

INSPECTION REPORT

ASPINAL COUNTY PRIMARY SCHOOL

Gorton, Manchester

LEA area: Manchester

Unique reference number: 105390

Headteacher: Mrs J Kershaw

Reporting inspector: Mr M Johnstone
21114

Dates of inspection: 17th – 20th January 2000

Inspection number 195464
Inspection carried out under Section 10 of the School Inspections Act 1996

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
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Appropriate authority:	The Governing Body
Name of chair of governors:	Cllr. J Pearcey
Date of previous inspection:	18.11.96

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INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr M Johnstone	Registered Inspector	English as an additional language, English Art	What sort of school it is. The school's results and pupils' achievements. Teaching. How well the school is led and managed. What the school should do to improve further.
Mr J Griffin	Lay Inspector	Equal Opportunities	How well the school works in partnership with parents.
Ms T Aspin	Team Inspector	Provision for children under the age of five Mathematics Music Religious education.	How well the school cares for the pupils.
Mr D Kilborn	Team Inspector	Geography History Physical education	Pupils' attitudes, values and personal development.
Mr D Walters	Team Inspector	Special educational needs Science Information technology Design and technology	The curricular and other opportunities offered to pupils.

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a Local Education Authority primary school for boys and girls aged 3 to 11 years old. It is about the same size as other primary schools and has 228 full-time pupils, including places for 30 children in its nursery class. At the time of the inspection, almost all of the children in the reception class were under five years of age. Taken together, pupils' attainment on entry to the nursery is below that found nationally and attainment in language and literacy is well below average. About 27 per cent of the pupils have been identified as having special educational needs; a percentage that is a little above the national average. Most of these pupils have been identified as having moderate learning difficulties. There are two pupils who have a statement of special educational need. This is similar to most schools. The percentage of pupils known to be eligible for free school meals (36 per cent) is above the national average and reflects features of socio-economic disadvantage in the area served by the school. Less than one per cent of the pupils have English as an additional language.

HOW GOOD THE SCHOOL IS

Aspinal School is providing a sound education for its pupils. The strengths of the school outweigh its weaknesses. From a low base, standards in literacy and science are improving, although standards in numeracy and information technology are not high enough. All the teaching seen is at least satisfactory and about a half is good or better. There is effective teamwork and understanding of what needs to be done and so the potential for improvement is good. There has been good improvement with key issues identified in the previous report. The school provides sound value for money.

What the school does well

- The school is well led and managed.
- The literacy hour is well established and literacy is taught effectively across the school.
- Children are given a good start to school in the nursery and reception classes.
- The school encourages care and respect for others.
- There is a good ethos in the school and a determination to raise standards.
- Good teamwork features strongly in the work of the school.
- Parents appreciate what the school does for their children.

What could be improved?

- Standards and the quality of teaching in mathematics are not high enough in Key Stage 2.
- Standards in information technology are not high enough across the school.

The areas for improvement will form the basis of the governors' action plan which will be sent to all parents and carers of pupils at the school.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been a good response to the key issues raised in the previous inspection in November 1996. The school has been successful in raising attainment in English. All

teachers have a good knowledge of the structure and teaching in the literacy hour and this has had a marked effect on pupils' achievements. Improvements in literacy skills and the use of specialist teaching are bringing improvements in pupils' achievements in science. The overall quality of teaching has improved and no unsatisfactory lessons were seen during the inspection. A systematic monitoring of teaching has been established and the headteacher and key co-ordinators make regular evaluative classroom visits. The large overspend in the school budget has been significantly reduced by stringent financial planning and predictions for the current financial year indicate a balanced budget.

STANDARDS

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

Performance in:	Compared with				Key
	All schools			Similar schools	
	1997	1998	1999	1999	
English	C	D	D	C	well above average A above average B
Mathematics	C	E	E	D	average C below average D
Science	A	E	E	D	well below average E

Children enter the nursery with attainment that is well below average in language and literacy, but by five years of age, most attain the expected learning targets in all areas of learning. By seven years of age, standards in reading, writing and mathematics are high enough to be in line with the national average. By the age of 11, standards in English are high enough to be in line with similar schools and inspection evidence indicates that standards for the current Year 6 pupils are in line with the national average. Standards in mathematics are not high enough and whilst there is some evidence of improvement, this has not been rapid enough. Although attainment in science was below average for similar schools, pupils' improving literacy skills and specialist teaching in science are bringing about marked improvements. Inspection evidence indicates that standards for pupils who are now in Year 6 are close to the national average. The trend in the school's average National Curriculum points for all subjects is broadly in line with the national trend. The school is on course to meet its targets for literacy, although more improvements are needed in order to reach its target for mathematics.

By the end of both key stages, standards in information technology are below national expectations and are not high enough. In religious education, standards meet the requirements of the local agreed syllabus. The work seen in music, dance and aspects of art are of high quality, although the quality of work seen in design and technology was not good enough.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are keen to come to school. The large majority show interest and try their best at all times. They take a pride in their work and are eager to share their achievements with others. A small minority in Key Stage 2 have a low concentration span and are not always fully involved in all class activities.
Behaviour, in and out of classrooms	Behaviour is good in classrooms and around the school. Pupils respect the opinions of others. Pupils are polite and courteous and make visitors welcome.
Personal development and relationships	The personal development of pupils is good. Most pupils are confident and are willing to take responsibility. Older pupils accept responsibility for younger pupils at playtimes. Relationships throughout the school are good.
Attendance	Attendance is satisfactory and similar to the national average. Most pupils are punctual for school.

TEACHING AND LEARNING

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

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

The quality of teaching is satisfactory overall. For children who are under five in the nursery and reception classes and in Key Stage 1, it is good. For the pupils in Key Stage 2, it is satisfactory. In the lessons seen, 38 per cent of the teaching was good and a further 10 per cent was very good. No unsatisfactory teaching was seen. Literacy is well taught across the school, and pupils make good progress in relation to their prior attainment. There are weaknesses in the teaching of numeracy and pupils do not make as much progress as they might. None of the lessons in both key stages were judged to be good. All teachers make good efforts to match work to the different needs of the pupils and planning is consistently good throughout the school. The very good use of resources impacts well on pupils' interest and learning. In some lessons in Key Stage 2, not enough work is demanded from the higher attaining pupils and this slows down their progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and generally well balanced. Provision for under fives is good. Participation in the 'healthy school' and drugs initiatives is having a good impact on the quality of relationships and development of self-esteem. Limited range of extra-curricular activities.
Provision for pupils with special educational needs	Good. Pupils are well supported both in lessons and when withdrawn for individual work. Good progress against literacy targets, but no mathematics targets in individual education plans.
Provision for pupils with English as an additional language	Two pupils who have good literacy skills, are well supported and make good progress.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Good overall. Provision for teaching the difference between right and wrong and social and cultural issues is good. There are regular visits by people to talk about their work with blind or housebound people so that pupils are aware of what is meant by a sense of community. Spiritual development is satisfactory.
How well the school cares for its pupils	The educational and personal support and guidance for pupils is good and welfare and child protection procedures are effective.

Overall, there is a satisfactory partnership with parents. Parents find school approachable and consider that any concerns are well handled by staff. Parents are effectively involved when concerns arise about pupils' behaviour or attendance. The three parent consultation evenings are well attended and school is usually flexible in arranging an alternative time for parents when needed. A small number of adult helpers provide regular support, particularly with reading, art, baking and sewing. Reports on pupils' progress do not give enough specific information on how pupils might improve.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is well led and managed. The headteacher, deputy and co-ordinators work together well to move the school forward. They have been successful in creating a good ethos in the school and have a determination to improve standards.
How well the governors fulfil their responsibilities	The governors are supportive of the school and those who can are involved in the life of the school. Appropriate committees are operating effectively. The literacy, numeracy and special needs governors have a good understanding of developments in these areas. They are developing their role as 'critical friend' well.
The school's evaluation of its performance	There is a good system of monitoring the quality of teaching and the school's performance in national and school tests is monitored and evaluated. The school knows its strengths and weaknesses well.

The strategic use of resources	The levels of staffing and resources are satisfactory and the accommodation is adequate to meet the needs of the National Curriculum. Most resources are used well, although more use could be made of the computers to develop pupils' capabilities. Specialist knowledge of staff in music, art and science is well used. The accommodation is used well.
Value for money	Taking into account the overall effectiveness of the school, which is satisfactory; the background of the pupils, which is below average; the unit costs of the school, which are a little above average; and the overall efficiency of the school, which is good; the school gives satisfactory value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like coming to school. • The school is open and approachable. • The literacy and numeracy hours have raised pupils' interest and achievements. • The great majority of pupils are well behaved. • The teaching is good. • The school is well led and managed. • The school encourages pupils to become mature and responsible. 	<ul style="list-style-type: none"> • The number of out-of-school activities. • More information about their children's progress. • More homework. • Information technology and more physical education.

The inspectors endorse the parents' positive comments. The number of out-of-school activities is lower than in most primary schools. The amount of homework is similar to that in other primary schools and is judged to be appropriate. There are, however, inconsistencies in the amounts set from week to week. The number of opportunities for parents to meet teachers and discuss their children's progress is similar to other schools. The annual reports, however, do not provide sufficient information on what children need to do to improve. There are not enough regular opportunities for pupils to develop their information technology skills. The amount of time devoted to physical education during school time is similar to other schools.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Children under five with all levels of prior attainment make good progress overall. This reflects the judgement made in the previous inspection. Progress is more rapid in the reception class. Standards are high enough since almost all pupils in this class are likely to reach the expected goals and targets in language and literacy, mathematics, knowledge and understanding of the world, creative, physical and personal development by the time they enter Year 1. This is despite the poor standards in language and literacy on entry to the nursery.
2. In the 1999 National Curriculum assessments for pupils at the end of Key Stage 1, standards in reading were in line with the national average for pupils attaining both the average and above average levels (Levels 2 and 3). Standards were high enough to be above those found in similar schools. In writing, the percentage attaining the average level was a little below the national average, although for pupils attaining the higher level, it was above average. Standards were high enough to be in line with those found in similar schools. Teacher assessments closely mirrored the test results. There has been gradual improvement in performance since 1997. Inspection evidence paints a similar picture of standards for the pupils who are now in Year 2.
3. In mathematics, standards were well below those found both in relation to all schools and similar schools and were clearly not high enough. In the 1999 tests, the percentage of pupils attaining the average and above average levels was well below the national average. Teacher assessments appear significantly different from test results, but are effectively a small number of pupils just missing the target levels. The 1999 group of pupils experienced many changes of teacher in Key Stage 1, which disrupted their pattern of learning. Since September, one permanent member of staff has taught this group. Careful analysis of specific weaknesses in the tests, teaching targeted at pupils' needs, and high expectations of the quality and quantity of work to be covered in each lesson has raised standards for pupils who are currently in Year 2. These are now high enough to be broadly in line with the national average. This reflects the judgement at the time of the previous inspection. In science, teacher assessments in 1999 show that by the end of Key Stage 1, pupils' attainment was close to the national average, with the number of pupils achieving the higher Level 3 being in line with the national average for their age. This is confirmed by inspection evidence.
4. In the 1999 National Curriculum assessments for pupils at the end of Key Stage 2, standards in English were below national averages. The percentage of pupils attaining the average level (Level 4) was only 2 per cent below the national average, although the percentage attaining the higher level (Level 5) was well below. Standards were in line with those of similar schools. Teacher assessments indicated that the school and local education authority target of 55 per cent attaining Level 4 would be reached, but this was improved by 13 per cent. Over the past three years the trend in the school's performance has been broadly in line with the national trend. Inspection evidence indicates gradual improvement and standards for pupils who are currently in Year 6 are high enough to be in line with the national average. The school is on course to meet its target for 2000 of 71 per cent of pupils reaching the average level. A well-established literacy hour in all year groups, effective targeting of weaknesses in free

writing and a more settled staffing situation are bringing improvements. Through analysis of its national and school test results, the school identified weaknesses in writing, particularly for boys. Strategies to develop this aspect have been built into literacy planning and have been largely successful in narrowing the gap between the performance of boys and girls. Standards in English have improved since the previous inspection.

