

INSPECTION REPORT

GREENFIELD PRIMARY SCHOOL AND EARLY YEARS CENTRE

Hyde

LEA area: Tameside

Unique reference number: 106178

Headteacher: Mrs R M Davies

Reporting inspector: Mr A H Markham
1390

Dates of inspection: 1st – 4th July 2002

Inspection number: 196019

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant, Junior and Nursery

School category: Community

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Queen Street
Hyde
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Appropriate authority: The Governing Body

Name of chair of governors: Mr P E Goodwin

Date of previous inspection: 7th – 11th July 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1390	Mr A H Markham	Registered inspector	Science Art and Design Physical education Equal Opportunities	What sort of school is it? How high are standards? <i>The school's results and pupils' achievements</i> How well is the school led and managed? What should the school do to improve further?
9146	Mr M Brennand	Lay inspector		How high are standards? <i>Pupils' attitudes, values and personal development</i> How well does the school care for its pupils? How well does the school work in partnership with its parents?
23276	Mrs M Mann	Team inspector	Foundation Stage Music Religious education	
11528	Mr M Wainwright	Team inspector	Mathematics Information and communication technology Design and technology Special educational needs	How good are the curricular opportunities offered to pupils?
30144	Mr E Hastings	Team inspector	English History Geography English as an additional language	How well are pupils taught?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Greenfield Primary School is a slightly larger than average sized school with 280 pupils, of whom 48 attend the nursery. The school is situated in the centre of Hyde in Greater Manchester and serves an area having a high degree of social disadvantage. There are eleven classes in the main school, organised by age, and the average class size is 23.3. Children's attainment on entry to the nursery is poor. The number of pupils from minority ethnic groups who have English as an additional language (93.3 per cent) is very high in relation to national averages. A very high proportion of these pupils are at an early stage of language acquisition. Home language is mainly Bengali. The pupils with English as an additional language are supported by 3.5 full-time equivalent teachers and two full-time bilingual assistants. The percentage of pupils eligible for free school meals (50.7 per cent) is well above the national average. Sixty-one pupils (23.8 per cent) are on the register of special educational needs, which is close to the national average, and three pupils have a statement of special educational need; their main difficulties are specific learning problems, emotional and behavioural problems and hearing impairment. The number of pupils at the school has increased slightly since the last inspection. The school now occupies a new building and has been awarded Investors in People status.

HOW GOOD THE SCHOOL IS

This is an improving school, which provides a good level of care for its pupils. Although standards in English, mathematics and science are well below the national average, they have been improving over the last four years. The strong leadership and good management of the headteacher give a clear direction to the school and there is a determined approach to raising standards. Teaching overall is satisfactory with just over half the lessons observed being good or better. The governors are supportive and fulfil their duties satisfactorily. The school is very aware of the needs of all groups of pupils and works hard to ensure equality of opportunity. The school provides satisfactory value for money.

What the school does well

- The headteacher provides good leadership and educational direction.
- Provision for pupils with English as an additional language is good.
- Provision for pupils with special educational needs is good.
- Provision for pupils' social, moral and cultural development is good.
- Links with the community and other institutions are good and benefit pupils' learning.

What could be improved

- Standards in English, mathematics and science.
- The vocabulary and speaking skills of pupils who are learning English as an additional language.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in July 1997 and since then has made good progress. Standards in the core subjects of English, mathematics and science have improved and the vast majority of pupils make steady progress during their time at the school. All the recommendations from the last inspection have been addressed well. For example, assessment procedures have improved, national test results and teachers' assessments are now analysed and information used to inform target setting; the management structure has been improved, the governing body now has a clear committee structure and is more effective in reviewing the work of the school; curriculum guidelines have been produced for all subjects and all statutory requirements are now met. In addition, provision for pupils with special educational needs has improved; provision for information and communication technology (ICT) has improved; provision for pupils' social, moral and cultural development has improved.

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	
	1999	2000	2001	2001	
English	E	E	E	C	well above average A above average B average C below average D well below average E
mathematics	E*	E	E*	D	
science	E*	E	E*	E	

The national test results for 11 year olds in 2001, were well below average in English and in the lowest five per cent in mathematics and science. When compared to similar schools standards were average in English, below average in mathematics and well below average in science. A small number of pupils reached higher levels in English and mathematics but many did not reach average standards. This is because almost all the children in the school are learning English as an additional language and most of them need extra support. However, whilst test results are low, pupils make steady progress during their time in the school from a very low starting point. Performance has risen in recent years but the rate of improvement has been below that of all schools nationally.

The standards of the current Year 2 pupils are well below average in English, mathematics and science. By the end of Year 6 standards are better, but are still below average. Throughout the school, standards are average in geography, history, music, physical education and religious education. The standards achieved in art and design by pupils in Year 1 and 2 are good but standards in Years 3 to 6 are average. Standards in information and communication technology and design and technology are satisfactory in Years 1 and 2 but below average in Years 3 to 6. The presentation of pupils' work in books is a weakness throughout the school.

Children enter the nursery with poor skills, particularly in speaking but make good progress. The children currently in the reception classes are reaching well below average standards in communication, language and literacy, mathematics, knowledge and understanding of the world and personal development. Their standards in physical development and creative development are average.

Pupils with special educational needs make satisfactory progress. Their work is planned carefully and they receive good support in lessons. Higher attaining pupils make satisfactory progress because they are given additional, effective support. Pupils at the earliest stages of learning English make satisfactory progress. Good support from bilingual staff is helping these children understand their lessons more readily.

Realistic but challenging targets are set for pupils' performance in the National Curriculum tests in Year 6.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to their work and school life. They enjoy coming to school and the majority are interested, eager to learn and keen to do well.
Behaviour, in and out of	Behaviour in lessons is generally satisfactory but pupils in Years 3 and 4 are sometimes inattentive and restless. In and around the school at

classrooms	playtime and lunchtime pupils behave well.
Personal development and relationships	Relationships and personal development are generally satisfactory, although in some lessons pupils do not support each other well. Pupils play sociably together. They show satisfactory levels of initiative and carry out a range of duties.
Attendance	Although the school works hard to emphasise the importance of regular attendance, levels are very low. The rate is significantly affected by extended overseas visits taken during term time.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Satisfactory	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 and learning is satisfactory overall. Of the lessons observed, just over half were good or very good and only two of the sixty lessons seen were unsatisfactory. This represents an improvement since the last inspection.

In the nursery and reception classes the children are given particularly good dual language support and teaching is good. This helps them understand what they have to do and enables them to talk about their work in English and in their first languages. In Years 1 to 6, the teaching is satisfactory and ensures the children continue to make steady progress. The teaching of English and mathematics is satisfactory. Teachers' subject knowledge, planning and teaching of basic skills are all satisfactory. Teachers use a wide range of techniques to interest pupils and work hard to ensure all have equal access to the curriculum. A particular strength of teaching is the way teachers use support staff to develop the learning of pupils with English as an additional language and special educational needs. General weaknesses are that teachers' expectations are sometimes not high enough and marking is not always effectively used to develop learning. On the rare occasion when teaching is less successful, work is inappropriately challenging for pupils with the result that they become inattentive and distract others.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is broad and balanced. There is a wide range of interesting and relevant activities. It is enhanced by the good use of visits and visitors.
Provision for pupils with special educational needs	Good. Pupils are well supported, have full access to all aspects of school life and make satisfactory progress.
Provision for pupils with English as an additional language	Good. The contribution of the staff funded by the Ethnic Minority and Achievement Grant is good and has a positive effect on learning. Pupils who arrive with little or no English are well catered for.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall provision is good. Pupils' spiritual development is satisfactory. Provision for moral, social and cultural development is good. Pupils relate well to each other, know right from wrong and are very aware of their own and other cultures.
How well the school cares	The school provides a good level of care and support. Procedures to

for its pupils	assess pupils' attainment and progress have improved considerably since the last inspection and are now good.
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Partnership with parents is satisfactory. Parents are very positive about the school and its headteacher. The national strategies for literacy and numeracy are well established and effectively implemented. There are good arrangements for tracking pupils' academic progress, with information used to plan what they will learn next. The monitoring and recording of progress made by pupils with special educational needs is good. Provision for pupils having English as an additional language is well organised and successfully supports pupils' access to all subjects in the curriculum.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher gives a clear sense of direction and purpose to the school. Other staff carry out their duties well and there is a strong sense of shared commitment.
How well the governors fulfil their responsibilities	The governing body is supportive, well informed of the strengths and weaknesses of the school and fulfils its responsibilities satisfactorily.
The school's evaluation of its performance	Good. The school knows its strengths and weaknesses and works hard to improve. Assessment data is used well to set targets. Effective systems are in place for monitoring performance that feed into the school development plan.
The strategic use of resources	The school makes good use of the resources available to maximise the benefits for pupils. Spending is carefully targeted to the school's stated priorities.

Staffing is very good and well deployed. The accommodation is good and provides an attractive learning environment for pupils. Resources for learning are good and effectively used. A strength of the leadership is the way that good relationships are developed with everyone involved in the life of the school. This develops a team approach with an emphasis on raising standards. Finances are well managed and due attention is given to getting good value for the money spent.

