight into Israel and how the Jewish festival of Passover began. Key vocabulary was well chosen and teachers ensured all pupils understood words such as pharaoh, chariots and plague before they continued with their lessons. Good class management contributes well to pupils' learning

142. Subject management is satisfactory. The implementation of policy changes and the contribution of national and local guidance to the development of the subject are discussed by the coordinator with individual members of staff to inform their lesson planning. Pupils' progress is monitored through annual sampling of their work and included in their individual progress book. There are plans for some pupils to visit the local church but opportunities are missed to make full use of the religious diversity of communities near the school.