5. In the 1999 National Curriculum assessments for mathematics, standards at the end of Key Stage 2 were well below average. The numbers of pupils attaining the nationally expected Level 4 were close to the national average, but few obtained higher levels. There has been a steady improvement in standards since 1996 which matches the national trend, but they remain below average when compared with similar schools. Results in 1999 showed a significant improvement from those in 1998, and the school's target for improvement was exceeded by a significant amount. This is mostly due to additional lessons provided after school and focused specifically on practice for tests, to help those on the borderline of Level 3 and 4. Inspection findings are that standards towards the end of Key Stage 2 remain below the national average and are not yet high enough. This represents a decline in standards from the previous report. The school may struggle to reach its target of 67 per cent of pupils reaching the national level.
6. In science at Key Stage 2, standards in the 1999 tests were well below the national average and below those in similar schools. There is evidence in the inspection of marked improvement in standards for pupils who are now in Years 5 and 6. An increase in the number of pupils who achieved the higher Level 5 in the 1999 test shows that the specialist teaching and target setting, introduced to improve standards, is effective. Pupils who are currently in Years 5 and 6 know what they have to do to improve their work. This has had a positive effect on their results and their attitudes to science. Scrutiny of their work shows that they have a wide factual knowledge and secure grasp of specific vocabulary. Improvements in the standards of literacy have helped all pupils, and attainment at the end of the key stage is high enough to be close to the national average.
7. Analysis of the 11 per cent of pupils leaving the school in the last academic year indicated that most of these were pupils in the higher attaining groups, whilst of the 10 per cent coming into the school, most were in the lower attaining groups. This has an impact on the percentage of pupils attaining the average and higher levels in the national tests.
8. In both key stages, pupils' achievements in literacy are good. Standards in speaking and listening are broadly similar to the national average by the end of both key stages. Opportunities to speak in front of the class in the literacy hour and to listen to stories in shared text work, are developing pupils' confidence and skills. The targeting of pupils who have special educational needs in question and answer sessions helps them to make similar progress to other pupils. Most pupils use their speaking and listening skills satisfactorily across the curriculum. In Key Stage 1 progress in reading is good and pupils attain standards above those found in similar schools. They develop good skills in learning and using letter sounds and combinations (phonics) to read new words. Higher and average attaining pupils have a good understanding of a contents page and index and use them successfully to locate information. In Key Stage 2, progress in reading is sound overall and by the end of Key Stage 2, pupils develop effective letter sound skills to help them with their reading (phonics). Pupils tend to be over-reliant on phonics, and higher skills such as inference and deduction are less well developed. Effective homework programmes specifically aimed at pupils who have special educational needs, additional help in the literacy hour and

withdrawal for extra support have had a good impact on their progress at both key stages. Pupils use their reading skills satisfactorily across the curriculum to help them access information. Writing develops well in both key stages, so that by the end of Key Stage 2, pupils write with satisfactory fluency and accuracy in a good range of styles. Good phonic skills support the development of spelling and in both key stages, pupils advance satisfactorily in this aspect of their work. Pupils use writing skills effectively across the curriculum.

9. In mathematics, progress is sound in Key Stage 1 so that by the end of the key stage, pupils have a secure understanding of basic number skills such as an understanding of place value. There are some weaknesses in mental arithmetic, but the implementation of the National Numeracy Strategy is having a good impact in this area and learning in the subject overall. By the end of Key Stage 2, pupils' achievements and overall progress in mathematics are unsatisfactory. Most pupils know how to perform operations such as long multiplication, but are held back due to poor mental arithmetic skills. Middle and lower attaining pupils do not have speedy recall of basic number facts. Work in shape space and data handling is hindered by the quality of presentation and attention to detail such as labelling, or inclusion of units of measure. Although pupils apply their arithmetic skills to problems with money, their understanding of mathematical patterns and use of skills in investigations is weak. Numeracy skills are used satisfactorily in other areas of the curriculum, although no evidence was seen of numeracy supporting design and technology. The two pupils who have English as an additional language make good progress in all these subjects and are in the higher and middle attaining groups in their respective year groups.
10. By the end of both key stages, standards in information technology are not high enough and pupils make insufficient progress. Some of the skills observed in Key Stage 1 are within the expectations for pupils' age and Year 1 pupils are introduced to control technology effectively. However, few pupils have the basic skills to be completely independent. In Key Stage 2 there is evidence of word processing, creating symmetrical patterns and using the Internet to find information, but most pupils do not develop key skills securely enough and lack competence in using increasingly demanding applications and varied facilities and in interpreting and handling data. There is no control and monitoring work, or electronic communication. In religious education, standards by the end of both key stages meet the requirements of the local agreed syllabus. Pupils develop a broad foundation of knowledge and understanding about beliefs and religions, including Christianity.
11. In both key stages, pupils attain standards expected for pupils of this age in art, history, geography and physical education and make sound overall progress. There is some good quality work in art, where pupils paint in the style of great artists and in dance, which is well taught. Music is a strength of the school and attainment in Year 6 is well above the end of Key Stage 2 expectations in composition and performance. By the end of both key stages, standards in design and technology are below those expected for pupils' age and progress is unsatisfactory. Skills are not built on systematically from year to year. In all these subjects, the progress of pupils who have special educational needs is similar to that of all other pupils.

Pupils' attitudes, values and personal development

12. Parents believe that the school is effective in developing good attitudes and values and this is confirmed by the findings of the inspection. Children under five in the nursery and reception class are happy, secure and confident. They develop well as co-operative learners with particularly good progress in the reception class. They sustain involvement in activities and work with increasing independence. Standards have been maintained since the previous inspection.
13. Attitudes to learning are good throughout Key Stages 1 and 2. Most pupils are interested, concentrate well and are often enthusiastic about their lessons. They show a commitment to work by settling quickly to tasks and by working hard. Most listen well to their teachers. Relationships at all levels are good and this has a positive impact upon the progress made and the standards attained. Adults provide good role models and treat pupils with respect and fairness. A particular feature of lessons throughout the school is the calm, patient manner of teaching staff when dealing with pupils. Pupils take a pride in their work across a range of activities and are keen to discuss and share their achievements with fellow pupils and visitors. However, there is a small minority of pupils in Key Stage 2 classes who have a low concentration span and are not always fully involved in class activities, particularly when they are overlong. This has a negative effect upon their progress but does not usually disrupt other pupils' work.
14. Behaviour in school is mostly good in and out of the classroom. School and class rules are prominently displayed with the school motto aiming for pupils to 'listen, respect, learn and achieve'. Parents' responses and inspection evidence indicate that these aims are met. Pupils behave well in assemblies, they move around the school buildings sensibly and usually play co-operatively at break times. When inappropriate behaviour does occur it is well dealt with by teachers, classroom assistants and midday supervisors following a clear and fair sanctions system. Pupils throughout the school show respect for property and use books and equipment with care. Most are polite and courteous and make visitors welcome. Pupils are aware that bullying will not be tolerated and no examples were seen during the inspection. Over the past academic year there have been two exclusions of pupils for a fixed period.
15. The personal development of pupils is good. Most pupils are confident and are willing to take responsibility. They act as monitors in class, help collect books and give out resources sensibly. They are encouraged to keep the classrooms well organised and tidy. Older pupils accept responsibility for younger pupils at playtimes and help them with games and organised shared reading sessions. Some prepare equipment for assemblies, help in the dining room and with milk distribution. Pupils with special educational needs have good attitudes towards their work and take part fully in activities secure that the adults working with them will value their efforts. Most pupils follow the 'Healthy School' guidelines by not dropping litter and caring for the school environment. Some older pupils consulted would like the opportunity to be more involved in the life of the school by participating in decision making. Attendance is satisfactory and similar to the national average. Most pupils are punctual for school. Lessons generally begin on time but some teaching time is lost on occasions in Key Stage 2 whilst pupils finish milk.

HOW WELL ARE PUPILS TAUGHT?

16. The overall quality of teaching is satisfactory and has a beneficial effect on the standards attained and the quality and rate of learning. The quality of teaching has improved since the previous inspection when 25 per cent of lessons were judged to

be unsatisfactory. This is due in large part to effective monitoring of the quality of teaching, the establishment of the literacy hour and beneficial staff changes.

17. Teaching is mostly good for the children who are under five and for pupils in Key Stage 1, and is satisfactory and sometimes good for pupils in Key Stage 2. Of 61 lessons seen across the school, 10 per cent were very good, 38 per cent good and the remainder were satisfactory. No unsatisfactory lessons were observed. At Key Stage 2 over 35 per cent of teaching is at least good or better and at Key Stage 1, this proportion rises to over 60 per cent. For children who are under five in the nursery and reception classes over a half of the teaching is good, although most of this is in the reception class. The nursery teacher was absent during the inspection and the class was taken by the nursery nurse.
18. The teaching of pupils who are under five is satisfactory in the nursery and good in reception. Teachers and support staff have a good knowledge of how young children learn and establish good relationships with the children. This gives them confidence and impacts well on their learning. In the nursery, planning is sound and follows the current requirements to provide experiences in all the areas of learning of personal and social, language and literacy, mathematics, knowledge of the world, physical and creative development. In the reception class planning is good and reflects the most recent documentation and lessons are planned for pupils to work towards the early learning goals. There are clear topic links across both nursery and reception classes, but two recently appointed teachers are trying to improve the planning to ensure a steady development of skills. Due to extended absence of the nursery teacher, the school has rightly adhered to the planning structure set up in September 1999 to enable the nursery nurse to manage this area on a temporary basis. This has ensured that the unsettling effect of change of staff in the nursery is minimised. The nursery has remained well organised and well managed despite these problems, and provides a secure base for young children to start their education. All teaching staff understand the needs of young children, the importance of providing a balance of structured and free choice activities, and the need for young children to have plenty of opportunity to exercise their bodies. Support staff, time and resources are used very well to develop learning.
19. In both key stages, literacy is generally well taught and teachers have a good understanding of the literacy hour. This results in a consistent structure and approach across both key stages and has had a good impact on standards and pupils' progress. The teaching of reading and writing are effectively linked and teachers' knowledge of the subject enables them to question effectively and develop the correct vocabulary. In the lessons graded as good or very good, group work is well matched to different levels of attainment and offers suitable challenge. This ensures that pupils of all ability make consistently good progress. The additional teaching support for literacy is effectively used to target appropriate groups of pupils and this impacts well on their progress. All teaching of numeracy contained weaknesses and whilst no lessons were judged to be unsatisfactory, none were judged to be good. Although the subject knowledge of teachers is sufficient, and sometimes good, for some teachers the understanding of how to develop pupils' skills systematically is not secure, hence the quality of learning is slower than it might be. Some teaching lacks sufficient rigour and particularly in Key Stage 2, teachers have not fully come to terms with the numeracy strategy. These factors have a negative effect on the overall progress of the pupils.
20. Teachers' knowledge and expertise is secure in most other subjects and supports learning effectively. Some teachers' knowledge of how to develop key skills in information technology is less secure and this slows the rate of progress for the

pupils. The specific subject knowledge of the science and art co-ordinators is used well. For example, at times they both teach classes other than their own and this impacts well on the work produced at these times. Expectations of behaviour are high in both key stages, although at Key Stage 2, expectations of what higher attaining pupils might achieve are sometimes not so high. In the lessons where teaching is satisfactory, this slows their progress in some group activities. At these times there is a lack of sufficient rigour and time targets are not made clear. At both key stages there is a small minority of pupils of all levels of ability who find it difficult to concentrate in whole-class sessions and this has a negative effect on their progress at these times. In a minority of lessons, some teachers are not always consistent when dealing with this.