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. • Their children make good progress. • Standards of behaviour are good. • The quality of teaching is good and all teachers, including the headteacher, are very approachable. • The school expects children to work hard. • The way the school works closely with parents. • The good quality leadership of the school. • The way the school helps children to mature and take responsibility. 	<ul style="list-style-type: none"> • The amount of homework

The inspection team agrees with the parents' positive views. The inspection team found that homework was set at an appropriate level for pupils of this age.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. A very high proportion of children start school with virtually no English and are striving to become bilingual learners. Many families make extended visits to relatives in Bangladesh, resulting in some children missing a high proportion of their schooling. In addition nearly a quarter have special educational needs and there is a high rate of pupil mobility. These features have a strong influence on the children's learning and the standards they attain.
2. In the 2001 national tests, 11 year olds performance was well below average in English and in the lowest five per cent in mathematics and science. When compared with schools having a similar proportion of free school meals, results at the expected level were slightly better; standards were below average for English and well below average for mathematics and science. Performance at the higher levels was better. Compared to similar schools, the percentage of pupils who reached the higher levels in mathematics was above average and in English was average, although science was well below average.
3. Results of national tests taken by pupils in Year 2 in 2001 were in the lowest five per cent in reading, well below average in writing and average in mathematics. In science, based on teachers' assessments, the proportion of children reaching the expected levels was well below average and no pupils reached above average levels. When compared with similar schools, standards in reading were well below average, in writing they were below average but in mathematics they were well above average. This variation in performance between subjects reflects the fact that the vast majority of pupils are still at the early stages of learning English.
4. Over the past four years standards in English have been gradually rising, although there was a slight dip in 2001. Performance in mathematics has fluctuated but has also risen. In science the picture is more varied and there was a more pronounced dip in standards in 2001. Overall the trend for all three subjects is below the national. However, the work of pupils in the current Year 6 indicates that performance in the national tests this year is likely to be higher. In the past girls have performed slightly better than boys in the national tests, similar to the situation found nationally. However, the school has very effective procedures for analysing performance and has taken action to remedy this and there is now little difference. The school sets appropriately realistic, challenging targets but does not always achieve them as a result of the high rates of pupil absenteeism and mobility.
5. When the children start in the nursery, their overall attainment is very low in all areas of learning. It is particularly poor in spoken language with almost all children learning English as a second language and many not very secure in their first languages. They make good progress in the nursery and reception classes as a result of good quality teaching and the warm and encouraging environment created by teachers. However, by the end of the reception year, attainment is still well below that expected for the age group. Most children do not achieve the expected levels in communication, language and literacy, mathematics, knowledge and understanding of the world and personal, social and emotional development. However, their physical development and creative development is in line with expectation.

6. Standards in English are below average overall. However, the pupils who are currently in Years 1 to 6, including those with special educational needs and those who have English as an additional language generally make good progress. Pupils' speaking and listening skills are limited and they often have difficulty with the vocabulary in certain subjects. This is because the vast majority of pupils are still struggling to work in English. Whilst there is good support to help the children to improve their understanding of written and spoken English in lessons, many pupils continue to speak in their home language in the playground. In many lessons insufficient opportunities are presented to extend pupils' speaking skills through, for example, use of open-ended questions and discussion. In reading, pupils make good progress in their learning because the basic skills are well taught. The structured teaching of reading is having a positive effect on the standards that pupils attain. By the time they leave the school most pupils are independent readers and read with expression and understanding. They understand what they read and talk enthusiastically about what they like and give sensible straightforward reasons about their preferences. Standards in writing are below those nationally expected. Seven year olds have difficulty in structuring their writing and by the age of 11, although pupils have made good progress, their skills in writing for different purposes is often insecure. Higher attaining pupils are developing this ability and their creative use of language is improving. For example, they use similes, metaphors and alliteration to good effect when writing poems. Pupils' written work often includes careless mistakes in spelling, grammar and punctuation.
7. In mathematics, standards are below average but pupils achieve well because of the improved teaching and the effective implementation of the numeracy hour. Throughout the school mental and oral work is used effectively to develop pupils' skills in number. By the age of seven, many pupils carry out written calculations accurately and have a good understanding of number facts. Higher attaining pupils have satisfactory skills in estimating and measuring in centimetres. By the end of Year 6, many pupils are numerate but a number of lower attaining pupils lack confidence in addition. Higher attaining pupils have a good grasp of how numbers work, know their tables and use what they know to solve problems. They draw and measure angles accurately and have a satisfactory knowledge of the properties of different shapes.
8. In science, standards are below average overall and many pupils have limited investigative skills. Teachers give good attention to the development of experimental and investigative science and by the time they are eleven most pupils have a satisfactory understanding of how to carry out a fair test. The recording of their results, however, is often poorly presented and insufficient attention is given to accuracy. Higher attaining pupils have a satisfactory level of knowledge and understanding of a range of topics but other pupils' understanding is often limited by their lack of vocabulary and English skills.
9. Standards in information and communication technology (ICT) are average at age seven but below average by the age of eleven. Basic skills are developed throughout the school in lessons using the computer suite and this is impacting on standards. However, the effect is more noticeable with younger pupils and is still to fully impact on standards by Year 6.
10. Standards in design and technology (DT) are satisfactory by the end of Year 2 but below average by the end of Year 6. Standards in art and design are good in Years 1 and 2 and satisfactory in Years 3 to 6. Some very effective artwork is on display around the school in a range of media. Standards in all the other subjects are average.
11. Pupils with special educational needs make at least satisfactory progress towards the targets on their individual education plans and achieve well in relation to their prior attainment. This is because their needs are identified clearly and the support they

receive is good and often very good. Individual education plans set out targets for improvement and are sufficiently detailed to guide pupils' learning. The school identifies a number of pupils in Years 5 and 6 as gifted and talented and they also make satisfactory progress.

12. Pupils for whom English is an additional language make sound progress and their achievement is satisfactory. They quickly gain a good understanding of English but find difficulty in explaining their ideas using technical vocabulary. Nevertheless, they make steady progress in their learning and most are able to participate fully in all lessons by the time they are seven. This is because of the effective support they receive from teaching and non-teaching staff.

Pupils' attitudes, values and personal development

13. Pupils have good attitudes to their work and school life. The standard of behaviour is satisfactory. Relationships and personal development are satisfactory.
14. Children in the nursery and reception classes are provided with a safe and secure learning environment. Staff provide good role models and as a result children have a positive start to their life in school. Children soon learn to take responsibility for tasks which are designated to them and develop increasing levels of concentration when participating in activities. They behave well and relate well both to adults and each other.
15. Overall pupils' attitudes are good, although those with special educational needs sometimes lack concentration in lessons. Pupils enjoy coming to school, are generally polite to adults and their peers and move around the school in an orderly manner. When teaching is good, they show high levels of enthusiasm and demonstrate good attitudes to their learning. They work well together in pairs or in groups, sharing equipment, books and materials. This is particularly evident with the oldest pupils.
16. Pupils who are in the early stages of learning English as an additional language are well supported throughout the school, and consequently, they develop confidence in their own abilities as learners. They are able to participate in all activities, work collaboratively in groups and try to join in with all speaking and listening activities.
17. In and around the school at playtime and lunchtime pupils behave well. However, in Years 3 and 4 pupils are sometimes restless, shouting out answers in lessons, talking whilst the teacher is talking and taking prolonged periods of time to react to instructions. Whilst some of this behaviour reflects the frustration of pupils who are keen to learn but are inhibited by their lack of English skills, it nevertheless has a negative effect on the quality of learning. No incidents of racial abuse were observed and there have been no exclusions over the past year. Pupils know the difference between right and wrong and by the time they have reached the age of eleven are developing mature views.
18. Although documentation indicates that numerous opportunities are provided for pupils to develop initiative, few examples were evident in lessons and around the school. By the age of eight some boys have still not developed sufficient confidence to stand up in front of a class and read out their answers. In Years 1 and 2 and Years 5 and 6 pupils have good relationships with each other and teaching staff. The atmosphere in lessons is warm and friendly. This is not the case for those between the ages of 7 and 9 where relationships are sometimes unsatisfactory. For example, in a Year 4 PE lesson a group of pupils laughed at a girl who had difficulty demonstrating her work on the climbing frame and they also squabbled about who should take the next turn.

19. The school puts much effort into ensuring good levels of attendance but, despite all its work, the level of attendance in the current year is 87.3 per cent, which is very low. Only four children are currently in line to receive an award for 100 per cent attendance. The rate is significantly affected by extended overseas visits taken during term time and, in addition, a number of pupils who do not attend regularly. A significant number of pupils also arrive late and miss the start of lessons.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

20. Teaching and learning have improved slightly since the previous inspection. Since then there has been a high number of staff changes. Staff new to the school are well supported by senior managers and newly qualified teachers are provided with effective induction procedures. The setting of performance objectives for teachers has had a positive impact upon practice, especially in ICT, which was identified as a weakness last time. The school policy for teaching establishes what constitutes good teaching and the expectation is that staff will reach the required standard.
21. The quality of teaching is satisfactory overall and a high proportion is good and very good. In the sixty lessons observed just under half were good and a small number were very good; there were only two unsatisfactory lessons. This is an improvement since the last inspection. In the nursery and reception classes teaching was consistently good or very good. In Years 1 and 2 teaching was satisfactory overall but there was some good and very good teaching; the pattern was the same for Years 3 to 6. Some good practice was seen in Year 6 particularly. Teachers use an effective range of teaching methods. Time, support staff and resources are also used well. Teachers work effectively with ethnic minority support teachers. A partnership approach, with teachers sharing responsibility for different parts of the lesson, is used to good effect to develop pupils' learning. Support staff are also used well to support those pupils at an early stage of language acquisition. Teachers' subject knowledge, planning and teaching of basic skills are all satisfactory, but the marking of work in pupils' books is not used well to support and develop their learning. Expectations of what pupils are capable of are not high enough; the quality of presentation of pupils' work is often not high enough and work is often insufficiently challenging.
22. The teaching of literacy and numeracy is satisfactory and sometimes good. The school has ensured that literacy and numeracy are embedded in daily practice through the implementation of the national strategies. There is an emphasis on basic oracy; ethnic minority support teachers are used effectively to improve levels of achievement through small group work and the use of pupils' home language where appropriate. Lessons provide opportunities for pupils to develop their reading and writing skills in an interesting way and to extend their language skills through exposure to good quality literature. For example, in a literacy lesson, the teacher chose some of the animal poems of Ted Hughes as a model for pupils when writing their own poems. Through the interesting activities provided, pupils were well motivated and consequently learnt well. Opportunities are provided outside the literacy hour to extend pupils' learning in reading and writing. Homework usefully supports the development of spelling throughout the school. However, the school does not provide regular handwriting practice and the quality of the presentation of pupils' work suffers. In numeracy lessons, teachers make good use of the oral and mental sessions. They use resources effectively to enable pupils to develop mathematical ideas and manipulate numbers as an aid to calculation. Work is matched appropriately to pupils' differing levels of attainment. Group activities are generally productive times when pupils work independently, enabling the teacher to move around assessing learning and providing additional support to the lower attainers. The final session is generally used well to revisit the lesson objectives and assess the

level of learning. Support staff play an effective role in ensuring that all pupils are involved in learning activities and that they make progress in these lessons.

