

INSPECTION REPORT

NEWHEY COMMUNITY PRIMARY SCHOOL

Newhey, Rochdale

LEA area: Rochdale

Unique reference number: 105789

Headteacher: Mr D Case

Reporting inspector: Mrs S E Hall
21750

Dates of inspection: 30th April – 3rd May 2001

Inspection number: 196653

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4-11

Gender of pupils: Mixed

School address: Hawthorn Lane
Newhey
Rochdale

Postcode: OL16 4JX

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Appropriate authority: The Governing Body

Name of chair of governors: Mr D Brown

Date of previous inspection: 18.2.1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21750	Mrs S. E. Hall	Registered inspector	English as an additional language. Information and communications technology	The school's results and achievements. How well are pupils taught How well is the school led and managed.
9981	Mr. S. Hussain	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils or students How well does the school work in partnership with parents
31453	Mrs J. Hill	Team inspector	English Music Religious education	How good are the curricular and other opportunities offered to pupils
27899	Mrs G. Beasley	Team inspector	The Foundation Stage Mathematics Geography History	
20086	Mr D. Speakman	Team inspector	Equality of opportunity. Special educational needs. Science Art and design Design and technology.	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a smaller than average sized primary school in Newhey near Rochdale in Lancashire, which caters for 171 pupils aged four to eleven. About half of the pupils live in the immediate area of the school and most other pupils live in the adjacent area of Milnrow. There are twenty per cent more boys in school than girls. Attainment on entry to the school whilst wide ranging is average. Twenty nine per cent of pupils are known to be eligible for free school meals, which is above the national average. All pupils are of white ethnicity and there are no pupils speaking English as an additional language. Forty-six pupils are on the school's register of special educational needs (SEN) which is average, with three pupils having a statement of SEN, which is below the national average.

HOW GOOD THE SCHOOL IS

This is a school with a very caring ethos where all pupils are clearly valued and have very positive attitudes to learning. National test results confirm that standards in Key Stage 2 have risen since the last inspection of the school but have fallen in Key Stage 1. The teaching in Key Stage 2 is good. The quality of leadership and management is satisfactory. Taking all factors into account the school provides satisfactory value for money.

What the school does well

- Standards in science are above average at the age of eleven.
- The attainment of pupils in music and physical education is above average.
- The school provides for pupils' moral and social development and cares for the pupils very well.
- Procedures for assessing pupils' work are good.
- Pupils have very good attitudes and behaviour and good personal development.
- The teaching of pupils in Year 1 and Year 6 is very good.
- The school maintains good relationships with parents and the community.

What could be improved

- The progress pupils make in Year 2.
- The expectations of teachers and the amount of challenge that they set particularly for pupils with higher attainment.
- The quality of the monitoring and evaluation of the work of the school.
- Teachers' planning for pupils in the Foundation Stage.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory improvement since the previous inspection. The staff worked hard to address the previous key issues in Key Stage 2 but to some extent lost focus upon continuing to develop the provision for the younger pupils. In Key Stage 2, there has been good improvement in standards of attainment and the progress made by pupils in English and mathematics and especially in science, but standards in Key Stage 1 have fallen. The school has made mostly satisfactory improvement in curriculum planning although more remains to be done in the Foundation Stage. Procedures for monitoring and evaluating the curriculum have been introduced, but these are not sufficiently rigorous or effective in identifying areas for development. There has been considerable improvement in the quality of teaching in Key Stage 2 but more remains to be done in planning work to meet the needs of different groups of pupils throughout the school. Satisfactory improvement has

been made in the quality of school development planning. The school has not sufficiently developed subject co-ordinators' roles or effectively developed the governors' ability to play a full role in the strategic management of the school. The school has made good improvements in information and communication technology and has satisfactorily developed history and religious education.

STANDARDS

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

Performance in:	compared with			
	all schools			Similar schools
	1998	1999	2000	2000
English	C	D	B	A
mathematics	D	E	C	A
science	C	C	C	C

Key

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

The National Curriculum tests for pupils aged eleven in 2000 show that attainment was above the national average in English and was in line with the national average in mathematics and science. When compared to similar schools standards were well above average in English and mathematics and average in science. Standards in English and mathematics showed a considerable rise from those of recent years. Inspection findings are that standards for the group of pupils now in Year 6 are average in English and mathematics and above average in science. There has been good improvement in science during this year due to very good quality planning and teaching. School targets in 2000 for 75% of pupils to achieve Level 4 in English and mathematics were exceeded. Targets for 2001 for 70% to meet the national expectation in English and 79% in mathematics are challenging but realistic for this group of pupils. Whilst most pupils make good progress and achieve well in Key Stage 2, particularly in Year 6, some higher attaining pupils are capable of making further progress as they move through the key stage.