21. Planning is good at both key stages and teachers use the school framework consistently. There is appropriate reference to school policies and schemes of work and teachers plan effectively in year groups and key stages. This impacts well on the development of key skills in most subjects from year to year.
22. The organisation and management of lessons is satisfactory overall. Little time is wasted in starting most lessons, although there are some disruptions while milk is drunk at the beginning of morning sessions in Key Stage 2. Most resources are very well used and contribute effectively to helping pupils understand what they need to do. 'Big Books', flipcharts, videos, number tables and cards are all used well to give pupils a clearer understanding of what they need to do. Support staff are used effectively in all classes and make a good contribution to pupils' learning. Most teachers do not, however, use computers sufficiently to develop skills across the curriculum. Most lessons are organised along the lines of the literacy hour with whole-class introductions, group activities and recap and review sessions. These are largely successful in developing pupils' learning, although during group sessions outside the literacy hour, opportunities to focus on particular groups in order to develop ideas and techniques are sometimes missed. Discipline is mostly good and all teachers have a calm, friendly and patient approach to solving any problems that occur. This is successful in developing positive attitudes to learning and good relationships.
23. Teachers assess pupils' progress effectively through good questioning and informed target setting and use these assessments satisfactorily in the planning of subsequent lessons. This has a good effect on the pace of learning. There is evidence of very good marking. In Year 6, comments clearly show pupils how their work might be improved and this is effective in developing their knowledge and understanding. However, this is not consistent across the school and is not as effective as in this case. There are good examples of homework being used to improve pupils' knowledge and understanding in reading, writing and mathematics, but again this is not consistent across the school.
24. The teaching of pupils who have special educational needs is mostly good, particularly in literacy where pupils receive good support during the literacy hour and on a withdrawal basis. Support focuses appropriately on targets in individual education plans and support from home. The support teachers plan well, know the pupils and their needs and test regularly against national criteria and commercial tests. The same standards of behaviour and perseverance as other pupils are expected and pupils are encouraged to clear away their own materials. This impacts well on their personal development. Work is well matched to the pupils' needs and co-ordinated with the class teacher. Computers are not used sufficiently with special needs pupils in order to consolidate and develop pupils' learning. The pupils who have English as an additional language are well integrated into classes and do not require specialist or additional teaching support.

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

25. The school provides a satisfactory range of learning opportunities, which have good and successful features that impact well on pupils' learning. This reflects the position at the time of the previous inspection. The curriculum is generally broad and balanced, reflecting the requirements of the National Curriculum in most subjects and areas for personal development. The quality of the provision for children under the age of five and for pupils with special educational needs is good. Within its main curriculum the school makes good overall provision for the spiritual, moral, social and cultural development of pupils. There are good links with the secondary schools to which pupils transfer. This aspect has improved since the previous inspection.
26. All pupils benefit from the opportunities provided by the school and there is appropriate provision for the two pupils who have English as an additional language. Careful analysis of test results has focused strategies for improvement in literacy and for higher attaining pupils in science and English. There is no significant difference in the test performances of boys and girls and the higher number of boys on the special educational needs register is not considered relevant to their academic performance because some are there for non-academic reasons. Individual education plans are in place for pupils on the register of special educational needs and these are reviewed at the appropriate time. Action taken after reviews is well documented. Pupils make good progress in their literacy targets, but there are no mathematics targets for pupils on the register. Non-teaching staff in Key Stage 1 are well deployed to support pupils, as is the special needs teacher across both key stages. Pupils' progress was adversely affected last year when this teacher transferred to other responsibilities during a period of prolonged staff absence. The regular homework programme for special needs pupils makes a significant contribution to the success of the school's special needs provision.
27. Implementation of the literacy strategy is successful. This is reflected in improved test results and improvements in subjects other than English, particularly writing in science and religious education. Pupils in Key Stage 2 are clear about what they have to do to improve and are responding positively to their targets. Work in music is a strength of the school, with every pupil having the opportunity to play a balalaika, and are achieving a level of choral singing which is well above standards usually heard from primary school pupils. The decision to promote the 'Healthy School' initiative as a school priority is having a beneficial effect on behaviour and relationships within the school, as well as raising awareness of environmental and health issues. The provision for personal, social and health education is very good, with the recently introduced discussions ('Circle Time') giving pupils regular opportunities to improve their self-esteem and to learn about taking personal responsibility for their actions and attitudes to other people.
28. Measures taken to address the previous report's concern about time allocation for science have been partly successful, but evidence from the inspection suggests that one weekly session is too long to be effective with all pupils. Currently, the least effective aspects of curriculum provision are the strategies for improving skills in mathematics in Key Stage 2. There are 'teething' problems with the implementation of the numeracy strategy and this is not yet impacting sufficiently on standards. There is a lack of a structured programme of consistently applied opportunities in design and technology and information technology. It is appropriate that the amount of time allocated to literacy, numeracy and personal development is high, because it is related to the needs of the school.

29. Before introducing their policies concerning sex education and the harmful effects of drugs, teachers shared their ideas with parents and governors, so that initiatives had all round support. This has led to the successful introduction in Year 1 of the PRIDE initiative for drugs education with young people. School assemblies are used well to promote the values of the school, with 'Celebration Assemblies' providing good opportunities to value the achievements and successes of all pupils. The school fulfils the requirements concerning collective worship, providing opportunities for prayer, performances of music and stories, which provide guidance for relating our own actions to the expectations and behaviour of other people.
30. Outside school assemblies, the spiritual values in the natural world are least well developed, but the provision for teaching the difference between right and wrong and social and cultural issues is good. The school's behaviour code is well displayed and consistently applied by teachers, stressing honesty, fairness and being truthful. After the visit by Salsa dancers, a class discussion challenged the stereotypical attitude to dance as 'cissy' and awareness of the other faiths represented in present day Britain is raised in lessons, assemblies and displays around the school. There are regular visits by people to talk about their work with blind or housebound people so that pupils are aware of what is meant by a sense of community and are helped to understand what services are provided. They also gain an insight into services which are provided voluntarily. Visits to Manchester Museum, for the Egyptian exhibition, and to other places of interest, broaden the experiences gained in lessons.
31. The range of extra-curricular activities is smaller than found in most schools, although football sessions are organised with adult input and many pupils attend sports groups at the local secondary schools. Few staff are involved in extra-curricular activities and the limited range means only small numbers of pupils can participate. One teacher organises country dancing, instrumental groups and choirs, which have a good impact on those pupils who volunteer to participate. There are no opportunities for pupils to participate in a residential experience away from school. Over a third of parents who responded to the questionnaire would like to see this aspect improved.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

32. Procedures to promote and ensure pupils' health, safety and well being are good overall and impact well on the quality of learning. This is a similar judgement to the findings of the previous inspection. The atmosphere in school is calm and supportive. The school is actively working towards the Healthy School award and this has already had a marked effect. For example, pupils confirm that the playground atmosphere has improved with the introduction of play zones, a quiet area and organised games. Also, pupils in Year 5 and 6, confirm that they use and value the confidential consultation service provided by the school nurse. Pupils are well cared for if they are ill or otherwise distressed. Parents confirm that pupils gain in confidence and are effectively taught the importance of good relationships and respect for others. The health and safety policy clearly defines responsibilities and the staff representative carries out audits that are reported to the local authority. However, there are no regular external audits to provide an independent view and this is a weakness in the system. Teachers make pupils aware of health and safety issues in practical lessons, such as physical education, thereby contributing to the development of a safety culture among pupils.
33. Child protection procedures are good. There is a clear school policy and the issue is included in the staff handbook. The headteacher is the designated staff member,

there is a trained identified deputy and all arrangements are known to staff. There are good arrangements for induction to the nursery and reception classes. Year 6 pupils, who transfer to typically eight secondary schools across three local authorities, are well supported.

34. Procedures to monitor and promote good behaviour and discipline are very good. A clear policy is applied consistently across classes. This makes a positive contribution to pupils' attainment and progress. A clear range of rewards and sanctions are in routine operation. The main emphasis is on recognising and rewarding good behaviour and nearly all pupils have responded positively. For the few pupils with severe behavioural difficulties, parents are effectively involved and individual behaviour plans are put in place until behaviour improves. The playground is a more orderly and safe place as a result of the separation of younger and older pupils. All staff take a serious view of bullying incidents, which pupils confirm are rare. Pupils are well acquainted with this issue through assemblies and weekly circle time. Pupils confirm that they are comfortable when informing adults, if either themselves or friends are subject to bullying.
35. Procedures to monitor and promote attendance, including punctuality, are good. Parents and pupils are clear on the need to contact the school office in the event of absence or lateness. The home-school agreement effectively spells out parents responsibilities. As a result the great majority of parents make every effort to ensure pupils are present on time. School focuses most of its efforts on the few pupils and families where regular attendance is an issue. Certificates are awarded for full attendance over a school year. Children are encouraged to be punctual in the nursery and reception classes. Special arrangements are made for new entrants to the nursery to give them a short period without older and more established children.
36. Procedures for assessing attainment for children under five are good overall, although there are some weaknesses. For example, there is no assessment by teachers or parents on entry to nursery, whether this is at three or four years old. Good ongoing records are maintained and there is some effective targeted tasks and focused assessment. Records indicate whether further action is required to develop specific skills and these are used well to inform further planning. However, there is no system for tracking pupils to ensure that they all move around the free choice activities to gain the most from the experiences provided. Suitable records related to attainment in Desirable Learning Outcomes are passed on when pupils move into reception classes. Reception records related to English and mathematics are rigorous and detailed and used well to inform further work. The teacher knows the children well and uses this information effectively in planning for grouped activities. Assessment on entry to the reception class (baseline assessment) is completed and used effectively to target activities for different groups of pupils.
37. Assessment procedures for mathematics and English are good. A suitable range of tests is used, including the non-statutory National Curriculum assessments. Folders containing key details are maintained consistently across the school and used well to inform planning. Suitable curriculum audits have taken place in English and mathematics, which have been used effectively to draw up action plans with suitable subject specific targets. Procedures include the regular monitoring of planning, teaching and pupils' work. These have been very effective in raising standards in English. In mathematics, systems have just been established to support the introduction of the National Numeracy Strategy, although they are not yet fully effective. There are no formal whole-school assessments or recording procedures in other subjects, but teachers complete a useful analysis of achievement to pass on to the next teacher. However, assessment is not used sufficiently to complete pupils'

reports and set targets for improvement understood by parents and children. Procedures for identifying pupils with special educational needs are good overall, but assessment to identify specific weaknesses in numeracy is not included. Many useful assessment initiatives are being developed, guided by a well-informed co-ordinator who regularly attends local education authority training sessions. Some of these initiatives have not had time to impact clearly on standards.