23. Children in the nursery and reception classes benefit from good and sometimes very good teaching. Close attention is given to providing opportunities for language development in order that children learn the correct vocabulary, for example, in a lesson examining a caterpillar, emphasis was given to words such as insect, soil and magnifying glass. Bilingual assistants are used very effectively to develop children's English and support their learning.
24. Effective assessment procedures are in place to identify pupils with specific language needs, for example, late arrivals to this country that have missed out on the early experiences. These pupils are taught at first in their home language by the bilingual support team, which ensures that pupils rapidly develop a basic understanding and use of English. Dual language teaching supports pupils' learning well. In Years 3 to 6, class teachers and the ethnic minority support teachers often share the delivery of lessons. The ethnic minority support teachers know their pupils well and are skilled at meeting their linguistic needs. This effective teaching leads to good learning.
25. Teaching of pupils with special educational needs is satisfactory. Teachers and support staff are well aware of their pupils' needs and plan tasks which are matched to the targets set in individual educational plans. The support given by classroom assistants, when working with small groups or individuals, enables pupils to make steady progress.
26. Teaching has some good qualities but also has areas where practice could be improved. A strength of teaching is the way teachers present interesting activities involving the use of resources and artefacts to excite and involve the pupils. Lessons are usually taught at an appropriate pace. Teachers use questioning to assess the pupils and gauge their level of understanding. However, teachers do not ask the pupils to speak in complete sentences and as a result pupils' responses are often short. This limits pupils' progress in learning English. The standard of marking of work is variable and only occasionally identifies how it can be improved. Presentation of work is often unsatisfactory with insufficient guidance given to pupils on the setting out of their work. At the beginning of all lessons learning objectives are identified, but not all teachers return to them at the end of the lesson to assess the levels of learning. Most classes have adequate management strategies, but a few teachers do not do enough to deter pupils from calling out and ensure that they concentrate on their work.

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

27. The curriculum is well organised and provides pupils with a broad and balanced education that includes all subjects of the National Curriculum and religious education. Statutory requirements are met, with suitable provision for sex and drugs education. Good provision is made for pupils' personal, social and health education (PSHE). For example, weekly lessons take place where pupils share discussions on aspects of behaviour. There is strong emphasis on healthy living, supported by displays around the school. Good progress has been made since the last inspection, which found weaknesses in subject planning. There are now programmes of work for all subjects. Teachers' planning gives close attention to links between subjects and the provision of good quality and relevant learning opportunities, for example, pupils in Year 6 use an impending visit to Llandudno as part of their work in geography to research information and present it as part of their work in ICT.

28. The provision for pupils with special educational needs is good and has improved since the last inspection. Pupils' needs are recognised at an early stage and class teachers are fully aware of them. Staff provide close support in lessons and tasks are usually well matched to pupils' needs. Extensive support has a similar positive impact on those pupils with English as an additional language. All pupils have full and equal opportunities to achieve success. The national literacy strategy has been implemented satisfactorily and is now well embedded in school practice. Additional opportunities are provided for pupils to focus on developing their reading and writing skills, which have a positive effect on their progress. The national numeracy strategy has also been implemented satisfactorily. In some lessons learning is developed well by the effective way that the class and support teacher work together.
29. Provision for extra curricular activities is good, particularly in the range of opportunities offered. These include music, art, reading, dancing, French, board games, ICT and various sports. A number of teachers give additional time to support these activities. Pupils throughout the school have opportunities to make educational visits to support learning in various areas of the curriculum. Their learning is also enhanced by visitors to the school such as theatre groups, sculptors and members of the local community. Links with the community are very good. Local companies offer financial support regularly. Pupils are involved in joint activities locally, such as Tameside Sing, and the school's Bengali dance group is invited to perform in various local festivals. There are good links with other schools and colleges. Pupils from another school join the Bengali dance group. Links with the high schools provide additional opportunities for pupils to use specialist facilities and benefit from expertise in ICT, mathematics and DT.
30. Provision for spiritual development is satisfactory. It has improved since the last inspection. Religious education and acts of collective worship are well planned and make a positive contribution. In assemblies the tone is set with music, although opportunities are missed to draw this more to the attention of the pupils. A reflective atmosphere is engendered with the lighting of the candles and is felt when pupils sing, for example, about their 'Circle of Friends'. Themes include raising pupils' awareness of keeping safe, our purpose in life and concern for the individual. At times teachers' lessons plan to show some of the 'magic' in life. For example, Year 5 pupils were audibly amazed when they saw some working models involving cam mechanisms.
31. Provision for moral and social development is good. Pupils know how they are expected to behave and this is often reflected in the positive ways in which they relate to each other, collaborating well in their work. Teachers and other adults treat them with kindness and patience. There is a positive approach to respecting each other's beliefs. In religious education (RE) pupils visit mosques and churches, looking at the roles of various church leaders. They are taught 'not to judge by appearances'. A very good link has been established with a local church primary school. The pupils exchange visits to share in Easter and Eid celebrations. Adults provide good role models, for example in raising funds for a local charity. This has led to the active participation of some pupils in collecting for 'Children in Need'.
32. Provision for cultural development is good. Pupils are offered a wide range of artistic and cultural experiences such as theatre and art gallery visits. In geography, they compare aspects of their own lives and environment with areas of the North Wales coast. Pupils listen to music of different cultures and to visiting musicians. In RE they learn about a range of faiths and consider the many similarities. In English lessons, pupils study the literature of various cultures. In assembly, Year 5 pupils read and dramatised stories, plays and poems from North America, India and the Caribbean.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. The steps taken by the school to ensure that it cares for its pupils are good overall. It is a safe and secure environment in which staff know pupils and families well. The good level of bilingual support means that the needs of pupils learning English as an additional language are well provided for. Since the last inspection the school has improved its procedures for assessing pupils' academic attainment and progress and these are now good.
34. A teacher has been designated Child Protection Officer and she has been trained in the recent procedural changes. These in turn have been passed on at staff meetings. Her knowledge of the requirements is good and there are clear guidelines on what to do in the event of a concern. The arrangements for health and safety are good, monitored by the headteacher and supported by the caretaker and governors. The school is in the process of documenting its risk assessments and all equipment is well maintained with recorded checks.
35. There are clear notices to support procedures for fire evacuation and fire drills are taken regularly and logged. First aid provision is satisfactory and the school has a dedicated first aid room which enables any pupils feeling unwell to be well cared for. Any serious accidents and head injuries are reported to parents and recorded.
36. The school promotes good attitudes towards the environment by encouraging children to save water and electricity, recycle waste paper, eat healthy food and keep the environment free of litter. As part of this the school provides good lunches.
37. Procedures for monitoring and improving attendance are good, but have limited impact. A major reason for this is the extended absences of pupils who are taken to visit relatives in Bangladesh. Registers are monitored on a daily basis and where there are any absences the school carries out a first day telephone call. A bilingual receptionist calls in order to develop communications with parents. Should the call prove unsuccessful a home visit is carried out by a designated member of staff. Registration is carried out promptly and all late arrivors are required to report to the school secretary before joining their class. Relationships with the educational welfare officer are very good. She visits the school weekly and has recently carried out a mailshot to all parents of pupils whose attendance is less than 85 per cent. This has had an effect in drawing some parents' attention to the fact that their children's attendance is a lot worse than they had believed it to be.
38. Procedures for monitoring and promoting behaviour are satisfactory. There is a behaviour policy with an emphasis on promoting positive behaviour through the use of a range of stamps, stickers, smiley faces, team points and a headteacher's certificate. Teachers keep a record of behaviour in a child's log and persistent problems are referred to the learning mentor. The headteacher keeps a record when parents are involved; this normally only occurs where there are incidents of bullying or racism. Such incidents are rare, but when they do occur parents are involved and this soon resolves matters. Whilst most of the behaviour is managed well, the management of pupils in the Year 3 and 4 classes sometimes gives cause for concern. Too often pupils are allowed to shout out answers, chatter while the teacher is talking and take too long to respond to requests.
39. The school has well organised systems for analysing and tracking the performance of particular groups of pupils. Procedures are well established in English and mathematics and are being extended to other subjects. In addition to the statutory assessments on entry and at the end of Years 2 and 6, other regular assessments are made and

recorded for each pupil. Assessment information is carefully analysed and used to allocate staff and resources and to plan lessons to meet the needs of groups and individuals. There are effective procedures for assessing the language levels and needs of pupils for whom English is an additional language. Assessments are often undertaken by a member of the bilingual support staff to identify whether there is a need just for support with learning English or if there are special educational needs.

40. There is a brief marking policy but this is not specific to all pupils' needs and it is not applied consistently across the curriculum. Longer and medium term target setting for groups and individual pupils has been implemented. However, individual short-term target setting is not developed sufficiently to focus on pupils' specific individual needs to help them improve their work and so raise their standards.
41. The special educational needs coordinator maintains a comprehensive register for all pupils. Early identification is made of pupils' special needs. The system of tracking pupils' progress now in place is assisting with this. External support agencies are involved as and when necessary. Pupils have individual education plans, with most of them having specific targets which are attainable over a short term.
42. Procedures for monitoring pupils' personal development are satisfactory, occurring informally with parents during the week and more formally at the two parents' evenings and consultancy week held during the year. The annual reports to parents contain a detailed comment on each child's social development, together with information on their behaviour and effort during the year.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. Since the last inspection parents continue to have positive views about the school. They find the staff welcoming and approachable and feel that their concerns are listened to and acted upon. Parents are encouraged to come into the school at the beginning and end of the day and this provides an excellent opportunity to pass on information in an informal setting. The use of bilingual support to translate during discussions helps ensure effective communication.
44. The school spends much time and effort promoting links with parents through a variety of means. Before children start in nursery and reception a home visit is used to explain how the school will work. The vast majority of these involve bilingual support. The home-school liaison worker, the learning mentor and the many bilingual staff make daily contact with parents. The parents of pupils with special educational needs are consulted and informed of their progress. All are invited to annual reviews. There is regular supply of letters, translated into Bengali, informing parents of forthcoming events. Weekly parent workshops, through which adult literacy, ICT and drugs awareness have been taught, are having a growing impact on encouraging more parents to come in to school to see how their children are learning. However, parents' involvement in the work of the school is very limited. No parents currently help out in school on a regular basis.
45. The quality of information provided by the school is good. The school prospectus, consultation evenings, curriculum letters, telephone calls and full end of year reports provide a good insight into the work of the school. Much of the information is available to parents in community languages through written translations or through help from the school's bilingual support staff. The introduction of a week long consultation during school time raised the attendance of parents to 98 per cent; with bilingual staff on hand, much useful information was passed on.