National tests for pupils aged seven show that in 2000 standards were disappointing and well below the national average in reading, writing and mathematics. When attainment is compared to schools in similar areas standards were well below average in reading, and below average in writing and mathematics. There have been some aspects of attainment that have been well below average in each year's test results since 1997 and overall standards have been too low. Inspection findings are that at the age of seven pupils' current attainment generally matches the national expectation in reading and writing, mathematics and science. The majority of the pupils are on line to achieve the nationally expected levels because of the very good progress made in Year 1. However, pupils do not maintain the rate of progress made in Year 1 and many make unsatisfactory progress in Year 2. Not all pupils achieve as well as they could and very few reach the higher levels of achievement. Children enter the school with average attainment in most areas of their development. The generally satisfactory progress that the youngest children make ensures that most are on line to achieve the Early Learning Goals for children of this age but there is a low proportion exceeding these benchmarks and some do not achieve as well as they could. At the age of seven and eleven standards are average in all other subjects except music and physical education where they are above average. The school has good provision for pupils with special educational needs and pupils make appropriate progress towards targets identified for them in their individual education plans.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils show much interest and enjoyment in learning throughout the range of school activities.
Behaviour, in and out of classrooms	Very good, including in lessons, assemblies and during break times.
Personal development and relationships	Good. Pupils respond well to the responsibilities that they are given, they care for the environment and members of the school and wider community. Very good relationships pervade the whole school.
Attendance	Very high levels of attendance are achieved.

TEACHING AND LEARNING

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

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

During the inspection teaching was excellent in eight per cent of lessons observed, very good in twenty seven per cent, good in twenty three per cent, satisfactory in thirty eight per cent and unsatisfactory in four per cent of lessons. Since the previous inspection there has been considerable improvement in the quality of teaching in Key Stage 2. The quality of teaching for pupils in the Key Stage 1 and Foundation Stage remains largely as previously. The overall quality of teaching is satisfactory, but shows considerable variation between classes, as confirmed by the sample of the pupils' work throughout the school year. The quality of teaching is very good in Year 1 and Year 6. A strength in the quality of teaching throughout the school is in the good management of pupils, which ensures that lessons are conducted in a calm and orderly environment. Many teachers make good use of open-ended questions to encourage pupils to contribute their ideas. The support for pupils with special educational needs is good. The teaching of literacy and numeracy is satisfactory in Key Stage 1, with some very good and excellent teaching, particularly in mathematics in Year 1. The teaching of literacy and numeracy is good in Key Stage 2. However, the planning of lessons particularly in the Foundation Stage and Year 2 does not make sufficient allowance for pupils who make different rates of progress and teachers' expectations are not always high enough. This particularly impacts upon the higher attaining pupils whose needs are not consistently identified and met.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is planned satisfactorily. There is an appropriate emphasis on literacy and numeracy, with a reasonable balance of learning opportunities in most subjects but with some inconsistencies.
Provision for pupils with special educational needs	Good. Pupils benefit from good systems of support especially when receiving the help of additional staff. Individual education plans whilst sometimes good are very variable and not always specific.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for moral and social development is very good. The school provides good opportunities to enhance pupils' self-esteem. Provision for spiritual and cultural development is satisfactory but staff miss opportunities to further extend pupils' experiences in these areas.
How well the school cares for its pupils	Good. There are very good procedures for supporting pupils' welfare. School assessment procedures are good but the use of this information to inform planning whilst satisfactory overall requires further development to meet the needs of higher attaining pupils.
How well the school works in partnership with parents	Parents have very positive views of the school and have great trust in the staff who they feel are very approachable and supportive.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher provides very caring leadership working closely with staff, governors and parents. Senior staff have worked well to support school development. However, many procedures lack rigour in identifying and addressing weaknesses in provision.
How well the governors fulfil their responsibilities	Satisfactory. Governors are very supportive of the school but have not developed sufficiently rigorous evaluation procedures and are more focused upon the schools strengths than of areas for development.
The school's evaluation of its performance	Satisfactory. The school is beginning to make use of a good range of information to track the progress that pupils make and to set targets for further improvement. But the monitoring of planning, teaching and learning is ineffective in informing areas for development.
The strategic use of resources	Good. The school makes appropriate use of all funding it receives. The schools' deficit budget is being carefully monitored and day-to-day administration is good. The principles of best value are applied in a satisfactory manner.
Staffing, accommodation and learning resources	Satisfactory. The school is appropriately staffed. Resources for learning are appropriate, although there is no large outdoor apparatus for children in the Foundation Stage. Whilst some classroom bases are small teachers make satisfactory use of shared areas.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Parents feel that the quality of teaching is good and that they would feel comfortable about approaching the school with questions.• They believe the school expects pupils to work hard and achieve their best.• Most parents feel that their children make good progress.	<ul style="list-style-type: none">• Several parents do not feel that the school provides an interesting range of activities outside school.• A very small number of parents would like to see homework set on a more regular basis.