38. Provision for personal and social development in classes of children who are under five is good and is effective in raising pupils' achievements. For example, children learn to select activities for themselves and play without squabbling. They attend Key Stage 1 assemblies and participate fully, and in award assemblies they are given an opportunity to show their work and their achievements are recognised by older pupils. Nursery children learn skills such as setting tables for lunch and serving each other. In the reception class there are high expectations of participation in lessons, and of children working independently when the teacher is giving support to others.
39. Provision for personal and social development is also good in both key stages and impacts well on the quality of learning. Good weekly assemblies are held to celebrate achievement and pupils' work is valued by the class teacher in front of their key stage. Pupils themselves are proud to have their achievements recognised in front of others and this encourages them to try hard. Appropriate personal targets for improvement, which may be academic or personal, are set in books. This is a new venture and not fully effective or consistently applied and monitored. Pupils are usually made aware of the targets for learning in different lessons, but no strategies are established to support pupils in the assessment of their own progress towards those targets. Good group targets are set, which may be academic or personal and social.
40. Effective use is made of additional staffing to support pupils with special educational needs, and younger pupils. Provision for pupils with statements of special educational needs meets the requirements of the statements. Regular assessment of these pupils and formal reviews for pupils with statements takes place and are used to set further targets. Progress is monitored satisfactorily

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. Overall there is a satisfactory partnership with parents and this makes a sound contribution to the quality of education provided and the standards achieved. Since the previous inspection, standards are broadly maintained. The main emphasis has been on involving parents in school life, rather than systematically considering how to deepen parents' involvement in pupils' learning.
42. Parents are satisfied with what the school provides and achieves. Their responses identified some of the school's key strengths and areas for improvement. Parents are very positive about the school's openness and approachability. They feel comfortable raising any concerns with individual teachers, if they arise. Parents are encouraged to become involved with school and help in practical ways. However, about a quarter of parents, based on questionnaire returns, do not feel well informed about how their pupils are getting on. A significant majority of parents are satisfied about levels of homework. However some parents would appreciate greater clarity about its arrangements and on how to support pupils with homework, especially mathematics. Their views are broadly supported by inspection findings.
43. The quality of information provided for parents is satisfactory overall. School-related information, such as the prospectus and governors' annual report, is of good quality. The nursery and school prospectuses give parents a very clear impression on the

school's expectations and character. Regular newsletters keep parents well informed about school life. Parents get a good summary sheet on curriculum work at the start of each half term. A reading record keeps parents informed and involved with pupils' reading. However, the arrangements to inform parents on other homework are too pupil dependant to ensure all parents readily know what needs to be done. The school accepts and plans to address parents' concerns about the lack of practical guidance on how to help pupils with mathematics homework.

44. There is significant variation in the quality of pupils' annual reports which are unsatisfactory overall. The best reports do provide a clear and realistic view of pupils' progress and set targets for improvement in attitudes to learning and in the main subjects. However, the majority do not coherently provide this information. As a result, parents do not get clear and consistent messages on pupils' progress, or on where their learning needs support. Also some reports do not refer to religious education. Nevertheless, the practice of inviting parents and pupils to comment on reports is a positive feature. The quality of information for parents of special needs pupils is satisfactory.
45. Overall, there is a satisfactory level of parental involvement in pupils' learning and the life of the school. Discussions with pupils indicate that most parents test their pupils in spellings and tables, prior to the weekly tests. Parents find school approachable and consider that any concerns are well handled by staff. The school has effectively consulted parents prior to the introduction of a new homework policy and the home-school agreement. Parents are effectively involved when concerns arise about pupils' behaviour or attendance. The three parent consultation evenings are well attended and school is usually flexible in arranging an alternative time for parents when needed. Useful information has been provided on the literacy project and there are plans to hold a workshop on numeracy. There are annual meetings for parents of pupils who are doing their National Curriculum assessments. A small number of adult helpers provide regular support, particularly with reading, art, baking and sewing. School concerts and a range of assemblies are well attended. Parents have no parent-teacher association or equivalent. As a result some staff devote a significant amount of extra time to organising a wide range of fundraising and social events.

HOW WELL IS THE SCHOOL LED AND MANAGED?

46. The school is well led and managed and this has a good impact on the standards pupils attain and the effectiveness of the teaching and learning in the school. The overall quality of leadership has been maintained, and in the monitoring of teaching and learning, has improved, since the previous inspection. There is good teamwork in the school and the headteacher, all staff and governors share a commitment to improving standards and the quality of learning. This common purpose and shared sense of direction is evident in the good school development planning. Effective reviews have taken place since 1997 and there are good individual priority action plans as annexes to the main plan. One weakness, however, is in the lack of sufficient emphasis on raising standards in mathematics.
47. There are clear and agreed aims and values evident in the work of the school and these are well communicated to parents and all who work in the school. For example, they appear in all relevant school information documents, are prominently displayed around the school and are evident in the teaching. The headteacher has had a systematic programme of monitoring visits established since 1998 and this has been effective in improving the overall quality of teaching. The potentially disruptive long-

term absence of key staff and the necessary moving around of other staff to compensate, has been well managed and problems minimised.

48. The leadership provided by the curriculum co-ordinators is good. Appropriate levels of responsibility are delegated by the headteacher. All co-ordinators monitor teachers' planning and, as a result, have a good overview of standards and the quality of teaching in their subject areas. The literacy co-ordinator has visited all classes and assisted teachers in establishing and developing the literacy hour. This has had good success in ensuring a consistent and effective approach across the school. A similar programme has been introduced for numeracy, but this has not had enough time to influence work in this area. Appropriate targets are set for subject development and this has been particularly successful in literacy. Targets to improve mathematics and information technology have not been so successful.
49. The governors are very supportive of the school and are developing their role as critical friend well. They have a suitable number of committees that enable them to keep a sound oversight of the work of the school. They are kept well informed about the progress of the curriculum through reports and presentations on new initiatives and developments from curriculum co-ordinators. Pupils' performance in national tests is discussed at relevant times and the school is held accountable for its results. The literacy governor has visited most classes to observe the teaching and to help with groups and this has given him a good insight into developments. The governor for numeracy has begun a similar round of visits. The governor for special needs has good knowledge of this area of the school's work and meets regularly with the co-ordinator. The governing body fulfils its statutory duties effectively.
50. The school has sufficient teaching staff and they are appropriately qualified and experienced to meet the demands of the curriculum and age group taught. Staff are deployed appropriately. In the mid-term prior to the inspection, because of long-term staff absences the Key Stage 1 staff changed classes. The nursery was taken over temporarily by the experienced nursery nurse. These were effective moves in the circumstances. There are sufficient support staff and they are suitably qualified and experienced to support pupils with special educational needs. They provide good additional support to individuals and groups, when working in classrooms and taking pupils out for specific focussed support. In literacy hours they provide valuable support to the class teacher.
51. Staff have attended an appropriate range of in-service training programmes, including training for the National Literacy and Numeracy Strategies. The programme of monitoring and evaluation of teaching and learning developed since the last inspection has had a positive effect upon the quality of teaching throughout the school. This encompasses an ongoing system of appraisal responding to individual needs and also to those identified in the whole-school improvement plan. All teachers have curriculum responsibilities and up-to-date appropriate job descriptions. There are good arrangements in place for the induction of newly qualified and newly appointed teachers to the school. Office staff, lunchtime supervisors, school meals staff and the caretaker all contribute positively to the effective running of the school.
52. The accommodation is sound overall and sufficient to meet the curricular needs of the school. The nursery has adequate space including areas for practical work and a large outdoor play area. There is a large hall, which is used regularly for physical education and assemblies. The playgrounds for the pupils in Key Stages 1 and 2 are sufficiently spacious and the school has made these more interesting with playground markings and a new sponsored climbing frame. The extensive playing fields and grounds have garden and quiet areas for use in fine weather. Since the last inspection

the veranda-style corridor has not been improved. This remains in urgent need of renovation. All classrooms and corridors are attractively displayed with pupils' work and achievements.

53. There are adequate resources to meet the needs of the curriculum although by national levels the ratio of computers to pupils is low. Since the last inspection the school has greatly increased the range and quality of fiction books to meet the needs of the National Literacy Strategy. The library, housed along the veranda corridor, is clearly referenced, accessible and used well by pupils. Visits to places of interest and visitors from public services have a significant impact in promoting interest in geography, history, science, religious education and music.
54. Financial planning is good and all earmarked funds such as those for special needs and teacher training are used efficiently. There was a significant overspend in the budget at the time of the previous inspection and this was highlighted as a key issue for the school to address. Through careful and prudent financial management, this has been substantially reduced and the prediction for the current financial year is that the budget will be in balance. The financial committee of the governing body functions effectively and has a good oversight of the budget. There is a good link between the school development plan and the budget and the school operates best value principles to all major spending decisions. Day-to-day management of the school is very good and clear procedures and routines are well established. This is effective in ensuring that teachers are clear to focus on their work with pupils. The minor recommendations of the most recent audit report have been successfully addressed. Staffing and most resources are used well to improve the quality of education, although computers are not used sufficiently across the curriculum.
55. Taking into account the below average intake on entry, the satisfactory overall quality of teaching and learning, the standards pupils attain, the quality of leadership and management, the slightly above unit costs and the use of available resources, the school provides sound value for money. This aspect of the school is on an upward curve as standards and the quality of teaching improve.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve standards and the quality of learning, the headteacher, staff and governors should:

- (1) improve standards and the quality of teaching in mathematics at Key Stage 2 by:
 - a) ensuring that key mathematical skills are developed consistently across all classes;
 - b) ensuring a consistency of approach in teaching in the numeracy hour;
 - c) raising teachers' expectations of the quantity and quality of work their pupils produce and ensure that all lessons have greater rigour;
 - d) targeting questioning in mental and whole-class discussions to pupils with all levels of attainment;
 - e) Identifying and including mathematical targets in the individual education plans of pupils who have special educational needs; and
 - f) Developing pupils' skills in using and applying mathematics.