46. The contribution of parents to children's learning at home is limited, the constraining factor being English language. The majority of parents are unable to help their children with work at home and, as a consequence, most of the help that children receive with their homework and reading is from elder brothers or sisters.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. Leadership and management of the school are good. The headteacher provides effective leadership and gives the school clear educational direction. She works very effectively with the acting deputy headteacher, who gives her good support. They have an accurate view of the school's strengths and weaknesses and are strongly committed to ensuring equal opportunities so that pupils achieve as well as they can.
48. The headteacher has developed an effective team approach through the involvement of all staff in evaluating the performance of the school. Leadership and management are delegated well to the subject coordinators, who, along with the support and administrative staff, are fully committed to the school's success and improvement. Coordinators lead and manage their subjects well. Their own subject reviews and action plans demonstrate their responsibility and accountability. The school recognises the time needed to carry out these roles and plans appropriately for staff to be given time out of their classrooms. All staff understand the school's aims. Policies identify the need to provide for all pupils whatever their abilities, background, ethnicity or gender and this aim underpins all areas of the school's work. Relationships are good. All staff are valued for the contribution they make to the school and in consequence there is a committed and efficient team that works well together for the benefit of the pupils.
49. Procedures for monitoring the performance of the school are good. The school uses performance data effectively, analysing test and assessment results in order to identify any weaknesses in provision and informing decisions on how it will move forward. The analysis gives close attention to the school's performance in comparison with other schools, although the high proportion of pupils with English as an additional language makes accurate comparisons difficult. Subject coordinators effectively add to the analysis of data by monitoring planning in their subjects and examining pupils' work to judge standards. Teaching in English, mathematics and science is monitored and staff are given advice on how to improve. Less attention has been given to the monitoring of teaching in the foundation subjects but the process is having an impact on the quality of teaching, which shows some improvement since the last inspection.
50. The co-ordinator for special educational needs has a clear view of her role. She is well supported by the co-ordinator for gifted and talented pupils and also by a full-time learning support assistant. The new code of practice for pupils with special educational needs is already being implemented successfully. The high number of adults in school is most beneficial to pupils with special educational needs. Resources are used well, particularly by the learning support assistant. The governor responsible for special educational needs is committed and keen to provide his support.
51. The work and contribution of staff funded by the Ethnic Minorities Achievement Grant (EMAG) is well coordinated. Large financial resources have been targeted school wide to meet the needs of pupils learning English as an additional language and they are making satisfactory progress as a result. Support teachers know these pupils well and work effectively with class teachers to ensure that their needs are met successfully. The support given to pupils with special educational needs and those having English as an additional language is an important feature of the work of the school and reflects the caring ethos which is apparent in all of its work.

52. The school has a clear focus on raising standards. The school development plan is a comprehensive document and sets clear targets for action. It is carefully costed and sets time for the completion of targets. There is an effective process for monitoring and evaluating the success of initiatives. The plan sets out a realistic and relevant way for the school to develop and improve and is acted upon effectively. The principles of best value are applied well to all spending decisions. There have been improvements to provision in ICT and standards have improved. The school has implemented the new performance management arrangements satisfactorily and staff performance review is being used effectively to support the development of teaching. There is a happy, supportive atmosphere that lays important stress on raising standards and equality of opportunity for all.
53. The governing body fulfils its statutory duties satisfactorily and its overall involvement in the management of the school is sound. Governors are supportive of the work of the school and are developing a strategic approach to planning, although the need for a more long-term perspective is evident. They manage their affairs efficiently through a committee structure, an improvement since the last inspection, and now have a sound understanding of the strengths and weaknesses of the school. All governors are kept well informed through the headteacher's regular written reports and they gather further information from their visits to the school to observe its work and discuss progress with co-ordinators. Governors have participated in training since the last inspection and this has supported their improved involvement in the work of the school.
54. The school makes effective use of its funding and seeks value for money in its use of resources. The special grants received by the school are used well for the purpose for which they are intended. Good use is made of the Excellence Cluster funding. The learning mentor funded from this fulfils a valuable role supporting pupils and their parents so that they are better able to benefit from the opportunities the school offers. Consequently pupils' achievement is generally good when compared to their very low-level skills on entry. They have good attitudes and develop a positive approach to schooling. The cost of providing this support means unit costs in the school are high, but it is money well spent. The governors are closely involved in financial planning and ensure that the school makes effective use of its budget.
55. Financial administration is good and the school makes effective use of ICT to track spending. The chair of the finance committee meets regularly with the headteacher to review the budget and monitor expenditure. The school's administrative staff are efficient and help to ensure the smooth running of the school. The day-to-day financial administration of the school is well organised, the latest audit of the school was very positive and all recommendations for action were fully implemented.
56. There is a good number of suitably qualified and experienced teachers and support staff. They are deployed effectively and are well matched to the needs of the school and the curriculum. Good arrangements for the induction of newly qualified teachers and other teachers new to the school ensure that they quickly settle into the established routines. Resources for learning are good. The school moved into a new building in 1998 and accommodation is good. The building is well cared for and maintained by the hard working caretaker and cleaning staff. The high quality displays in classrooms and around the school create an attractive and pleasant learning environment for pupils.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

57. To continue to improve the school, the governors, headteacher and staff should:
- (1) Raise standards in English, mathematics and science by*:

- raising teachers' expectations of the standards and presentation of pupils' work;
- improving the quality of teachers' marking of pupils' work and ensuring that there is a consistent approach throughout the school;
- setting individual short-term specific targets for individual pupils and making pupils aware of their targets;
- consistently and rigorously monitoring pupils' work in order to determine their progress.

(Paragraphs 6-8, 21, 22, 26, 40, 77, 81, 88, 92-94, 112)

- (2) Extend provision for improving pupils' vocabulary and speaking skills by*:
- improving teachers' use of questions to promote extended answers in lessons;
 - providing a greater range of planned opportunities for pupils to practise and use their skills of speaking and listening in lessons;
 - giving pupils more opportunities to contribute in plenary sessions in lessons.

(Paragraphs 6, 26, 62, 77, 87, 88)

In addition to the main key issues, the governors should consider including the following minor issue in their action plan:

- Raise standards in design and technology.
(Paragraphs 10, 101)
- Continue the efforts to improve attendance and punctuality of pupils*.
(Paragraph 37)

* These issues have already been identified by the school.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	60
Number of discussions with staff, governors, other adults and pupils	31

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	6	26	26	2	0	0
Percentage	0	10	44	43	3	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	24	256
Number of full-time pupils known to be eligible for free school meals	-	142

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	5	56

English as an additional language	No of pupils
Number of pupils with English as an additional language	259

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	22
Pupils who left the school other than at the usual time of leaving	18

Attendance

Authorised absence

	%
School data	11.6

Unauthorised absence

	%
School data	2.1

National comparative data	5.6
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National comparative data	0.5
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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
	2001	24	15	39

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	16	22
	Girls	7	9	12
	Total	20	25	34
Percentage of pupils at NC level 2 or above	School	51 (60)	64 (57)	87 (67)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	20	18
	Girls	7	11	11
	Total	20	31	29
Percentage of pupils at NC level 2 or above	School	51 (50)	79 (60)	74 (50)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	22	18	40

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	6	12
	Girls	12	7	10
	Total	21	13	22
Percentage of pupils at NC level 4 or above	School	53 (54)	33 (54)	55 (81)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	6	6
	Girls	7	7	9
	Total	14	13	15
Percentage of pupils at NC level 4 or above	School	35 (51)	33 (70)	38 (81)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	208
Chinese	0
White	13
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	16.9
Number of pupils per qualified teacher	15.1
Average class size	23.3

Education support staff: YR – Y6

Total number of education support staff	9.5
Total aggregate hours worked per week	280

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	24
Total number of education support staff	2.5
Total aggregate hours worked per week	65
Number of pupils per FTE adult	9.4

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
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	£
Total income	859,786
Total expenditure	867,518
Expenditure per pupil	2,836
Balance brought forward from previous year	29,252
Balance carried forward to next year	21,520

Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0

Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0
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FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	280
Number of questionnaires returned	136

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	24	3	1	3
My child is making good progress in school.	46	47	3	0	4
Behaviour in the school is good.	54	34	6	1	5
My child gets the right amount of work to do at home.	35	32	21	3	10
The teaching is good.	53	40	1	3	3
I am kept well informed about how my child is getting on.	43	35	10	7	6
I would feel comfortable about approaching the school with questions or a problem.	52	32	4	3	9
The school expects my child to work hard and achieve his or her best.	70	23	2	2	3
The school works closely with parents.	43	36	12	3	6
The school is well led and managed.	55	33	4	2	5
The school is helping my child become mature and responsible.	54	29	7	2	7
The school provides an interesting range of activities outside lessons.	36	37	10	7	11

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

58. Children begin nursery in the September after their third birthday. They transfer to the reception classes in the September of the academic year in which they become five. On starting school, children's standards are low in relation to what is expected for their age. Most children have English as an additional language and many have no English on starting in the nursery. All children, including those with special educational needs, achieve well in all areas of learning but standards in communication, language and literacy, mathematics, knowledge and understanding of the world and personal, social and emotional development are still well below those expected at the end of the reception year. In the other areas of learning, standards are in the line with expectations. A very good induction process ensures that children and parents feel happy and comfortable in school. Each child is introduced happily to school life and is well supported by staff. Careful assessments are begun on entry and continued throughout the nursery class and in the reception. These records support the planning of a relevant curriculum, which meets national recommendations and children's individual needs.
59. Children receive a high level of adult support. The coordinator and staff, including the bilingual support staff, are caring and dedicated. Good teaching and well-planned activities provide a stimulating and purposeful learning environment which make a positive impact on the children's learning. Accommodation is used imaginatively to support teaching and learning and children are encouraged from the beginning to access resources and to be independent.