Inspectors generally agree with many of the views of parents. However, considerable variations in the quality of teaching affect the progress that pupils make. Pupils are expected to work and concentrate well but not enough is expected of some pupils. Overall inspectors feel that the range of extra-curricular activities is satisfactory, as, generally speaking, is the use of homework.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The overall picture of attainment is that standards have risen at the end of Key Stage 2 but often dipped at the end of Key Stage 1 in recent years. The National Curriculum tests in 2000 indicate that at the end of Key Stage 2 standards in English were above average and those in mathematics and science were average when compared to all schools. When standards are compared to schools with similar characteristics, based upon the entitlement to free school meals, attainment in English and mathematics was well above average and attainment in science was average. This group of pupils contained a wide spread of attainment and an above average number of pupils who attained well in English.
2. Inspection findings are that the attainment of the current group of pupils in Year 2 is average in English and mathematics and that in science attainment has risen and is above average. The difference between last year's results and the inspection findings is accounted for by the difference in the natural abilities of the two groups of pupils. The rise of standards in science is a result of the school's specific focus upon the development of the subject and better curriculum planning, teaching and co-ordination of the subject. Inspection findings show considerable improvement in standards from those seen at the time of the previous inspection where attainment in English and mathematics was below average and attainment in science was in line with national expectations.
3. Trends in attainment in Key Stage 2, whilst varying slightly from year to year, have generally been upwards since 1996. The overall attainment of pupils has mostly been average in the last four years and, although lower in 1999 than in other years, improvement has generally kept pace with the national trend. The 2000 cohort of pupils achieved at higher levels than previous groups. These rises in attainment have been supported by improved planning for pupils in Key Stage 2 where there have been many developments since the previous inspection when the need to raise attainment was a key issue for development. The school tackled this issue well and the quality of teaching in the key stage has considerably improved and boosted pupils' quality of learning and the progress made as they move through the key stage. In most year groups, there are more boys than girls with 20% more boys in school than girls. Over the past five years there has been considerable gender variation in attainment. Overall, girls have usually outperformed boys, which matches the national trend and generally reflects the natural ability of the pupils.
4. The positive improvements in Key Stage 2 are not mirrored in Key Stage 1. The end of Key Stage 1 tests in 2000 show that, when compared to schools nationally, attainment in reading, writing and mathematics was well below average. When attainment was compared to schools with similar characteristics, standards in reading were well below average and standards in writing and mathematics were below the average. Whilst a reasonable proportion of girls attained the average Level 2 in the national tests, not so many boys did and very few pupils achieved the higher levels of attainment.
5. Inspection findings are that standards at the end of Key Stage 1 in reading, writing and mathematics are generally average. Most pupils are on line to achieve the nationally expected Level 2 in end of year tests. However, relatively few pupils will achieve levels above the average and the very good progress made by pupils in Year 1 is not

continued in Year 2. Not enough is expected of more able pupils and, over several years, few pupils have achieved the higher levels of attainment. In each of the years since 1997, some aspects of pupils' learning in reading or writing or mathematics have been well below the national average, particularly in 2000. There has been a downward trend in pupils' attainment in reading and writing since 1998, although standards in mathematics have shown a rise. Whilst the findings of this inspection show that overall standards in Key Stage 1 have mostly been maintained since the previous inspection, there have been few improvements. When taking the three years 1998 to 2000 together, the performance of pupils in reading, writing and mathematics fell below the national average for their age group. Over this three-year period, the performance of boys in reading was considerably below that of girls.