(These issues are discussed in paragraphs 9, 19, 70, 72, 76 and 77)

- (2) improve standards and teaching in information technology at both key stages by:
- a) improving the expertise of all teachers in how to develop key skills;
 - b) integrating the use of computers more in other subjects;
 - c) improving the ratio of pupils to computers and extending the range of software and
 - d) in Key Stage 2, providing more opportunities for pupils to develop control monitoring and modelling skills.

(These issues are discussed in paragraphs 10, 20, 100, 101 and 103)

In addition to the key issues above the school should consider the following less significant weaknesses for inclusion in the action plan

- a) Develop more effective strategies to deal with the intermittent inappropriate behaviour of the small minority of pupils in some Key Stage 2 lessons.
(Paragraphs 13, 20, 67, 74 and 82)
- b) Improve the quality of the written annual reports to parents to include more information on what pupils need to do to improve.
(Paragraph 44)
- c) In order to improve pupils' achievements in design and technology, ensure that key skills are developed more effectively from year to year.
(Paragraphs 11, 89 and 90)
- d) Arrange for more regular external audits in order to provide an independent view of health and safety arrangements.
(Paragraph 32)
- e) Seek ways of providing a greater range of extra-curricular experiences for the pupils.
(Paragraphs 31 and 113)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	61
Number of discussions with staff, governors, other adults and pupils	35

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	10	38	52	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR –6
Number of pupils on the school's roll (FTE for part-time pupils)	29	199
Number of full-time pupils eligible for free school meals	0	71

FTE means full-time equivalent.

Special educational needs	Nursery	YR-6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	54

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	23
Pupils who left the school other than at the usual time of leaving	20

Attendance

Authorised absence

	%
School data	5.9
National comparative data	5.4

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	21	14	35

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	16	13
	Girls	12	12	10
	Total	29	28	23
Percentage of pupils at NC level 2 or above	School	83	80	66
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	16	18
	Girls	12	12	12
	Total	29	28	30
Percentage of pupils at NC level 2 or above	School	83	80	86
	National	82	86	87

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	12	19	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	6	9
	Girls	15	15	13
	Total	21	21	22
Percentage of pupils at NC level 4 or above	School	68	68	71
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	5	9
	Girls	12	12	16
	Total	18	17	24
Percentage of pupils at NC level 4 or above	School	58	55	77
	National	68	69	75

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	5
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	2
White	192
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	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.

Teachers and classes

Qualified teachers and classes: YN –Y6

Total number of qualified teachers (FTE)	9.7
Number of pupils per qualified teacher	23.5
Average class size	28.3

Education support staff: Y[] – Y[]

Total number of education support staff	[]
Total aggregate hours worked per week	[]

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	30

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

Number of pupils per FTE adult	15
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FTE means full-time equivalent.

Financial information

Financial year	1998/9
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	£
Total income	
Total expenditure	389,092
Expenditure per pupil	1,582
Balance brought forward from previous year	-20,131
Balance carried forward to next year	-7,401

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	230
Number of questionnaires returned	46

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	35	0	0	0
My child is making good progress in school.	54	41	4	0	0
Behaviour in the school is good.	43	48	7	0	2
My child gets the right amount of work to do at home.	35	46	15	0	2
The teaching is good.	61	39	0	0	0
I am kept well informed about how my child is getting on.	46	28	26	0	0
I would feel comfortable about approaching the school with questions or a problem.	65	28	7	0	0
The school expects my child to work hard and achieve his or her best.	63	37	0	0	0
The school works closely with parents.	43	46	11	0	0
The school is well led and managed.	48	43	2	0	7
The school is helping my child become mature and responsible.	43	52	2	0	2
The school provides an interesting range of activities outside lessons.	11	28	24	15	22

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

56. Children enter the nursery on a half-day basis at any time after their third birthday and are given the opportunity to attend full time when they are four, if places are available. Children move into the reception class in the year in which they are five in either September or January, depending on the birth month. Children are well prepared for each transfer stage and parents are fully involved in the process. There are currently no pupils who are identified as having special educational needs in the nursery and reception class. Suitable systems are in place to identify them. On entry to the reception class, attainment is generally below average in language and literacy and mathematics and is close to average in the other areas of learning. By the age of five, most children attain the early learning goals and make good progress in all the areas of learning. The school has maintained the good provision and standards reported in the previous inspection.

Personal development

57. The quality of teaching and learning in personal and social development is good and most children are likely to attain the expected learning goals and targets by the age of five. On entry to the nursery these skills are below average. Good provision is made for the youngest children to settle into routines before older pupils come into the classroom. This helps them establish relationships with teaching staff in small groups and to develop confidence selecting and using the different equipment provided. However, they do not communicate with one another or play together easily initially. Teachers establish appropriate classroom routines and children respond well to instructions from all adults in the classroom. Children quickly learn the procedures such as those for visiting the toilets. Children are taught when they should sit quietly and listen and when they can select their own activities. The oldest nursery children take their duties for serving lunches to others seriously and learn social skills or eating together. Behaviour is mostly good, although on some occasions children treat equipment without sufficient respect and are not corrected. In the reception class the children's response to instructions is more rapid. They follow routines such as registration by sitting quietly on the carpet at the beginning of sessions without being told. They become more confident managing their own clothing, and react quickly when they are asked to change tasks. They learn to work independently on a task set by the teacher, responding to a structured activity, rather than using the equipment provided purely for experimentation. They tidy up quickly and treat all resources with respect. All children attend Key Stage 1 assemblies and are extremely well behaved. They sit still throughout the assembly, listen well and join in with familiar parts of songs. Teaching staff are good at demonstrating the value of the pupils' achievements in the awards assembly and encourage pride in achievement. Children feel happy and secure in both nursery and reception classes.

Language and literacy

58. Progress in language and literacy is satisfactory in the nursery and very good in the reception class. This is matched by the quality of teaching. Many pupils enter nursery with language and literacy skills that are well below those normally found. All pupils make good progress overall, and very good progress in the reception class. Almost all pupils leave reception with standards in line with the learning target requirements. Nursery nurses in both areas work hard to extend language skills, but sometimes

miss opportunities to reinforce key words, or use pupil responses to move them on further. The quality of teaching in reception is very good, and the literacy hour is used well to ensure that all children make progress. Tasks are well planned and matched to children's needs. The youngest children in nursery have a short attention span and thus are expected to sit and listen for shorter periods. They enjoy stories and look at books with interest. Older children listen and respond to questions well. By the age of four they know that books are used from front to back and that pages are looked at from left to right. They talk about the pictures on the page and retell familiar stories using the pictures as clues. By the age of five those with high attainment read simple familiar text with confidence. They recognise and use initial phonics and use picture clues to help them decode words. Those with low attainment follow text, and know the single phonic sounds, and read a small number of simple words by sight. They join in reading shared familiar text from big books. Many three-year-olds find it difficult to hold the pencil and scribble in straight lines. By the time they are five all children write their name unaided and write some legible phrases. Those with high attainment control their pencil well; they form letters carefully, and use capital letters and full stops.

Mathematics

59. Children enter nursery with few numeracy skills. Teaching is satisfactory and children with all levels of prior attainment make sound progress. By the time they leave nursery attainment in mathematics is below average. Most children know numbers to 10 confidently, and know the names of simple shapes. By the age of five, about three-quarters of pupils count reliably to 20, and order numbers confidently. A very small number of pupils with low attainment still need help to count small quantities, and to follow instructions such as which numbers are more than 3. All pupils write figures legibly. Those with high and average attainment have a secure grasp of basic addition, and make repeated patterns with shapes. They join in number rhymes and songs with enthusiasm. Many activities are provided in the nursery to help children recognise figures and relate them to quantities. Children print and paint pictures using shapes. In the reception class teaching is at least good and sometimes very good. Skills and understanding are carefully developed using National Numeracy Strategy techniques and the class teacher loses no opportunity to reinforce number, for example, in the brief registration period prior to assembly.

History and geography, knowledge of the world and technology

60. In this aspect of their learning, most children attain the early learning goals by the time they are five. The quality of teaching is at least satisfactory in the nursery and it is good in the reception class. In the nursery, the nursery nurse plans a suitable range of activities and children effectively learn about different types of food and how to make sandwiches. They know the need to wash their hands after visits to the toilet, and when handling food and state confidently that it is 'because of germs'. Appropriate opportunities are provided for children to use the mouse attached to the computer. They do this effectively to move animal shapes around the screen. They understand the importance of caring for living creatures such as their goldfish and regularly visit the local area. They learn about full and empty using the water tray and enjoy experimenting with different pouring equipment. They use a wide range of construction equipment to make models. In the reception class activities are well organised and children are taught to use the senses of touch, taste, hearing, sight and smell effectively. They begin to appreciate the difference between old and new and order events. They use the computer to write their own names, and create pictures with mathematical shapes.

Creative development (art, music, dance and drama)

61. Creative development is well promoted by all staff, teaching is good and children make good progress. Most children attain the early learning goals by the age of five. Many opportunities are provided for children to paint imaginatively and create collages as well as using different techniques such as printing. In the nursery children have constant access to objects and instruments that create different sounds and join in parts of familiar songs in Key Stage 1 assemblies with great enjoyment. Reception children develop a wide repertoire of songs and rhymes. They recognise and create loud and soft sounds using percussion instruments or parts of the body and understand the importance of following a conductor. Teachers understand the importance of providing opportunities such as role-play areas to give children the opportunity to use their imagination and use their language skills. No dance was seen during the inspection.

Physical development

62. Standards of physical development are in line with those expected by the age of five and progress is satisfactory overall. Suitable opportunities are provided in the nursery for children to run, climb and stretch, and use wheeled vehicles, although activities are seldom structured to develop specific gross motor skills. Fine motor skills are well developed through the use of a wide range of small and large construction kits, modelling with playdough and cutting and sticking activities. Children are taught how to hold a pencil and a brush and use them correctly. In the reception class pupils participate in structured physical education lessons to help them develop spatial awareness, control of small apparatus such as balls, and use of different parts of their bodies in indoor work. The quality of teaching in these lessons is at least satisfactory, although the teacher does not always make the most use of demonstration to help children improve, or change to set a good example. Sensible unplanned opportunities are taken for reception children to spend five minutes running around after they have sat still for an extended period.

ENGLISH

63. In the 1999 National Curriculum assessments for pupils at the end of Key Stage 1, standards in reading were in line with the national average and high enough to be above those found in similar schools. In writing, the percentage attaining the average level was a little below the national average, although for pupils attaining the higher level, it was above average. Standards were high enough to be in line with those found in similar schools. There has been gradual improvement in performance since 1997. Inspection evidence paints a similar picture of standards for the pupils who are now in Year 2.
64. In the 1999 National Curriculum assessments for pupils at the end of Key Stage 2, standards in English were below the national average, although standards were high enough to be in line with those of similar schools. Over the past three years the trend in the school's performance has been broadly in line with the national trend. Inspection evidence indicates gradual improvement and standards for pupils who are currently in Year 6 are high enough to be in line with the national average. The school is on course to meet its target for 2000 of 71 per cent of pupils reaching the average level. A well-established literacy hour in all year groups, effective targeting of weaknesses in free writing and a more settled staffing situation are bringing improvements. Through analysis of its national and school test results, the school identified weaknesses in writing, particularly for boys. Strategies to develop this

aspect have been built into literacy planning and have been largely successful in narrowing the gap between the performance of boys and girls. Standards in English have improved since the previous inspection.