Personal, social and emotional development

60. Children enter school with little experience in interacting with others and many are immature for their age. They all achieve well and quickly learn to co-operate, take turns and share, for example, when in the home corner and at snack times. Good manners are encouraged consistently and children are learning to say "please" and "thank you" and to develop social skills. Reception children collaborate well when playing number games and when using the roamer and take responsibility for collecting resources and books. Through continual support from staff, children learn that people have different beliefs and customs. For example, they know that the special stories for Christmas come from the Bible and the ones for Muslims from the Qu'ran. They also know about the festivals of Christmas and Eid. Staff talk clearly to children and explain things to them in their home language if necessary, thus the children feel included and comfortable. Many learning experiences help the children to appreciate the world around them and give them new experiences. For example, nursery children showed joy and amazement as they passed around a 'real caterpillar' and said the word with great delight!
61. Staff have high expectations of the children's behaviour and, by the end of reception, children listen carefully to instructions, join in school assemblies and behave well. Through consistently good teaching and support, children's confidence and self-esteem is growing. However, because of poor English communication skills and few experiences, they are reticent in initiating new ideas and talking about what they are doing. There is a very marked improvement in children's personal, social and emotional skills in the time from when they enter the school to leaving reception. They accumulate a wealth of new ideas, cultural experience and relationships.

Communication, language and literacy

62. Children's listening skills are developing well as a result of good teaching in this area of learning. They enjoy stories which are told in English and in their home language, with staff interacting well with each other. In the nursery a wide range of interesting activities are provided. Clear objectives are set for each activity and staff work with small groups extending children's communication skills. Most nursery children reply to questions with one-word answers or a smile, despite support from the staff. They are beginning to understand what is required of them, but most cannot, as yet, articulate their answers. Reception class teachers relate stories graphically with good bilingual support and children are beginning to participate. For example, in the story of the "Three Pigs", children understood and were thrilled with the adventures of the animals. Through good teaching, the children were able to explain what happened at the beginning, middle and the end of the story. When endeavouring to describe what happened, one child began her answer excitedly in her home language and then continued, "and he blew the house down!" Children are making good progress in communication skills and staff try consistently to extend their vocabulary in literacy activities. However, there are few opportunities for structured role-play supported by staff to further extend children's language skills and confidence in speaking.
63. Oral skills are extended to support children's writing and understanding of letter sounds. For example, children are given practice in re-telling stories with repeated and predictable language. When joining in "Brown bear, brown bear, what do you see?" reception children were able to take turns in pulling something out of the 'feely box' and, having been stimulated by the poem, replied well. Teachers use these opportunities to demonstrate correct pronunciation and the sounding of separate syllables of words, for example, "mon-key", "squir-rel". Children are encouraged to spell simple words such as "bat" and "cat" by using sounds. Most children can form the letters correctly to write these regular words and a few attempt more complex words, which are phonetically plausible. A good range of activities, including a listening corner, a writing table and cutting and sticking words and pictures contribute to the development of children's growing understanding of spoken and written English.
64. Most nursery children can write their names and hold their pencils correctly. Higher attaining children, in the reception, are keen to write and they space the words appropriately in their early written work. For example, one child writes "WF fl en the wta" (Wolf fell in the water), showing a growing understanding of sounds and some key words. Work is marked with constructive comments which also analyse children's work. This is useful for reporting to parents or informing other staff and shows the child's understanding. For example, the teacher writes "Child not able to say 's' sound and answers in her own language 'haff', meaning snakes". Careful individual records show pupils' progress, which is good.
65. Early reading skills in the nursery are developed through stories, songs and rhymes and sharing books with adults. They are learning that print carries meaning and that books give pleasure. Children are encouraged to handle books carefully and have access to library books, which are changed each week. The quantity of 'Big Books' is barely satisfactory, more of them would extend children's understanding of stories and broaden their knowledge of other cultures. Resources, otherwise, are good.
66. Reception class children enjoy looking at and sharing books and reading skills are progressing well given the poor language skills on entry. Lower attainers use books and learn to examine picture clues to 'talk' about the story. Average attainers are confident and keen to read and use their good knowledge of sounds to decipher words. They can recognise capital and lowercase letters. Higher attainers read simple books well, recognising commonly used words and showing a good understanding of letter sounds.

Good teaching and bilingual support ensures that all children have a positive attitude to books and reading. Children work with enjoyment and their work shows significant improvement.

Mathematical development

67. Children's mathematical development benefits from good quality teaching. Nursery children gain valuable experiences in number when working in sand and water where play is structured to relate to the theme of the week. For example, children investigate floating and sinking objects, singing "the five speckled frogs" rhyme whilst letting each frog jump into the water in turn. They develop a good understanding of numbers; counting how many of the five frogs are left and how many 'altogether' are in the water. A good selection of containers enables children to practise measuring and filling them. They understand what they are doing and are gradually learning the terms 'full', 'empty', 'big' and 'small'. Counting skills are promoted continually and children enjoy a wide range of activities to support numeracy. Most nursery children count confidently to five and can match and sort colours and objects. Bilingual staff switch readily from English to the home language, helping the children to gain confidence in working with numbers and reinforcing mathematical language.
68. Reception children respond well to number rhymes which help them focus on 'one less', 'one more' and 'how many'. Staff use number vocabulary consistently and most children recognise numbers to 20, saying the number correctly. Many count beyond this. Children show good concentration when counting forwards and backwards and carrying out simple addition and subtraction operations. They record their work neatly and accurately and use the computer effectively, for example, when sorting objects into sets. Staff consistently praise children's efforts and, in the elements of counting, number recognition, addition and subtraction and matching and sorting, children achieve as expected for their age. However, their achievement in other areas of mathematical development is well below average. They have not, yet, the facility to use language accurately to talk about shapes, sizes and comparisons. Children are given extended practical activities to help them understand the words in English, but the majority will not reach the level expected in this area of mathematical development.

Knowledge and understanding of the world

69. Most children begin in nursery with extremely limited experiences of the world. Through effective teaching, good resources and a wide range of experiences, they quickly gain knowledge of how other people and creatures live and grow. They also develop a sense of time, place and occasion. For example, nursery children delight in studying mini-beasts with magnifying glasses and enjoy making 'creepy crawlies' during 'caterpillar week'. They are taken on walks in and around the school and learn about changes in the weather and the correct way to cross a road. Reception class children investigate their senses by 'smelling vegetables' and working with different textures when producing collages. They know that 'special' occasions are celebrated in 'special' places and understand that these can take place in a church, a mosque or a temple. They know, too, that people wear special clothes for certain occasions and that the 'star' is important in many cultures. For example, in a lesson about the Japanese star festival, 'Tanabata', children volunteered that a 'star' is also important for Christians and Muslims. Later, they copied Japanese writing and hang decorated stars on a tree. They enjoy sticking and joining and choose the right tools and materials when making models. They have made very good progress in this aspect of knowledge and understanding.

70. ICT skills are developing well too. By the end of reception, children use the mouse confidently and try to recognise letters on the keyboard. They play matching, sorting and setting games, co-operating well in pairs. They use a floor device effectively to guide the 'wolf' to the houses of the three little pigs and show excitement and pleasure when they operate it completely unaided. Good assessment and recording procedures and examples of children's work inform staff of children's progress and their gains in learning. Children's knowledge and understanding of the world increases greatly in the nursery and reception classes but they are well below the standards expected by the end of the reception year.

Physical development

71. Few children have experiences in climbing and using mobile toys and enjoying physical movement before they come to school. Through good teaching, much encouragement and a range of opportunities, they quickly learn to run, jump, climb and operate a very good range of mobile toys. By the end of reception, most children travel under, over and around an object and balance and climb on apparatus and their co-ordination is developing well. Children share apparatus well, even sharing a tricycle. Both nursery and reception children have access to a spacious hall and a good range of small and large indoor equipment. The nursery has a secure outdoor play area where children have space to experiment with the apparatus and toys. The area was recently vandalised so it is, at present, rather sparse. Reception children do not have a suitable play area and, although they share the nursery's mobile toys, these are neither big enough nor challenging enough for reception age children. There is no large outdoor climbing apparatus. The whole outdoor area for the nursery and reception children is under-developed. The school is aware of this and is addressing the issue shortly.
72. Finer movements are developing well. Children use pencils, scissors and crayons confidently and carefully. Progress is very clearly visible from one term to the next, developing from uncontrolled scribble to careful and precise crayoning. Children achieve well in this area of learning.

Creative development

73. Children make very good progress and most reach the standard expected by the end of the reception year as a result of good teaching of this area. Many examples of children's work show the use of different media in colourful and well-mounted displays. Work is often linked with other areas of learning. For example, reception children create collages with metal and wood and experiment with tie dying. The fabrics they produce are used to make a bag, thus incorporating the skill of sewing. Children produce carefully woven mats and have good experiences in painting pictures individually and in groups. Creative work is ongoing in the nursery where children have good experiences in drawing, painting, model making and using a wide range of materials for collage work.
74. The home corner, office and other areas are set out imaginatively and used well. For example, the reception cloakroom is used effectively to enable children to work in small groups when planting seeds, painting and working in the sand tray. There is a good range of dressing up clothes to enhance the children's learning.
75. There is a very good range of instruments and singing occurs incidentally throughout the day. Reception children listen to music during snack times and at the beginning of lessons; nursery children even tidy away to a song. Reception children join school assemblies and sing enthusiastically. Visits from theatre groups support children's creative development.