6. At the end of both key stages standards in information and communication technology, religious education, art and design, design and technology, geography and history are in line with national expectations. Standards in music and physical education are above average.
7. Children enter the Reception class at the age of four with levels of attainment that, whilst wide ranging, are broadly average, although there are few children with attainment above the average for their age. Children listen and behave well but several do not speak in detailed sentences and are sometimes quite passive. However, children settle well to school routines and they make satisfactory progress in most areas of learning in their first year in school. The majority of children are on line to reach the Early Learning Goals at the end of the Reception Year, although several pupils will not achieve this and few are likely to exceed these goals. In some aspects of knowledge and understanding of the world, children are capable of making better progress but the quality of their learning is limited by ineffective structure and planning of activities. Staff plan some lengthy literacy and numeracy sessions and this focus is sometimes at the expense of other areas of learning.
8. The quality of pupils' learning as they move through the school is variable but mostly satisfactory and the majority of pupils make adequate progress. In Key Stage 1 pupils make satisfactory progress overall. Pupils in Year 1 make very good progress because of the very good quality of teaching which contains a high level of challenge for the pupils in well structured learning activities. Pupils in Year 2 make satisfactory progress but the quality of teaching does not maintain the high level of progress made previously. Many pupils work on the same or very similar activities regardless of their prior attainment. Staff do not carefully track the progress that pupils make towards the next level of attainment. The teaching in Reception and Year 2 provides very good pastoral support for the pupils, but does not always provide a high enough level of challenge, which limits the further progress of more able pupils.
9. The quality of pupils' learning in Key Stage 2 is often good, particularly in Year 6. Pupils in Year 3 currently make satisfactory progress during temporary staffing arrangements, but the sample of pupils' work indicates that progress was better earlier in the school year because of different teaching methods and higher expectations of pupils. Pupils in Year 4 and 5 often make good progress but the rate of progress gains momentum in Year 6 because of the very good teaching and levels of challenge presented to pupils. In Year 6, higher attaining pupils are particularly well challenged and much is expected of pupils, who work with great enthusiasm to meet these expectations.
10. Pupils in both key stages make satisfactory progress in speaking and listening. Most pupils listen and respond well. As they move through the school they become more confident in speaking, although some pupils struggle to achieve grammatical accuracy.

Pupils generally show satisfactory progress in the development of reading skills and read with an average level of skill. Progress in writing is satisfactory overall and many pupils in Key Stage 2, and particularly in Year 6, make good progress in developing accurate writing skills across the range of subjects. The school has implemented the National Literacy Strategy well and this has had a positive impact upon the quality of pupils' reading and writing. However, occasionally the overuse of work sheets does not encourage some pupils to write in detail or with imagination.

11. The quality of pupils' learning in mathematics is satisfactory in Key Stage 1 and good in Key Stage 2, but this masks some considerable variation. In Year 1, where a leading mathematics teacher for the area teaches pupils, the progress that pupils make is very good, but this slows in subsequent years to being satisfactory. The school has implemented the National Numeracy Strategy in a satisfactory manner, although staff miss opportunities to develop numeracy skills across the curriculum. Whilst some pupils develop strategies to solve problems well, this is an area for further development.
12. The quality of learning in science has improved recently because of a whole school focus upon the subject. Pupils begin to develop and use an appropriate scientific vocabulary and are making good progress in Key Stage 2 in conducting investigations and experiments. The quality of pupils' learning in information and communication technology throughout the school has considerably improved since the previous inspection. At that time, attainment was below that expected and progress was unsatisfactory. The school has worked to increase staff confidence in using information and communication technology and in Years 1 and 4 progress is good and in other year groups it is satisfactory.
13. The quality of pupils' learning in both key stages is satisfactory in religious education, art and design, design and technology and geography. Progress in history in Key Stage 1 is satisfactory and it is good in Key Stage 2. Key Stage 1 pupils make good progress in music and across the school pupils make good progress in physical education. Pupils in Key Stage 2 make very good progress in music because of the high level of subject knowledge of a peripatetic music teacher.
14. Pupils with special educational needs make good progress against the targets set for them in their individual education plans. They are well supported by a learning assistant, who helps them consolidate and extend their language skills. Pupils with special educational needs make satisfactory progress in most lessons, but when they have targeted support in class at times, they make better progress than some other pupils in the class.
15. The school has begun to make use of assessment information for groups of pupils and individuals. Targets in 2000 for 75% of pupils to achieve Level 4 in English and mathematics were exceeded, particularly in English. Targets for 2001 for 70% to meet the national expectation in English and 79% in mathematics, whilst lower than last year, are challenging but realistic for the group of pupils.