65. From a low base, most pupils in both key stages, advance well in the development of speaking and listening. Opportunities to speak in front of the class in the literacy hour and to listen to stories in shared text work, are developing pupils' confidence and skills. Standards are broadly similar to the national average. The targeting of pupils who have special educational needs in question and answer sessions helps them to make similar progress to other pupils. Most pupils use their speaking and listening skills satisfactorily across the curriculum. For example, they listen well in assemblies and music activities and speak confidently about their feelings and emotions in circle times. Opportunities for pupils to develop these further in drama and role-play are missed, particularly in Key Stage 2.
66. In Key Stage 1, progress in reading is good and pupils attain standards above those found in similar schools. They develop good skills in learning and using letter sounds and combinations (phonics) to read new words. Higher and average attaining pupils have a good understanding of a contents page and index and use them successfully to locate information. In Key Stage 2, progress is sound overall and pupils continue to develop more advanced letter sound skills to help them with their reading. They use their skills to read both fiction and non-fiction texts with satisfactory success. Pupils tend to be over-reliant on phonics and higher skills, such as inference and deduction, are less well developed. Higher attaining pupils know a good range of authors and have read widely. In both key stages, regular home reading has had a good effect on standards and progress. Effective homework programmes specifically aimed at pupils who have special educational needs has had a good impact on their progress at both key stages. Successful additional support during the literacy hour and targeted withdrawal for these pupils helps them make good progress towards the reading and writing targets in their individual education plans. Pupils use their reading skills satisfactorily across the curriculum to help them access information. In science, history and geography, for example, pupils read and use information from both books and computer programs.
67. From a low base, pupils develop writing skills well in both key stages and attain standards that are broadly in line with the national average. The rate of progress has improved over the past two years as a result of targeted support for the development of free writing. This was a key weakness at the time of the previous inspection. By the end of Key Stage 1, most pupils form letters correctly and write in a legible consistent style and size. Their writing conveys meaning in both narrative and non-narrative forms. For example, they write stories which have a recognisable structure, poems and simple instructions. By the end of Key Stage 2, writing improves in range and quality. For example, higher attaining pupils write extracts from 'Macbeth', changing the style from 'old' to 'modern' English and pupils at all levels write satisfactory biographies, reports, poems and play scripts. Handwriting for most pupils is fluent, joined and legible in the range of work covered. Good phonic skills support the development of spelling and in both key stages, pupils advance satisfactorily in this aspect of their work. Capital letters, full stops, speech marks and question marks are used correctly in most cases. Pupils use writing skills effectively across the curriculum. For example, improved writing skills have led to good improvements in science, history and religious education.
68. The large majority of pupils have good attitudes to their work in English, although there is a small minority of pupils, particularly in Key Stage 2, who find it difficult to concentrate for an appropriate length of time, and this slows their progress. Pupils

enjoy the literacy hour and respond well to shared text and discussion sessions. They understand what they need to do in group activities and usually concentrate and persevere until work is completed.

69. The quality of teaching is good in Key Stage 1 and mostly good in Key Stage 2. Teachers have a good understanding of the literacy hour and there is a consistent structure and approach across both key stages. This has had a good impact on standards and pupils' progress. Planning is good and securely based on the National Literacy Initiative. There is a clear link between individual lesson, weekly and termly plans and this ensures a good level of continuity of learning. Teachers in both key stages recognise the need to link reading, spelling and writing. For example, in the literacy hours activities that integrate these aspects are well established. Opportunities to reinforce phonics are taken consistently in shared reading and writing sessions and this has helped improve standards.
70. All teachers share lesson objectives with the pupils so that they have a clear understanding of what needs to be done. They value the need for repetition and practise of basic skills and satisfactorily reinforce and extend these skills in subjects across the curriculum. Expectations of behaviour are good at both key stages, although in a significant minority of lessons in Key Stage 2 particularly, expectations of what higher attaining pupils might achieve are not so high. Time targets are not sufficiently reinforced to ensure more rapid progress at these times. In the minority of lessons that are less effective, teachers are not consistently firm enough with a small minority of pupils who do not pay sufficient attention when key points are being made. Teachers use the good range of assessment procedures well to inform subsequent lesson planning. There are good examples of computers being used to support work in the literacy hour, particularly in Years 2, 3 and 4, but in general they are not used sufficiently in the development of writing skills.
71. Management of the subject is good and has been highly successful in establishing the literacy hour. Effective monitoring through well-used release time for the co-ordinator has improved standards and the quality of teaching across the school. There has been good analysis and targeting of weaknesses identified in national and school testing by the senior management of the school. This has had a good impact on raising standards.

MATHEMATICS

72. In the 1999 National Curriculum assessments for pupils at the end of Key Stage 1, standards were well below those found both in relation to all schools and similar schools and were clearly not high enough. The 1999 group of pupils experienced many changes of teacher in Key Stage 1, which disrupted their pattern of learning. Since September, one permanent member of staff has taught this group. Careful analysis of specific weaknesses in the tests, teaching targeted at pupils' needs, and high expectations of the quality and quantity of work to be covered in each lesson has raised standards for pupils who are currently in Year 2. These are now high enough to be broadly in line with the national average. This reflects the judgement at the time of the previous inspection.
73. In the 1999 National Curriculum assessments for pupils at the end of Key Stage 2, standards were well below the national average. There has been a steady improvement in standards since 1996 which matches the national trend, but they remain below average when compared with similar schools. Results in 1999 showed

a significant improvement from those in 1998, and the school's target for improvement was exceeded by a significant amount. This is mostly due to additional lessons provided after school and focused specifically on practice for tests, to help those on the borderline of Level 3 and 4. Inspection findings are that standards towards the end of Key Stage 2 remain below the national average and are not yet high enough. This represents a decline in standards from the previous report.

74. Near the end of Key Stage 1 pupils have a secure understanding of basic number skills such as an understanding of place value. Those with high and average attainment work with numbers up to 100, while those with low attainment work with numbers less than twenty. There are some weaknesses in mental arithmetic, for example pupils with average attainment do not remember addition facts up to ten. However, they have strategies to perform calculations and are beginning to recognise patterns in number, for example that multiples of five end with a five or zero. Early development of data handling is sound. Pupils collect data relevant to them and display it in block graphs and pictograms. The implementation of the National Numeracy Strategy is having a good impact on learning in this key stage.
75. Near the end of Key Stage 2, pupils know how to perform operations such as long multiplication, but are held back due to poor mental arithmetic skills. A very small number with high attainment have rapid recall of multiplication tables, but otherwise pupils take too long to respond to questions and often make mistakes. Those with average attainment do not add up to 20 quickly enough. Work in shape, space and data handling is hindered by the poor quality of presentation and attention to detail such as labelling, or inclusion of units of measure. Diagrams and graphs are not sufficiently accurate. These weaknesses are common to Years 4, 5 and 6. Although pupils apply their arithmetic skills to problems with money, there are few opportunities to investigate mathematical patterns or use mathematics in different ways.
76. Numeracy skills are used satisfactorily in other areas of the curriculum, although no evidence was seen of numeracy supporting design and technology. There is a great deal of tabulation and sorting in several subjects in Key Stage 1 that is of a good standard. In Key Stage 2, data handling skills are used appropriately to support scientific experiments. Specific mathematical vocabulary is developed in most lessons, but on occasions incorrect language is reinforced. For example, pupils comparing two numbers were asked on several occasions which was the 'biggest', and not the greater of the two. Computers are not used sufficiently to develop skills in mathematics.
77. Attitudes are satisfactory overall, but vary from unsatisfactory to good from class to class and in different activities. Too many pupils are used to switching off in mental arithmetic sessions, as questions are not sufficiently targeted at different levels of attainment. Similarly long introductions to the main task of the day causes some pupils to lose interest towards the end of the session. There is seldom any overt misbehaviour and where there are problems with response, pupils are quietly inattentive. In the most effective lessons in Key Stage 1, pupils enjoy the mental activity and participate enthusiastically. Work in the Year 3 books indicates that pupils are beginning to take pride in presentation. In the rest of Key Stage 2, work is not well presented.
78. The quality of teaching in lessons seen during the inspection was satisfactory and broadly reflects the judgement at the time of the previous inspection. During this inspection, there were no good or unsatisfactory lessons in Key Stages 1 and 2 classes, but there were some weaknesses in all lessons. Pupils make mostly satisfactory progress in all lessons, although in parts of some lessons different

groups of pupils are not fully engaged. Progress over time assessed through the scrutiny of work is satisfactory in Key Stage 1 and Year 3 and unsatisfactory in the rest of Key Stage 2. Progress of the youngest pupils of statutory school age in the reception class is consistently very good and reflects the quality of teaching in this class.

79. In all lessons relationships are consistently good throughout the school and teachers rarely raise their voices when correcting pupils. Classroom assistants are used effectively to support small groups. Practical resources and activities that are relevant to the pupils' own experiences are used well to support learning. Where teaching is most effective, there is a balance between the separate elements of the lesson, the teacher understands the structure of the numeracy hour and the different strategies needed. Sections of the lesson are well-planned and key learning points developed. Tasks are appropriate to the needs of pupils with all levels of attainment. All these points occurred in a Year 2 lesson focused on the recognition and use of multiples of five and ten. A lively mental activity was followed by a carefully linked introduction to the main activity and involved all pupils. There was careful development of understanding when pupils were given the opportunity to explain their reasoning, which also extended speaking skills. Vocabulary was reinforced, for example the word multiple was used frequently. Time targets were set in the main activity and the final discussion session was used to summarise, reinforce and assess understanding.
80. Where lessons are less effective, teaching lacks rigour, and teachers do not fully understand how to use the numeracy strategy. This is most often the case in Key Stage 2. Although the subject knowledge of teachers is sufficient, and sometimes good, the understanding of how to develop pupils' skills systematically is not secure, hence the quality of learning is slow. In the lessons seen teachers provided appropriately different activities for pupils with different levels of attainment. In mental activities and introductions where the teaching is less effective, teachers frequently focus questions at, or take responses from, a small number of pupils and others lose interest. Although teachers evaluate the success of lessons each week and set time targets for work to be completed in lessons, their expectations of quality and quantity are too low, incomplete work is accepted, and pupils are not kept to task. Marking is generally good, constructive and helps pupils to improve, but targets set in some books are not always followed up, hence opportunities are lost to remedy specific weaknesses.
81. The school has made a suitable audit and targeted areas for improvement. A systematic programme for monitoring planning, teaching and standards has been introduced, though it is not yet fully effective. Following the success of the literacy strategy in raising standards, the school is beginning to develop numeracy strategy techniques, and is very aware of the need to improve. External advice is sought and used appropriately. Procedures for recording pupils' attainment are good and information used appropriately on transition from one class to the next. Realistic targets for improvements in National Curriculum assessments at the end of each key stage are set using information gathered through non-statutory tests at the end of Years 3, 4, and 5, and teacher assessment. There are no pupils identified and targeted for special educational needs in numeracy, although clearly there are pupils who need individual programmes of study. This lack of specific target setting based on pupils' special needs has a negative effect on their overall progress.