ENGLISH

76. There has been improvement in all aspects of English since the last inspection, although standards are still well below average at the age of seven, and below average at 11. However, in relation to the poor starting point, with the majority of pupils beginning school with no English, this represents good achievement. Pupils benefit from considerable support from bilingual assistants and specialist teachers, who work in effective partnership with class teachers to continually develop language skills. This results in good progress being made by the majority of pupils including those who speak English as an additional language and those with special educational needs.
77. By end of Year 2, pupils' language skills have been sufficiently developed to enable them to have full access to the curriculum. They have generally good listening skills, but their understanding of English exceeds their speaking skills. They make common grammatical errors in their speech, and are confused at times by similar sounding words like 'fought' and 'thought'. Their replies to questions are frequently given in single words or phrases. On occasions opportunities to extend pupils' language are missed by teachers. The school deploys support staff effectively to reduce the size of teaching groups and to ensure all pupils get good opportunities to make progress in the development of their oral skills. Newly arrived pupils receive regular periods of effective extra help to learn English, and to use the language in their learning. By the end of Year 6, most pupils listen with interest. They are beginning to use language in a more creative and expressive way and present their work orally to the others in the class, but insufficient opportunities are presented for pupils to develop their speaking skills in this way across the whole curriculum. Pupils' answers to questions often show a limited vocabulary and their speaking skills remain below average.
78. Pupils make good progress in the development of their reading skills. By the end of Year 2, pupils read with enthusiasm and enjoyment. The higher and average attaining pupils read accurately and use sounds to build new and unfamiliar words, with the higher attainers reading silently to themselves. Most pay attention to punctuation, but read rather mechanistically and do not always fully understand what they have read and this hampers their progress. During the daily literacy lessons pupils experience a good range of reading activities that focus on the acquisition of skills, including the sounds of letters and letter blends, to improve their learning. Teachers use a varied and good quality range of fiction, non-fiction and poetry to develop pupils' vocabulary, knowledge, understanding and enjoyment of reading. By the end of Year 6, both high attaining and average attaining pupils read with expression and convey the full meaning of the text. They talk about their favourite authors, including C S Lewis and J K Rowling, their reading habits and other books they have read. The lower attaining pupils are less enthusiastic but read accurately more simple texts. Most pupils know the procedures for selecting an information book when researching a topic.
79. By the end of Year 2, the writing skills of higher attaining seven year olds are developed well and they make good progress over time. They write about themselves and their experiences whilst on holiday, as well as producing some descriptive and imaginative writing, for example, when writing about 'My Monster'. Captions are created for their own series of pictures and they show a feel for creative language by producing rhyming sentences. Full stops and capital letters are used accurately. The skills of average and lower attaining pupils are less well developed. They write less fluently using shorter statements and phrases to convey ideas and meaning. The spelling of many common everyday words is weak and most pupils cannot apply their knowledge of sounds and spell words phonetically. Handwriting is not always well presented, nor joined, due to the lack of practice for Year 1 and Year 2 pupils.

80. By the end of Year 6, attainment in writing has improved but remains below average. Teachers plan writing activities well and deliver them in a stimulating manner that motivates pupils to write using an interesting range of vocabulary. Pupils use imaginative and persuasive writing in their plays, letters, diaries, and poetry. Their creative feel for language is developing; this was very evident in a lesson when pupils were writing animal poems in the style of Ted Hughes. A number of pupils used similes, metaphors and alliteration to good effect. One pupil wrote, '*The slithering slimy snake venomises his opponents*'. Satisfactory use is made of ICT. All pupils have the opportunity to use word processing for writing, as well as the Internet to develop their research skills. Writing is used to support other curriculum areas including history and science. Handwriting skills are still weak; not all pupils use a joined up style of writing and very few are using ink pens. Spelling is improving as a result of regular testing, related activities during the literacy hour and pupils' use of thesauruses and dictionaries throughout the junior classes.
81. The overall quality of teaching is satisfactory. No unsatisfactory teaching was seen during the inspection, and at times teaching was good and occasionally very good. Lessons are well planned and teachers' interesting explanations and good class management ensure that the needs of pupils of all levels of attainment are met. Good relationships generate an enthusiasm for the lesson. In the better lessons, teachers use questioning effectively to assess and extend pupils' knowledge and understanding. Bilingual support staff and specialist language teachers are used effectively to support the very large proportion of second language learners. The national literacy strategy has been well implemented and teachers have a sound knowledge of its structure and are beginning to use it more flexibly so that it more closely matches pupils' needs. The less successful lessons are characterised by a slower pace and activities which present less challenge to pupils. The quality of marking generally is unsatisfactory and does not inform pupils of the next steps in their learning. Short-term targets are not used to enable pupils to measure their own progress and to know how well they are doing. Regular homework is set for all pupils and this helps to extend their learning.
82. The subject is led by an experienced coordinator who knows the needs of the school well and plays a full role in the development of the subject. She is aware that ICT needs greater development within the curriculum and has recently begun work on a project to develop literacy skills through all the subjects. Assessment and the tracking of pupil progress is an area currently being developed, although it is not yet having an impact on planning and standards. She provides support to her colleagues and has been carrying out regular monitoring of teaching and learning. The results are shared with staff as part of their professional development and to support the school's drive to improve standards.

MATHEMATICS

83. Standards are below average by the end of Year 6. At the end of Year 2 they are well below average. Overall, however, standards have improved since the last inspection. Considering the very low attainment on entry, pupils achieve well by the time they leave the school.
84. Pupils in Years 1 and 2 are given thorough experience in number. By the age of seven, many of them can order numbers to 100. They add and subtract pairs of numbers up to 20 and use these skills in solving problems. For example, they calculate how many 10-litre buckets are needed to fill a range of larger containers. There are, however, a significant minority of pupils who cannot yet carry out these operations with confidence. Many pupils also show below average attainment in the aspect of shape and measuring.

They name only a few two-dimensional shapes. Pupils in Year 2 calculate quickly one quarter of 40 and 100, but many find great difficulty in expressing their understanding of fractions verbally. A few higher attaining pupils estimate and measure accurately in centimetres. They also solve problems of length, which involve reading and understanding the mathematical language.

85. By the end of Year 6, pupils show agility in mental calculation. When given a selection of numbers and asked to find three of them to equal 80, one pupil very quickly chose 22, 20 and 38 rather than other more obvious ones. However, a small but significant number of pupils are still weak in adding pairs of numbers to 100. A few pupils work at the higher levels. They draw and accurately measure angles and convert imperial measures to metric. Insufficient attention is given to data handling and bar charts relating to probability are poorly drawn with axes unlabelled. Some good examples were seen of pupils investigating. Higher attaining pupils in Year 3 stated what they were trying to find out or prove, so that they understood their learning. For example, they explored how to place the digits 1 to 9 in a square so that the difference between each linked pair was an odd number. This is a rare example. Older pupils say that they enjoy this type of activity and would like more.
86. Teaching is satisfactory overall. The teachers have a clear understanding of the numeracy strategy and plan lessons accordingly. In some, but not all, lessons, teachers explain clearly to the pupils what they are going to learn. At the end of the lesson they review with them to what extent this has been achieved and what they will learn next. A very good example of this was seen in Year 6 so that the pupils knew what they had learned. A strength of this lesson was the teamwork of the two teachers who achieved a very good balance. This kept the lesson moving along well, with an increase in challenge and high expectations of the pupils. The lesson review gave each group the opportunity to share achievements and strategies used by both pupils and teachers were discussed. Tasks were matched well to pupils' needs so that their learning proceeded at a good pace. Pupils were fully engaged throughout, showed enthusiasm for the tasks and behaved very well.
87. Not all teaching is of this high quality, although aspects of good practice are seen in all lessons. Teachers try hard to explain tasks clearly so that pupils know what they have to do. However, they do not always ensure that all pupils are fully engaged in their work before concentrating on a specific group. When there is no additional adult support, this results in some pupils wasting time and detracts from their learning. In these situations teachers' management of pupils' behaviour and application is also not always sufficiently effective. Teachers are aware of the need to highlight and use the correct mathematical vocabulary. However, on occasions opportunities are missed for pupils to verbalise their understanding, as when one-word answers are accepted. Higher attaining pupils are usually challenged by their tasks. When learning about fractions, Year 3 pupils drew and divided shapes according to set criteria. The task increased in difficulty so that the pupils felt challenged, enjoyed their work and applied themselves well to it.
88. Pupils' work is variable in quality and shows a range of expectations in different classes, particularly in Years 3 to 6. Year 6 books show that pupils are expected to work hard and complete tasks, although some are presented carelessly. The work in some lower junior classes is unsatisfactory with unacceptable presentation, pages with little on them and no evidence of any consistent level of expectation of neatness. The progress of these pupils is erratic and unsatisfactory. In lessons, teachers rarely remind pupils of how to present work or to set them any specific targets. The marking of work is also unsatisfactory, usually comprising only of ticks and words of encouragement. There is

little guidance as to how to make further progress. In some classes a number of pages are not marked at all.

89. Management is good. The coordinator has a clear view of standards. Teaching is being monitored, but with insufficient rigour. Assessment strategies are in place and results are analysed, but this is not yet resulting in the setting of individual targets for pupils. Insufficient use is made of the computers in the classrooms to support learning. Opportunities are missed in other subjects to use and reinforce mathematics skills. For example, pupils' design drawings in DT do not show any measurements or scale. Links with literacy are satisfactory. Key vocabulary is highlighted and used by the teachers, but more emphasis could be placed on pupils using it in explanations, both oral and written.

SCIENCE

90. By the end of Year 6, standards are below average. By the end of Year 2, standards are well below those expected nationally. Pupils with English as an additional language have difficulty with scientific vocabulary and their limited speaking and listening skills slows learning. However, as a result of the good support in lessons, pupils make steady progress and the standards attained reflect good achievement considering their very low attainment on entry. Pupils with special educational needs make satisfactory progress.
91. By the end of Year 2, pupils have knowledge of a good range of topics but their understanding of scientific ideas is at a relatively low level. The work in pupils' books indicates that due attention is given to investigative work and shows steady progress from the low levels at the start of the year. Year 2 pupils start to develop an understanding of scientific investigation by carrying out an experiment to show the effect of heat on ice, clay and bread. They make simple predictions of which object will change if heated, but their answers reflect limited understanding. They understand the need to eat healthy food and that eating too much sugar is bad for the teeth. They produce very simple labelled diagrams of plants and know that plants require light and water to make them grow. Year 1 pupils are developing an understanding of the properties of materials. They examine a range of materials in order to determine those that can be altered by squashing, bending, stretching or twisting but many do not understand the difference between each of these terms.
92. By the end of Year 6, higher attaining pupils have developed satisfactory levels of knowledge and understanding. They are able to find answers to scientific questions by systematic investigation and make informed predictions about what might happen, explaining their findings in terms of what they originally thought. However, many pupils have not developed their scientific skills to an appropriate level. Pupils have covered a wide range of scientific topics and their skills in carrying out experiments are developed throughout Years 3 to 6 but they remain below average. Pupils enjoy science and have good attitudes to the subject. For example, in a lesson with Year 5, pupils responded excitedly to the teacher's demonstration of the earth's orbit of the sun. Their learning developed throughout the lesson but a significant minority had difficulty understanding the way that seasons resulted from the position of the earth and the effect this had on climate. Year 3 pupils explore soluble and insoluble substances by dissolving sugar, salt, flour and washing powder but the level of their understanding was below average. The presentation of pupils' work is often disappointing and insufficient attention is given to developing their skills in accurately recording of experiments.
93. Teaching is satisfactory throughout the school and in some lessons it is good. Lessons are well planned and have a clear purpose. Most teachers have a sound subject

knowledge, which results in them being able to provide clear explanations. However, their use of questions is not always well targeted and often fails to elicit detailed responses from pupils. Teachers make good use of direct teaching and the most successful lessons also involve the pupils in practical activities. For example, in a lesson with Year 2, the teacher successfully demonstrated the effect of heat on substances by melting ice balls and then set pupils the task of carrying out an experiment to see the effect of heat on bread and clay. However, work is not always sufficiently matched to what pupils are able to do and does not challenge the higher attaining children.