Pupils' attitudes, values and personal development

16. The school has made further improvements in pupils' attitudes, behaviour, relationships and personal development since the last inspection, when these were usually positive. Attitudes to the school are very good and pupils enjoy learning. Pupils with special

educational needs have positive attitudes towards their work and they are keen to achieve. They mix well with all other pupils and they are fully included in all activities.

17. Pupils co-operate readily with teachers and apply themselves well to tasks. Most show very high levels of interest and involvement in lessons and other school activities. For example, in a Year 1 English lesson, all pupils were very keen to take part in whole class question and answer sessions about words and spellings. They listened carefully to the teacher, who was using a hand puppet, and they easily spotted the puppet's mistakes in pronouncing everyday words. In a Year 5 science lesson on germination, pupils listened well and gave much thought to what was said. They freely offered their own thoughts and ideas, making a good contribution to learning. Pupils show much interest and enthusiasm in extra-curricular activities and school visits. Year 6 pupils particularly enjoy the recently formed chess club at lunchtime.
18. The school has built a good local reputation for achievement in sports and pupils' enthusiasm for after school sports clubs has been a factor in their success. Pupils in the Foundation Stage are developing positive habits in their learning. For example, in one observation, groups of Reception pupils were seen to get on quietly in activities, such as colouring and reading, just before story time at the end of the school day. Throughout the school, pupils share equipment and learning resources with good consideration for each other and generally play and work well together.
19. Behaviour is very good throughout the school. This makes a significant contribution to pupils' progress in lessons and the positive ethos of the school. The school is a very orderly community. Pupils behave sensibly in classrooms and during assemblies. Lunchtime is a very pleasant, social occasion where pupils enjoy their meals and talk happily in friendship groups, although occasionally some non-teaching staff do not speak in a supportive manner to pupils. Occasionally, in the playground, one or two boys can get a little over enthusiastic in their games but this is never malicious. Bullying is not a problem: no behaviour incidents were observed during the inspection. When incidents occasionally occur, school records show that there are very good procedures in place to deal with such matters.
20. All pupils are polite and respectful towards staff and visiting adults. Behaviour management by staff is generally good with a consistent whole school approach. Staff patiently explain to pupils why certain types of behaviour are wrong. This approach is successful in giving pupils a very good understanding of the impact of their actions on others. Pupils are involved in discussing class rules from time to time, and this also supports their understanding. There were no exclusions at this school in the last academic year.
21. Relationships are very good and the harmonious ethos of the school has a positive impact on pupils' learning. Pupils listen to and respect each other's contributions in lessons. A good example of this was seen in a Year 4 mathematics lesson during a long period of whole class questions. Pupils listened to each other very carefully as they shared strategies for dealing with subtraction in difficult problems. They valued each other's achievements and efforts, even when simple errors were made. Pupils show high levels of respect for the feelings, values and beliefs of others. This was evident during a personal and social education lesson, where Year 5 were discussing and challenging stereotyping in society. As at the last inspection, pupils also collaborated very well in tasks with their peers.

22. Pupils are trustworthy and care for property. They respect their own property and that of others. They readily volunteer as 'litter pickers' at break times and there is no litter about the premises.
23. Provision for the personal development of pupils is good and improves as pupils progress through the year groups. Pupils are maturing well as independent learners. They make sufficient use of textbooks and occasionally of computers to find information. Pupils respond well to responsibilities they are given. Year 6 pupils carry out numerous tasks well in their role as 'computer monitors'. This includes helping Year 1 pupils. Monitors in all classes perform their tasks in a helpful and effective fashion. During a Year 1 discussion after an English lesson, pupils were very keen to act as 'pointer' in front of the class and lead recitals of key words. Although pupils show considerable initiative in their learning, staff sometimes assist pupils a little too much or over-direct learning activities, particularly for some groups of younger pupils and this limits their development as independent learners.
24. Enthusiasm for school is very good and this is reflected in very high levels of attendance. At 97.7% in the last academic year, the rate of attendance is particularly high compared to the national average. There is no unauthorised absence. Punctuality is good. The school has made very good improvement in raising attendance from the satisfactory level found at the last inspection.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