SCIENCE

82. Teacher assessments in 1999 show that by the end of Key Stage 1, pupils' attainment was close to the national average, with the number of pupils achieving the higher Level 3 being in line with the national average for their age. This is confirmed by inspection evidence. In the 1999 National Curriculum assessments for pupils at the end of Key Stage 2, standards were well below the national average and below those of similar schools. Inspection evidence points to marked improvements for pupils who are currently in Years 5 and 6. Effective specialist teaching and target setting, have contributed to the improvement. Pupils know what they have to do to improve their work and this has had a positive effect on their results and attitudes to science. Improvements in the standards of literacy have helped all pupils in the recording of their ideas and work. Attainment for the present group of pupils in Year 6 is now close to the national expectation. Pupils with special educational needs make good progress in the targets set for them in literacy, which enables them to participate in science discussion and group work effectively.
83. Some concern about progress in experimental and investigative science was expressed in the previous report. Steps taken by the school to address this issue have had a positive effect in Key Stage 1 and with higher attaining pupils in Years 5 and 6. Although it remains an area with some weaknesses, most pupils make satisfactory progress understanding the meaning of prediction and fair testing. They apply their knowledge of graphs correctly when presenting their results. There is no evidence of information technology being used regularly to produce work or data and this puts some restrictions on pupils' progress.
84. Participation in the 'Healthy School Initiative' has had a positive effect on progress in Life Processes and Living Things. Key Stage 1 pupils make satisfactory progress in understanding the needs of plants and animals to sustain life and in Key Stage 2 pupils have a secure knowledge of animal habitats, which they apply accurately to their observations in their gardens and parks. Pupils in Year 2 understand that materials change form when heated and are very happy to demonstrate this when it produces crispy cakes or toast. Year 3 pupils' work shows satisfactory progress in recording data after assessing material for their transparent qualities, but their baking activity is similar to the Year 2 example and does not provide sufficient challenge for the higher attaining pupils. Pupils' knowledge of everyday uses of electricity in the home is appropriate for their age in Key Stage 1 and the investigations into sound reduction by Year 5 shows satisfactory progress in setting up and operating an investigation correctly.
85. In both key stages pupils are given appropriate opportunities to work independently and most respond well. Pupils in Year 2 become fully involved in their lessons and remain on task for a considerable amount of time, using their research and dictionary skills. In the same class, special needs pupils talk to the class about their investigation and explain their results. This has a significant effect on improvements in their self-confidence. Year 5 pupils with special educational needs have made sufficient progress with literacy skills, particularly writing, which enables them to participate confidently in lessons. Although most pupils behave well and are keen to join in their lessons, there is a small number of pupils in each Key Stage 2 class whose concentration span is short. This limits their progress when discussion sessions go on for too long.
86. In Key Stage 1, the quality of teaching is good, with some lessons being very good. The strengths centre around good planning based on what pupils know already.

Teachers have a clear knowledge of what each pupil has to do to improve. Support staff and the skills of parent volunteers are put to very good use. They are well briefed as to what is expected from their group of pupils. In these classes, pupils learn in a secure and well-organised situation, with high expectations of behaviour and performance.

87. In Key Stage 2, the teaching is satisfactory overall, with good features evident in each lesson. There has been a significant improvement since the previous report in matching work to the needs of pupils and a reduction in the amount of work copied from the board or completed on worksheets. As a result of this development, more pupils achieve results close to the national expectation for their age. Lesson objectives are shared with pupils and there is good input from the teacher and perceptive questioning. The specialist subject knowledge of the co-ordinator has been used effectively to teach Year 6 pupils. The previous report stated that the time given to science was inadequate to teach the appropriate skills and knowledge. The school has partly addressed this issue successfully by teaching science throughout the year. However, lengthening the weekly lesson to a whole afternoon is too much for some pupils. In less effective lessons, teachers allow the lesson to continue without time or specific targets for the amount of work expected and a small minority of pupils become a distraction to others. This slows their progress at these times.
88. The management of the subject is effective and is improving standards. National test results and teacher assessments are carefully analysed, for example, it was clear that the number of pupils reaching the higher level by the end of Key Stage 1 was not reflected in results by the end of Key Stage 2. By showing pupils what they had to do to improve their grades, this trend was reversed.

ART

89. The quality of work seen at both key stages is as expected for the pupils' age. Some work involving painting in the style of great artists is of high quality. This is a similar judgement to that made in the previous inspection report.
90. In Key Stage 1, pupils are beginning to use a good variety of media and techniques well, including the bold use of paint, collage, printing and marbling. They know about colour mixing, for example, that blue and yellow make green, and in their painting, add white to colour to create various shades. They use pencil and crayon to represent sound figure and animal drawings. Older pupils in Key Stage 1 experiment with 'hot' and 'cold' colours and represent them well in their paintings. In Key Stage 2, pupils advance well in the development of painting and produce good work in the style of artists such as Lowrey, Picasso, Matisse and Mondrian. They are taught to use a sketchpad satisfactorily to record observations and ideas and gather visual evidence. For example, pupils in Year 6, developed sound ideas about perspective in a sketch book activity. In both key stages, pupils' evident interest and enjoyment of the subject impacts well on their progress. They talk with obvious pride about what they doing.
91. At both key stages, the quality of teaching is generally satisfactory and sometimes good. Where the expertise of the co-ordinator is used in other classes, the work produced is of high quality. Planning is satisfactory and learning objectives are shared with the pupils. This has a good effect on their understanding of what they need to aim for. Work in three dimensions, pattern and print, textiles, collage and drawing is planned for each year group. Each year group studies the work of a famous artist. This gives the pupils good experiences across a range of aspects and develops their knowledge of art well. Teachers use the correct art vocabulary and this also helps to develop pupils' knowledge of the subject effectively. There is good discussion of how

work might develop and good references are made to previous work. Teachers support groups well as they work and keep a secure oversight of the activities. However, opportunities to consolidate and teach techniques are sometimes missed. This means that the progress of pupils at these times is not as rapid as it might be. The use of sketchbooks across the year groups and the collections of pupils' work in portfolios are used effectively to influence the planning of the art curriculum. Visits to museums and art galleries have a good impact on the pupils' work and interest in the subject.

DESIGN AND TECHNOLOGY

92. During the inspection it was not possible to observe any teaching of design and technology. By scrutiny of work, teachers' planning, photographic evidence and artefacts on display, it is possible to judge that there are insufficient opportunities to experience the skills of designing and making. Attainment is below that expected for pupils' age. Progress for all pupils in both key stages, is therefore unsatisfactory.
93. The situation remains similar to that at the last inspection. Current work comes from an art and craft tradition and does not pay sufficient attention to the requirements of the National Curriculum to provide a meaningful experience from the Programmes of Study. Links with other subjects are understood, but not fully exploited, especially in science, where knowledge of design and construction techniques would support pupils when designing and carrying out their own investigations. The one good example seen was a successful science lesson in Key Stage 1, when an effective link was made between heated materials changing form when making cakes and toast. This was effective in increasing the pupils' understanding of food technology.
94. The subject co-ordinator is aware that the subject is underdeveloped and has provided some new ideas from a commercial scheme of work, which link with other subjects, but emphasises designing and making skills. The example on display of the Viking shoe in Key Stage 2 and puppets in Key Stage 1, comes from this initiative and moves away from using glue, scissors and scrap materials to a wider range of tools and skills.

GEOGRAPHY

95. By the end of both key stages pupils' attainment is in line with that expected for their age. Teaching is mostly satisfactory in both key stages. Overall progress is satisfactory for all pupils, including those with special educational needs.
96. Pupils in Year 1 are beginning to understand the concept of position and use simple co-ordinates effectively. They develop their mapping vocabulary using 'forwards, backwards, sideways' when working with an electronic direction finder. When working on the Inuit people of Baffin Island Year 3 pupils have good awareness of a contrasting location, they have a satisfactory understanding of weather features and the difficulties of living in an extremely cold climate. They link their geography to history work when comparing present day Inuit lives with those in the past. Most pupils in Year 6 develop good understanding of similarities and differences when comparing Gorton with New Mills. They use geographical terms related to rivers like 'source', 'tributary', 'erosion' and 'flow' correctly. Good links are made with history when studying mills driven by river power and science when describing porous rocks.
97. Pupils in Key Stage 1 make satisfactory progress in their understanding of maps and weather and use their literacy skills well to describe simple routes and keep their own weather records in written and pictorial form. Pupils in Key Stage 2 have a deeper

understanding of the impact of climate on the environment when studying India. Through consideration of conservation issues related to the rain forest pupils in Year 5 are increasingly aware of the effects of pollution on the planet. When considering the 'Healthy School' principles in their personal and social work pupils in Year 6 develop their knowledge and understanding of their own lives and significant features of the near locality. Teachers' good subject knowledge impacts well in the teaching of these issues

98. Attitudes shown by pupils towards their work are satisfactory. In the lessons they behave well and listen attentively, although a small minority lacks concentration when whole-class sessions go on too long. The good relationships between teachers and pupils contribute to a good sharing of ideas and an effective climate for learning. Visits beyond the school, are well organised by teachers and spark pupils' interest and enthusiasm. The school has a satisfactory framework for teaching the subject and teachers use this well in their planning in order to develop a sound understanding and knowledge of the subject.

HISTORY

99. Because of timetable and topic focus, no lessons were seen in history during the inspection. However from a scrutiny of planning and pupils' work, the quality of teaching is at least satisfactory. Pupils throughout the school make satisfactory progress in acquiring skills, knowledge and understanding and attainment is in line with that expected for the pupils' age. This represents an improvement at Key Stage 2 since the last inspection when attainment was below average.
100. By the end of Key Stage 1, most pupils have a secure understanding of the passing of time and know that things change over time. They draw and write effectively about old objects after careful observation. Pupils in Year 1 study old telephones and link this well to their science work. They are aware of the similarities and differences between old and modern appliances. Year 2 pupils compare and contrast aspects of present day living effectively to the earlier times of their grandparents. Year 3 pupils demonstrate good knowledge of life in Ancient Egypt and vividly describe the processes involved in mummification.
101. Pupils' progress is satisfactory overall with higher attaining pupils in Years 5 and 6 developing a real feel for the past. They compare and contrast well their own lives with those of children in Victorian times and in the 1930's. Many have good recollection of dates, details and significant people and are developing a good sense of chronology. Pupils have good attitudes and they show enthusiasm about artefacts, books and pictures from the past. They develop well their literary skills when writing accounts in their history work and extend their reference skills when seeking information from the library and resources from the past.
102. Planning, based on a one year programme, ensures appropriate coverage of key aspects of the subject and effectively develops skills from year to year. Good use is made of visits to local places of interest and museums, which stimulates interest well and provides opportunities for pupils to act out historical roles and learn from a good range of original artefacts.