94. Teachers take care to teach and consistently use scientific vocabulary to promote learning but, whilst pupils are keen to participate in scientific experiments, they do not find it easy to communicate their ideas clearly. Teachers make very good use of support to ensure that all pupils, including those with English as an additional language and special educational needs, can participate fully. Expectations of the presentation of pupils' work vary but are generally not high enough. Marking varies widely in quality but is unsatisfactory overall. Much work is just ticked and marking takes little account of its content. Often, although the pupils' work may not be recorded with sufficient care, or with inaccuracies in drawing graphs and recording data, the marking does not comment on this. Some use is made of ICT throughout the school, but overall it is not used sufficiently to support work as pupils get older.
95. Coordination of the subject is good. The coordinator is enthusiastic and committed to raising standards. She has a good understanding of the strengths and weaknesses of the subject and has formulated an appropriate action plan. She is aware of the need to develop procedures for assessing the pupils' progress. Effective systems are in place to enable her to have a good overview of standards and teaching through checking on planning and sampling the work of pupils.

ART AND DESIGN

96. Standards are average by the end of Year 6 and good in Years 1 and 2. This is an improvement from the last inspection. Pupils make good progress in Years 1 and 2, but this slows in Years 3 to 6 due in part to a reduced emphasis on art in the light of other curriculum pressures.
97. In Years 1 and 2, pupils develop good skills in observation, drawing, colour mixing and the use of different techniques to create pictures. For example, Year 2 pupils have used glue mixed with paint to add sheen to their attractive paintings. Pupils enjoy working in clay and playdough when creating sculptures based on natural objects. In a lesson with Year 2, pupils showed good observation skills when creating sculptures of real-life objects. The good subject knowledge of the teacher resulted in pupils' skills being well developed. They used equipment confidently to add decoration to their sculptures and were keen to show others their work. Satisfactory use is made of ICT, for example Year 1 pupils have created pictures in the style of Mondrian using the *paint* program.
98. In Years 3 to 6, pupils refine their techniques. Whilst progress slows slightly as pupils move up the school, pupils continue to build satisfactorily on their creative skills and use a good range of media for creative purposes. Work is often effectively linked to studies in other subjects. For example, Year 6 pupils' drawing skills are developed in history in their studies of the Ancient Greeks. They produced some well-crafted pictures of facemasks showing awareness of line and detail. Pupils have used charcoal to sketch portraits portraying relationships between two people. Observation skills are used satisfactorily to paint still life pictures of flowers. The work in sketchbooks varies and

they are not used sufficiently to experiment with different techniques, colours and textures.

99. The quality of teaching is at least satisfactory and there is some good teaching, particularly in Year 2. The teachers plan their lessons well and use a range of artefacts to stimulate the pupils. As a result, pupils generally have good attitudes and enjoy the subject. Evidence of this was seen in a Year 2 lesson when pupils showed great enthusiasm for the clay sculptures they were creating based on rocks and parts of trees. Teachers prepare resources in advance in order that pupils can quickly get to work, as in a lesson with Year 3 and 4 where pupils created sculptures out of card, cloth materials and art straws. Pupils co-operated well when working in pairs and produced interesting sculptures. The better lessons are marked by the teacher's good subject knowledge with the result that explanations and demonstrations are clear and pupils are given effective support and consequently make good progress. However, pupils' involvement in discussions is limited, and in general pupils' ability to respond to questions is poor. As a result, in some lessons, their participation wanes as their attention wanders and they distract others by fidgeting and chattering.
100. The subject is enthusiastically led. The coordinator is knowledgeable and has a clear view of the way she wishes to develop the subject. Portfolios of work are collected in order to monitor standards, planning is examined and ideas shared with staff to develop their subject knowledge.

DESIGN AND TECHNOLOGY (DT)

101. Standards are average by the end of Year 2 but by the end of Year 6 they are below average. The way in which pupils design and record their products does not develop with sufficient progression through Years 3 to 6. Standards have not been fully maintained since the last inspection.
102. Pupils in Years 1 and 2 draw designs of the items they are going to make, showing both front and back views of Joseph's coat. These were made well out of felt. The stitching ranged in quality, but some pupils showed very good sewing skills. Pupils in Years 3 and 4 have designed and made photograph frames. They have researched the topic well and set down 'first designs' with lists of materials and equipment. Drawings are labelled and second expanded versions produced. The completed products are of satisfactory quality, with some interesting and attractive design features. The pupils also list the range of materials they use and the constructional skills learned. For example, Year 6 pupils talked about the quality of previous work when they made Greek food. They research well, using both books and computers. However, their evaluations show a limited understanding of how they think they could improve their work. Overall pupils' knowledge of the designing and making process is below average. Their plans show good ideas, such as a boat that will bob up and down on 'the water'. However, designs often comprise merely of drawings with a list of materials and a brief description of how products will be made, there are no measurements shown or different elevations and evaluation sheets are blank.
103. Teaching is satisfactory overall but insufficient attention is given to the designing process and the importance of evaluating finished products. Teachers' plan their lessons well. For example, teachers in Years 3 and 4 prepared resources well for the pupils to sample a range of different types of bread. They were well supported by other adults so that the pupils showed good manners, taking turns politely. This also ensured the full inclusion of all pupils. Pupils enjoyed the task and worked hard, recording their grading and, with help, used some good vocabulary such as 'tangy' to describe the taste and texture. A lesson with Year 5 was also well planned, making use of ICT. Pupils

showed some wonder at, 'eccentric' cam mechanisms working. They were well primed to understand their task. However, the lesson was overlong and time was not always used effectively.

104. There is no coordinator and monitoring of the subject is carried out only incidentally by the headteacher. This has limited developments but there are plans to rectify the situation in the coming year. There is no system of assessment to show pupils' progression in acquisition of skills. Opportunities are missed to contribute to literacy and numeracy particularly at the upper end of the school. However, links are made with other subjects as projects often relate to history or religious education. The good links with the high school mean that some older pupils have opportunities to spend time there on specific assignments such as work in food technology.

GEOGRAPHY

105. Standards throughout the school are average compared to those expected nationally. This is a similar situation to the last inspection.
106. By the end of Year 2, pupils develop their knowledge and understanding of their local area in Hyde and are able to make comparisons with the resort of Rhyl, following a day visit earlier in the term. Their knowledge was enhanced by a good quality video recording made by the teaching staff and its effective use as a resource in the classroom for pupils to study. This enabled pupils to observe carefully and make comparisons by looking for similarities and differences. Pupils develop awareness of their locality by drawing maps of the local area and of their routes to school. They look at the different types of houses and notable buildings around Hyde as well as the mosque, the park and the swimming pool. Their observations are recorded and their drawings labelled. Pupils investigate environmental issues linked to the locality. Traffic surveys are carried out and the data recorded. Pupils' work on suggested improvements to the area usefully extend this activity.
107. By the end of Year 6, pupils have a satisfactory understanding of different countries and the effect of climate and weather. Teachers provide some interesting activities, for example, where pupils carry out research into holiday destinations to match specific family requirements. They use atlases and globes to develop pupils' learning of the location of places and means of transportation. Extensive work is completed on water and the water cycle. Pupils investigate water sources in hills and valleys and link this work to the water cycle. Satisfactory links are made with other subjects. For example, in history pupils explore the use of water in cities. Year 6 pupils engaged in comparative studies of Hyde and Llandudno to prepare for a visit to the Welsh resort later in the term. They carry out a traffic survey locally and plan to complete one in Llandudno to make comparisons. Pupils know the main features of coastal resorts, and the local physical features of Llandudno and use their word processing skills effectively to record them.
108. Teaching is satisfactory overall. The better lessons are characterised by the teachers' firm class management and clear expectations. The use of appropriate resources and activities that enable pupils to work collaboratively results in effective learning, however, in some lessons the over-use of worksheets inhibits the progress of some pupils. In most lessons, support for English second language learners ensures all pupils are involved productively in the lesson activities. Further research in geography is developed through the use of ICT. Pupils browse the Internet to find out more about the Commonwealth in their project about the Commonwealth Games. Work on local and comparative studies receives good attention and is benefiting pupils in the development of their skills, knowledge and understanding. Good use is made of visits and visitors to support pupils' learning. For example, pupils have been to Manchester Airport and the

Tame Valley Nature Reserve. One unsatisfactory lesson was marked by the teacher's inappropriate expectations and activities that failed to engage the pupils, resulting in some inappropriate behaviour.

109. The subject coordinator has been in post for under a year and her enthusiastic and conscientious approach is beginning to make an impact. She is aware of the strengths and weaknesses of the subject. Her analysis of pupils' work has identified the need for further skills development and more opportunities for fieldwork in order to raise standards further. An action plan has been developed to address these issues. The monitoring of teaching and learning is yet to be developed.