25. The quality of teaching is satisfactory overall and most pupils make suitable gains in their learning. However, the scrutiny of pupils' work during the year confirms that the quality of teaching is very variable and affects the rate of progress that pupils make as they move through the school. Teaching is best in Year 1 and Year 6 where it is consistently very good and this enables pupils in these year groups to make very good progress. During the week of inspection teaching was excellent in 8% of lessons, very good in 27%, good in 23% per cent, satisfactory in 38% and unsatisfactory in 4% of lessons seen.
26. The previous inspection of the school found that, whilst teaching was satisfactory overall, there was an unacceptable level of unsatisfactory teaching (22%), particularly in Key Stage 2. Since then there have been changes in staff and improvements in the quality of teaching in parts of the school and particularly in Key Stage 2, where no unsatisfactory teaching was observed. Teaching and the quality of pupils' learning in Key Stage 2 is now good in English, mathematics, science, history and physical education. It is very good in music and satisfactory in other subjects. Teaching and the quality of pupils' learning in Key Stage 1 is satisfactory overall, except in physical education, where it is good, and in music, where it is very good.
27. Immediately following the previous inspection, the senior management team and staff made improvements in lesson planning, identifying learning objectives rather than describing learning activities. This has had a positive impact on pupils' learning and, in the best lessons observed, as in Year 6; these learning objectives are shared with the pupils so that they know exactly what the focus of the lesson is. Schemes of work are now in place in all subjects and provide a suitable framework for the planning of lessons. However, the planning of lessons is still inconsistent in quality and some lessons in all key stages still lack sufficient structure and challenge, especially to meet the needs of more able pupils. The monitoring of this planning, whilst satisfactory in evaluating curriculum coverage, lacks sufficient rigour to address issues of progress.

28. Teachers' subject knowledge is usually good, particularly in Year 1, where mathematics teaching is excellent, as is the peripatetic music teaching. In the best lessons, and especially in Years 1 and 6, different tasks are set for groups of pupils with different attainment, but this practice is not consistent throughout the school and is a key issue for development. Teachers sometimes make extensive use of worksheets, some of which are not well matched to the levels of understanding of pupils and this affects the quality of their learning by limiting the level of challenge for more able pupils. Teachers and support staff, where they are available, often offer different levels of support to pupils, especially to those with special educational needs, and this allows many to make good progress. Allowance is made for the amount of work produced or the time it takes to complete a task, but the quality of planning too often limits the progress that pupils make, especially those with higher attainment.
29. Where national planning frameworks are available teaching is at least satisfactory. However, in some subjects there is a lack of structure in lesson planning. The planning of lessons for the children in the Foundation Stage, Year 2 and occasionally in Year 3 sometimes lacks focus and clarity and does not always offer the pupils a sufficiently high level of challenge to move them on in their learning. Not all staff consistently and carefully track the progress that pupils make towards the next level of achievement. This slows the progress that pupils make as they move through the school. This is most notable in Year 2 where pupils do not maintain the very good progress that they make in Year 1. This has depressed the levels of attainment of the pupils so that at the end of Key Stage 1 very few higher attaining pupils reach the levels of attainment that they are capable of, as noted in the end of key stage national tests since 1997. Many staff attend external in-service training activities to extend their understanding of alternative methods of planning and teaching. However, some staff have rarely undertaken such work recently and would benefit from further opportunities to observe very good planning and teaching in the area.
30. Where teaching is excellent, as in Year 1 and Year 6 mathematics lessons observed during the inspection, and in music teaching in Key Stage 2, teachers have very high expectations of what the pupils can achieve. In these very effective lessons, teachers have high levels of confidence in their own teaching skills, they are relaxed and confident in what they explain, they use humour well and set very clear challenges for the pupils. This was epitomised in an excellent Year 6 mathematics lesson, where the teacher made very effective use of a range of mental activities to challenge pupils to become "the undisputed world champion" in doubling numbers. This was followed by different activities for groups of pupils, including a task based upon Level 6 attainment, which is well above the national average, for the two highest attaining pupils.
31. The teaching of the basic skills of literacy and numeracy is satisfactory in the Foundation Stage and Key Stage 1 and good in Key Stage 2. The school has implemented the National Literacy Strategy well and the National Numeracy Strategy in an appropriate manner. Literacy is developed well across the curriculum with carefully planned activities to promote speaking and listening, reading and writing. Strategies for teaching numeracy are satisfactory overall and sometimes good. Scrutiny of pupils' work shows that numeracy skills are developed further when measuring in design and technology, when comparing the difference between weight in air and water in science and when presenting information about the weather and amount of traffic in graphs and tables in geography. Whilst the planning of numeracy activities is satisfactory, not enough activities are planned across the curriculum and opportunities are sometimes missed to track pupils' attainment and further develop these skills.