INFORMATION TECHNOLOGY

103. Since the last inspection there has been some improvement in information technology, but attainment remains below the expectations for pupils aged seven and eleven. Governors of the school have recognised it is a key issue by making it a

priority in their development plan. Progress for pupils in both key stages is unsatisfactory. Teachers use information technology where they are confident and are aware of the need to use it in their lessons, but most do not have the subject knowledge or skills to teach the subject effectively.

104. Some of the skills observed in Key Stage 1, such as 'click and drag' are within the expectations for their age, as is the use of programs such as 'Paintbrush'. Pupils in Year 1 are introduced to control technology effectively through the use of a programmable toy. Few pupils, however, have the basic computing skills to be completely independent. In Key Stage 2 there is evidence of word processing, creating symmetrical patterns and using the Internet to find information about temperatures in other parts of the world. However, most pupils do not develop competence in using increasingly demanding applications and varied facilities and in interpreting and handling data. There is no control and monitoring work, or electronic communication. Where pupils were seen working on computers, they enjoyed the experience and helped each other work through the programs. They showed care and respect for the equipment and talked excitedly about what they were doing.
105. In both key stages, the quality of teaching of small groups and individual pupils is satisfactory overall. Teachers promote the use of information technology well, through labelling their displays and integrate it into their lesson plans when their competence and confidence allows. For example, teachers in Years 3 and 4 use the computer satisfactorily to practise and develop work in literacy and a teacher in Year 2 uses it to explore colour in an art lesson. Where volunteer help is available with appropriate expertise, the school uses it well. However, there is no systematic programme of teaching basic operating skills so that pupils can become independent.
106. The last inspection commented on the poor resources. Whilst this situation has improved and the school now has up-to-date equipment in each classroom, there are still key shortages which affect standards and the rate of learning. For example, the current ratio of pupils to computers in the school is about 30:1, which is twice the national average and the range of software is limited to basic programs. This restricts the amount of time pupils could spend on computers and limits the range of experiences and has a negative effect on their progress.

MUSIC

107. Standards of attainment in all lessons are above those expected for pupils of this age in appraisal, composition and performance. Standards of attainment in Year 6 are well above the end of Key Stage 2 expectations in composition and performance.
108. Pupils in both key stages sing well and with great enthusiasm. In Key Stage 1, pupils listen carefully to different types of music and have a wide repertoire of songs requiring good voice control. They have clear diction and a high level of accuracy of pitch. They have already mastered the skill to modulate from key to key several times during one song. The youngest pupils respond well to a conductor and clap loudly or softly when required. They select and play percussion instruments with confidence. Older pupils accompany singing well with simple percussion and express their opinions about types of music.
109. By the end of Key Stage 2, all pupils have some understanding of formal notation. The quality of singing is of a high standard, and all pupils participate in singing in three and four parts. All pupils have balalaika, percussion, or recorder lessons in Years 5 and 6 taught by a music specialist. These lessons make a significant contribution to the standards attained. Pupils experiment with melodies or accompaniments to improve

performance. For example, pupils playing the bass instruments in the balalaika lessons added an arpeggio to the last note of the piece they were learning, and pupils playing the recorder created tunes which corresponded to structures taught earlier in the lesson.

110. Pupils have very good attitudes to music. Those who play the balalaika take their lessons seriously, do their homework and practice between sessions. Pupils play together confidently, and have grasped the importance of collaboration in ensemble work. Pupils in both key stages sing with enthusiasm and show a willingness to participate in their lessons. They control their voices and do not shout. They treat instruments with respect. Even the youngest pupils understand the importance of playing together and seldom play their instruments when the teacher expects them to be quiet.
111. Three lessons were seen in Key Stage 2 and one in the reception class that contains a small number of Key Stage 1 pupils. In addition, an assembly which focused on appreciation of music was observed, and the music content of daily assemblies noted. The quality of teaching in all of these was very good. Specialist subject knowledge of a visiting teacher, the subject co-ordinator, and the reception teacher's awareness of how to work with the youngest pupils has a considerable impact on standards attained, and the rate at which pupils learn. Teachers pass on their own enthusiasm for the subject, giving pupils a desire to improve. Music in instrumental lessons is pitched at a suitable level for the pupils. It offers challenge, but is not so difficult that it suppresses their enthusiasm and sense of attainment. High standards of singing are expected in assemblies, and accompanied by competent pianists or vocalists. Pupils respond to these high expectations with high quality performance. Different types of music are regularly played for pupils to appraise on entry to assembly. For example, Asian music was played prior to an assembly focusing on the Hindu religion and in another assembly dance music was used well to get pupils to express feelings. This increases pupils' awareness of good quality music and of the breadth of music in their own and other cultures. Pupils with special educational needs are well supported, and take a full and active part in all aspects of music in the school. The wide range and quantity of instruments and music available and their regular use contributes to the very good progress made in all areas of music by all pupils. Listening skills are developed well through music throughout the school.
112. Strong musical tradition in the school, high expectations, high standards over many years and good provision for extra-curricular musical activities by one teacher positively effects pupils' attitudes throughout the school. Those pupils in the concert choir are justifiably proud of their first prizes attained in regional music festivals. Opportunities are provided for pupils to perform in larger productions involving other schools. The subject is very well managed. Suitable Programmes of Study, and readily available advice support non-specialists well. Good use is made of specialist expertise throughout the school to improve the quality of learning. Music is a strength of the school and high standards have been maintained since the last inspection. Parents are justifiably confident in the standards attained.

PHYSICAL EDUCATION

113. By the end of both key stages, attainment is in line with that expected for pupils' age. Progress for all pupils is satisfactory in games and gymnastics, and for dance it is good. Pupils go swimming in Year 4 and by the time they leave school, most pupils swim at least 25 metres. This is similar to the judgement made at the time of the previous inspection.

114. By the time they are seven, pupils are able to transfer their weight on different parts of the body in controlled movements. They show dynamic changes in quick, slow, strong and light movements in gymnastics and dance and interpret voice and musical sounds well. In Year 1 pupils demonstrate a good mixture of pace and control. They use the space available well and show good imagination when moving different parts of the body in sequence. In dance in Year 5, pupils move expressively to music. They move freely and with confidence interpreting words from a poem and demonstrate work of a high standard.
115. Pupils throughout the school make good progress in their awareness of the effect that physical exercise has on their bodies and demonstrate increasing control of their movements. Pupils in Key Stage 1 show better than average ability to throw and catch a variety of small apparatus. They clearly enjoy their physical education activities and teaching in the lessons is good. Teachers convey a good sense of atmosphere, pace and enthusiasm which has a good effect upon pupils' response and progress. Through their good relationship with pupils, teachers maintain effective control throughout activities and show appropriate attention to health and safety.
116. Planning is securely based on the local authority scheme of work, which gives good guidance and ensures an appropriate coverage of the required elements. The enthusiastic co-ordinator has arranged courses for teaching staff and these have impacted well upon the standards attained. The school enjoys a good relationship with several local high schools and many older pupils benefit from activities organised by these institutions. Good use is made of the large hall and playground areas. Whilst there are some opportunities to enhance the physical education curriculum by extra curricular activities these are limited to dance and a football club paid for by pupils. There is no opportunity for pupils to participate in adventurous outdoor pursuits.

RELIGIOUS EDUCATION

117. Standards of attainment are in line with those required in the local education authority Agreed Syllabus at the end of both key stages in all three areas of learning of knowledge and understanding of religions; evaluation of religions and moral issues; and responding and reflecting on religion. Only three lessons were seen during the inspection week. Evidence is based on these lessons, a scrutiny of written work, discussions with pupils in Years 2 and 6, and pupils' responses in specific assemblies. The previous report stated that standards were at least good and sometimes very good. There is less time allocated to religious education than is recommended in the Agreed Syllabus, since the introduction of the literacy and numeracy strategies, nevertheless standards meet the rigorous requirements of that syllabus throughout the school which indicates that there has been no deterioration in the quality of teaching. Parents are pleased with the provision made by the school.
118. By the end of Key Stage 1, all pupils understand that different people have different beliefs. They have secure basic knowledge about the Christian and Hindu religions. They have an increasing understanding of the importance of festivals, places of worship, signs, and symbols. Pupils talk about different festivals such as the baptism, Divali and Easter. They know that religious symbols help people to focus on, worship and talk to God, for example how 'OM' is used in the Hindu act of worship. They understand that there can be different faces of one God and that people sometimes relate more to one set of attributes than another.
119. By the end of Key Stage 2, pupils with all levels of attainment have a broad foundation of knowledge and understanding about beliefs and religions, including Christianity. They know the stories of some of the key figures in religious history such as Moses.

Younger pupils understand the reasons for actions such as the sequence of plagues to ensure that the Israelites were allowed to leave Egypt. Pupils readily discuss issues such as death and express their own views about what might happen after death. They express their opinions readily about their own beliefs and accept the right of their peers to have their own. On first meeting different artefacts and styles of worship, for example the Sikh 'Mool Mantar', they occasionally giggle and show disrespect, but on reflection show a maturity in their acceptance of differences and an appreciation of the rights of individuals.

120. Pupils generally listen attentively in most lessons. They are interested in the wide range of artefacts and different experiences provided for them and discuss issues sensibly. Behaviour is mostly good. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development
121. In all lessons seen the quality of teaching was satisfactory. Lessons are well planned to follow the syllabus requirements and carefully linked together. Topics are increasingly more sophisticated and challenging. Teachers have sufficient subject knowledge, though occasionally there are minor weaknesses in their factual knowledge of world religions. These arise because of the good depth, and breadth of the work covered. Vocabulary is carefully developed and written work corrected to help pupils develop grammar and improve spelling. Teachers make every attempt to deal with underlying concepts and help pupils with all levels of attainment to think for themselves, rather than dealing solely with facts associated with religions. For example, pupils were asked to think of possible reasons why the Sikh Holy Book was placed on ornate material, why it was only read by a religious leader and why the position of the book was important. This type of questioning contributes significantly to the pupils' progress and enables the teacher to assess understanding during the lesson. Resources are well organised, varied and interesting. In one lesson when pupils were unusually fidgety and appeared to be lacking in attention, persistent and patient teaching linked to good planning and stimulating materials ensured that all pupils made suitable progress, and could discuss issues arising the next day.
122. Co-ordination of the subject is satisfactory. Planning is carefully monitored for all the required areas of learning and ensures effective development of knowledge from year to year. However, there are no consistent assessment procedures or records of attainment used to inform planning and this has a negative effect on pupils' progress. Reports for parents do not meet legal requirements. In the samples seen, many reports contained no statement related to attainment in religious education. Good use is made of the local education authority's resource centre to provide posters and artefacts to stimulate pupils' interest. Insufficient use is made of the local area to provide visits to places of worship in order to improve understanding and direct contact with a range of prominent members of religious communities.