HISTORY

110. Standards have been maintained since the last inspection. The attainment of both seven and eleven year olds is average compared to standards expected nationally.
111. By the age of seven, pupils have experienced activities introducing them to life during the time of the Victorians, looking at toys of the period, and notable persons such as Florence Nightingale and Guy Fawkes. They are taught about the main events and people of the past and to look for evidence of how people lived. Pupils' learning and enjoyment of history are extended well through special events like the 'Greek day' and other theatre workshops. They talk enthusiastically about their experiences and what and how they learned from them. Pupils show a developing knowledge and understanding of the events of the past. They use their literacy skills to write about these events and explain why they happened, supporting their writing with drawings and diagrams.
112. By the age of 11, pupils have covered all the prescribed areas and have extended their knowledge and understanding of events of the past. Visits to places of historical interest such as the Tudor building at Tatton Park, Portland Basin museum, Eden Camp museum and the Museum of Manchester are used to extend and develop their learning. They talk enthusiastically about their experiences and what and how they learned from them. Most pupils are aware of important differences between life today and in the past and can give some examples to reflect these, such as clothing, homes and medicine. They are developing an awareness of the sequence of important events and show these on timelines, indicating an awareness of chronology. Pupils could be encouraged more in the presentation of their work, and marking does not generally inform them on how to improve the quality of their work.
113. No lessons were seen, so it is not possible to make an overall judgement about the quality of teaching, but it is clear from the work in pupils' books and displays around the school that they have been taught satisfactorily. Planning and scrutiny of pupils' work indicates that teachers have a satisfactory understanding of the subject, plan lessons carefully and adequately cover all areas of study.
114. The subject coordinator has ensured that resources of good quality are available and well organised. The previous inspection found that there were no formal assessment procedures in place, and this is still the case. The coordinator has not yet been able to monitor teaching and learning.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

115. Standards are average by the end of Year 2. Although standards are below average by the end of Year 6, overall there has been an improvement since the last inspection. Good progress has been made towards raising standards. There is now a fully equipped computer suite, which all classes have the opportunity to use twice each week, and curriculum guidance provides for progressive planning. Pupils are well skilled in the aspect of communicating information. Their experience of control and monitoring is less established. Development in the subject has only recently taken place, affecting the standards of the oldest pupils. Bearing this in mind, however, pupils are achieving well.
116. By the end of Year 2, pupils use the computers to write and draw. They use stored information to select pictures and then transfer them to their own work. Pupils know the functions of many of the keys on the keyboard to move text, enter and delete. They program a robot by knowing the sequence of controls and planning a series of movements. By the end of Year 6, pupils use computers with great confidence. When things do not always work as they expect they are not afraid to work out how to correct the problem. Pupils use their skills to copy, paste, import and re-size work when they prepare presentations. They select different fonts and colours to enhance their work. They show satisfactory skills when entering data, for example, about types and qualities of various cars into spreadsheets and are able to produce graphs from them.
117. The quality of teaching is good throughout the school. This, and the effective way in which the computer suite is used, are strengths of the subject. Teachers have good subject knowledge and are confident. They prepare well so that their explanations and demonstrations are clear. Consequently pupils listen and attend well. Very good use is made of the interactive whiteboard. This enables pupils to see clearly and consequently understand what they have to do before proceeding with individual tasks. Pupils are interested in their work because it is meaningful. Basic skills are taught and reinforced well. Some good links are made with other subjects. For example, Year 2 pupils prepared a brochure about Rhyl as part of their geography studies. Pupils use the Internet and import photographs, copying and pasting correctly. They then write about the photographs. Year 3/4 pupils compare different sources of information about Scotland. They viewed a video then browsed through various websites, later discussing which source they found most useful. When two teachers share in the teaching of a lesson, pupils are well supported and the pace of learning is good. Teachers have high expectations of behaviour and effort. As a result of this, and the interesting tasks, pupils generally behave well, treat the resources with respect and work hard. Older pupils are particularly helpful to each other. When equipment has to be shared, pupils take turns fairly and work together harmoniously. The classroom computers are not, however, used sufficiently to enhance learning and opportunities are missed to reinforce pupils' skills.
118. Management of the subject is good. The coordinator is highly skilled and a great enthusiast. He provides a good role model and works hard to provide support for his colleagues. The walls of the computer suite display some examples of pupils' work but also much helpful information and guidance. He is also well aware of the areas for development. There is no formal system of assessment in operation but one is ready to be put in place. The good link with the high school provides opportunities for older pupils to use their facilities and expertise, notably in the aspect of spreadsheets and data handling.

MUSIC

119. By ages seven and eleven, standards are average. This is a similar picture to the last inspection.
120. By the end of Year 2, pupils show a growing understanding of tempo, pitch, dynamics and rhythm. For example, pupils explore and produce various sounds and rhythms to illustrate different types of weather, such as rain, wind and thunder, in a class composition. There is a very good range of percussion instruments, which pupils handle well. Good links are made with literacy through, for example, the use of poetry about the weather as a stimulus for composition. Pupils perform for their peers and show pleasure when listening to their own and other people's recorded performances. They work collaboratively when creating their own compositions and are learning the importance of watching the conductor carefully.
121. By the end of Year 6, pupils have a good awareness of pitch, rhythm and pulse in their singing and playing. Skills in creating simple compositions are developing further and pupils perform confidently. They use a range of instruments and cooperate well in pairs to produce an effective simple rhythmic accompaniment. Pupils sing in two parts with confidence and evaluate their own and other people's work. Their performances are well supported by the accompaniment of a staff guitarist. There are adequate opportunities for practical music making, but few to listen to, appraise and appreciate a wide range of music by a variety of composers, although music is sometimes played as children enter or leave assemblies.
122. Teaching is satisfactory. Teachers, most of whom are non-musicians, are keen and enthusiastic and all staff join in the special singing assembly, which is led by the coordinator and a guitarist. Pupils sing tunefully, but don't always pay attention to breathing and phrasing. All pupils, including those with special educational needs, take a full part in music making. Music makes a good contribution to pupils' spiritual, social and cultural development with songs being chosen to create effect in assemblies and to represent many countries around the world.
123. A school choir, which meets weekly, and a singing club for those members of the choir who can stay after school, enhance the music provision. The choir joins with other schools to sing at charity concerts and an Arts Week gives opportunities for more music making.
124. The subject is effectively managed. The new coordinator is very keen to raise the profile of music in the school. Resources include a large range of tuned and untuned percussion instruments, songbooks, pictures, posters and three keyboards. These have been improved since the last inspection and are now very good. Assessment is carried out at the end of specific learning units. The coordinator is building up a portfolio of pupils' work to show progression through the school and the standards expected at each stage of learning.

PHYSICAL EDUCATION (PE)

125. Standards are broadly average compared with those expected nationally. All pupils make satisfactory progress. The school provides a balanced programme of physical activities throughout the year. Pupils learn to play games, participate in gymnastic activities and respond to music through dance. Provision and standards are similar to that at the last inspection.
126. In Years 1 and 2, pupils develop satisfactory body awareness, agility, skills and use of space in a range of physical activities. Pupils in Year 1 are beginning to develop an understanding of small team games when learning the basic skills of hockey. They take

care not to raise their sticks above waist height when hitting the ball to their partner and show quite good stick control when dribbling a bean bag around a series of cones. By Year 2, pupils create simple sequences using twists and curls when working on apparatus and have satisfactory control when balancing on a bench, jumping off and landing correctly.

127. By Year 6, pupils' skills are further developed and they perform with increasing competence. Most pupils can swim 25 metres by the end of Year 6. Games, gymnastic and other skills are broadly average. In gymnastics lessons, pupils develop sequences of movement linking jumps, hops and forward rolls with a satisfactory level of control. In sessions led by the local sports development officer pupils demonstrate a range of hockey skills when playing small team games.
128. Teaching is satisfactory overall. In the best lessons, the teacher has high expectations of pupils' behaviour and achievement, techniques are demonstrated well and real demands made on pupils. There are clear and well-matched learning objectives, organisation and planning are good and the teaching builds effectively on previous learning. These features were evident, for example, in a lesson with Year 1 where the teacher developed the pupils' hockey skills. Overall, pupils have satisfactory attitudes to physical education. However, on some occasions a few pupils show immature and inattentive behaviour, often linked to their own specific learning needs. This interrupts the flow and pace of the lesson and reduces the opportunities for other pupils to make appropriate progress. For example, in one lesson teaching and learning was unsatisfactory because the pace of the lesson was too slow, as a result pupils became restless and put too little effort into their activities. The standard of dress for physical activities varies and in some lessons is unsatisfactory.
129. Two teachers share the management of the subject. They have only recently taken over this responsibility and provide satisfactory leadership. Teachers' planning is supported by a useful policy and clear curriculum guidance. There is a good selection of apparatus and equipment to support learning, but outdoor facilities are more limited. Whilst there is a field, it is a public amenity and this limits its use by the school.

RELIGIOUS EDUCATION (RE)

130. Standards at ages seven and eleven are in line with the expectations of the Locally Agreed Syllabus. This is similar to the last inspection. However, religious education now makes a good contribution to pupils' spiritual development with opportunities for quiet reflection and this represents an improvement. No pupils are withdrawn from religious education. The sharing of beliefs by all members of the school community contributes well to pupils' learning and personal development. The school makes positive efforts to help pupils understand each other's beliefs and customs.
131. All pupils learn about Christianity, Hinduism and Islam. By the age of seven, pupils have a satisfactory understanding of Bible stories, for example, Joseph and his coat of many colours and Noah and the ark. Year 1 produced a colourful collage of Joseph, linking this work with DT and art. They recall well the story of the creation and know the sequence of events leading up to Easter Sunday. They visit a church and find out what happens there. One pupil volunteers, "You can pray there" whilst another says, "You can get married". They have a good knowledge and understanding of church furniture and can draw and name the pulpit, font and altar. They know that the Christians' special book is the Bible and the Muslims' is the Qu'ran. They celebrate the festivals of Diwali, Eid and Christmas and know people wear different clothes for special occasions. They record their work well, but sometimes the writing lacks care and uniformity.

132. By the age of eleven, pupils have a good knowledge of many of the major beliefs, symbols and observances of Christians, Hindus and Muslims. Pupils compare similarities and differences between their own faith and those of others and realise that many of the stories and festivals are closely linked. They discuss the role of the Brahmin, the Imam and the Vicar and the qualities common to all religious leaders. For example, they suggest kindness, generosity and trustworthiness. They know that Muslims and Christians have one god and Hindus have many gods. The use of a good range of artefacts helps pupils to understand the different religions and supports their learning. Most know and understand the importance to Muslims of the Five Pillars of Islam. They are beginning to understand, too, the importance of tolerance. For example, they understand that Muslims have to pray at specific times of the day whilst Christians do not. They know that the Ten Commandments are important to Christians and guide their behaviour. Children co-operate well and produce good written work
133. The quality of teaching and learning is satisfactory. Teachers have good subject knowledge and prepare lessons well. Occasionally, management strategies are not sufficiently strong in some classes to cope with the small percentage of disruptive pupils. However, overall, pupils behave well. ICT has been introduced to support the curriculum but is not yet fully implemented. Teachers make good use of visitors into school, such as a priest and the Imam, and visits to the mosque and church, to enrich pupils' understanding and raise their awareness of other people's way of life and their needs.
134. The co-ordinator is conscientious and planning is effective. Assessment is mainly informal, but satisfactory. The good links with the places of religious worship and their leaders in the community is a strength of the school.