32. The teaching of aspects of the knowledge and understanding of the world for the children in the Foundation Stage is unsatisfactory. Planning is often vague and fails to identify how pupils' levels of understanding will be boosted. During the inspection, teaching was satisfactory overall in the Foundation Stage and Year 2, although there was some teaching that was unsatisfactory in each year group and this is confirmed by the sample of pupils' work over the school year. Classroom observations and the sample of work show that, whilst there are pastoral strengths and good relationships, teachers do not expect enough of pupils. Because the monitoring and evaluation of planning, teaching and learning are not rigorous enough this has allowed several aspects of this teaching to be ineffective over some time.
33. The teaching of pupils with special educational needs by the class teachers is satisfactory. Pupils are generally taught in class alongside other pupils. Occasionally, pupils are withdrawn for special support with the learning support assistant and receive good quality input, which is based on the targets in their individual education plans. Here they make good progress against these targets. Often they are supported in other subjects within class. At these times, pupils also make good progress and sometimes better progress than other groups of pupils make. The quality of teaching for these pupils is good overall and enables them to achieve well against the targets set for them in their individual education plans.
34. A strength of teaching throughout the school is the good and often very good management of pupils. This ensures that lessons are conducted in a calm and orderly manner so that pupils can concentrate well. All teachers have good relationships with pupils, which is reflected in their attitudes to learning and the good levels of intellectual, physical and creative effort. Teachers are good role models to pupils and clearly value the efforts of all.
35. The use of time is satisfactory overall but is better in Key Stage 2, where several short activities are part of most lessons and where teaching has pace and a sense of impact. Occasionally, the youngest children are expected to listen and join in with activities for lengthy periods without a practical activity to interest them. Where support staff are available, they are used well, as are community volunteers. This is particularly effective in information and communication technology where in some activities helpers provide more teaching support than the staff.
36. The quality and use of day-to-day assessment is satisfactory but again variable. It is particularly good in Year 1 where staff make very clear what the pupils have done well and where and how they might improve their work. Verbal feedback is supportive and builds pupils' self-esteem. The marking of pupils' work is inconsistent and, whilst sometimes clearly indicating what needs to be done to improve, on occasions marking is cursory and sometimes work is marked right where it is not.
37. In the pre-inspection meeting and in the inspection questionnaire, parents were very appreciative of the quality of teaching and care provided for their children. However, a small number of parents indicated that they would like their children to receive more homework and on a regular basis. Pupils are encouraged to take home their reading books and share them with an adult. Some other homework tasks are also set. Homework is satisfactory overall and the school is considering how it might extend this in the future.

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

38. The school has made considerable progress since the last inspection in developing a broad and balanced curriculum, to which all pupils have access. Curriculum planning is now satisfactory and meets statutory requirements. Planning meets the statutory requirements in respect of Religious Education and the school follows the Locally Agreed Syllabus. The school has worked hard to ensure all staff have been involved in planning. A curriculum map for long term planning is in place. However, the balance between history and geography currently means that pupils at the end of Key Stage 2 have a long gap between geography topics. Time allocations have been adjusted to give a better balance between subjects. These allocations are appropriate to meet the needs of schemes of work. However, there are some lengthy individual sessions for some subjects, including science in Year 3 and in the Foundation Stage, taking up whole afternoons. Pupils then become restless and activities lose focus. The curriculum for the Foundation Stage has some weaknesses and is an area for further development.
39. Schemes of work are in place for all subjects. There is a rich curriculum in science, physical education and music. Policies and curriculum files are in place. All staff are involved in medium term planning and learning objectives are clearly identified. A common format has been developed for short term planning. However, short term planning does not clearly identify different activities for groups of pupils who make different rates of progress and the needs of more able pupils are not always successfully met. Teachers plan carefully for pupils with special educational needs.
40. The National Literacy Strategy has been implemented well and the National Numeracy Strategy has been appropriately implemented. Additional time has been allocated to extra English. Assessment data is used to set statutory targets. There is satisfactory improvement for pupils in Reception, with the appropriate curriculum for the Foundation Stage in place. However, there are weaknesses in the balance of planned activities, with the development of children's knowledge and understanding of the world not planned as well as it needs to be.
41. There is a monitoring and evaluation policy and the headteacher and the Senior Management Team have set up monitoring systems. However, curriculum monitoring lacks rigour and has not sufficiently identified the differences in planning to meet the needs of different groups of pupils. Monitoring does not yet sufficiently involve co-ordinators in evaluating the effectiveness of planning in areas of the curriculum for which they hold responsibility.
42. Provision for personal, social and health education is satisfactory. This is a similar picture to that of the last inspection. Units of study include development of confidence and responsible attitudes, healthy lifestyles and citizenship. The school is currently reviewing several policies such as sex education and health education with a view to further developing its policies. It is also in the process of developing more detailed lesson plans in personal and social education to ensure that the many themes are fully covered in lessons. Drugs education is sensitively introduced to pupils within the science curriculum.
43. The community makes a very good contribution to pupils' learning. This represents an improvement since the last inspection. The Rochdale Music Service provides peripatetic teaching and this gives pupils additional learning opportunities. Several high quality lessons were observed, where a teacher from the Service worked very

effectively with the school's teachers. The school has many sporting links and this has been an important factor in pupils' achievement in sports. For example, Rochdale Football Club has provided coaching on a number of occasions. The 'Togetherness Club' uses the school premises regularly as a focal point for senior citizens. Pupils visit the group at certain times and take part in activities, including talking and reading with groups of the elderly.

44. There are effective links with several environmental bodies. This includes a recycling group whose members give talks to pupils on a regular basis, and a group concerned with river conservation. Theatre and dance groups are regular visitors to the school and this gives pupils additional cultural experiences. When the Deputy Mayor recently visited the school, full advantage was taken of this as a learning opportunity. A competition took place to identify the characteristics of a mayor and this allowed pupils to reflect on many aspects of citizenship. Several local businesses support the 'Better Reading Programme' with financial donations.
45. The school has constructive relationships with universities, colleges and schools. The school welcomes trainee teachers from universities in the region. Several students from local colleges undertake their work experience placement here each year in nursery nursing. This gives pupils additional support in their learning. The school is currently in negotiations with a view to introducing adult education courses for parents in school. There are sound relationships with local schools. Most pupils from Newhey transfer to the local High School. Year 6 pupils are able to enjoy a full day of activities at this school during the summer term so that they can find out more about the school. This is also effective in giving them confidence in the next stage of their education.
46. Learning opportunities for pupils with special educational needs are satisfactory. Specific provision is based on individual education plans. The quality of these is satisfactory and they give adequate guidance. However, as individual teachers draw these up with the support of the special needs co-ordinator, there are some inconsistencies in the quality of the plans. They are reviewed each term and class teachers prepare the individual education plans for pupils in their classes. Targets are generally appropriate but most are language based. The school is looking at extending these to include numeracy targets. There is a variation in the quality of plans and targets. Some are specific and define a certain action; others are general and vague, giving insufficient guidance. Some targets, which are recorded as still causing difficulty in the review, are not carried forward to the next individual education plan.
47. The school has satisfactory provision for extra-curricular activities, maintaining the provision seen during the last inspection. Several after school activities take place once a week and a chess club has recently started in Year 6 at lunchtimes. An art and design technology club operates at certain times of the school year, and the computer club is about to resume. However, there is more scope for improvement in the provision of activities to support music and the arts. Provision for sport is strong. Pupils go on a number of excursions and school visits each year and this positively enhances their studies and topic work.
48. The provision for pupils' personal development is good overall. Provision for their spiritual and cultural development is satisfactory but for moral and social development it is very good. This indicates an improvement since the last inspection.
49. Provision for pupils' spiritual development is satisfactory. Although the daily acts of collective worship are important occasions in this school, there are some missed opportunities for spiritual provision. There is generally no point of focus, such as a

burning candle, on which pupils might concentrate during periods of personal reflection. This would help to create a better spiritual atmosphere. However, there are opportunities for prayer at which times there is a reference to a higher power, and for pupils to reflect and think about their lives and those of others. Pupils are given opportunity to think about the circumstances of other people. Two regular visitors to school are people with no sight. One plays the piano and leads hymn singing whilst both talk about their lives, giving pupils a valuable spiritual insight and value for their own vision. There are other opportunities for times for reflection in "circle time". Pupils' moral and social development is encouraged very well through opportunities to empathise with others who may experience difficult circumstances at times throughout the year. There are numerous opportunities for groups of pupils to work together, including fund raising for charity and in school celebrations.

50. Pupils' moral development is very well promoted. Fair play in competitive games is highly encouraged in physical education activities. Pupils have a very clear awareness of what is right and wrong. They are encouraged in the daily acts of collective worship to apply qualities, such as the ability to listen, to be caring, kind, helpful and courteous, to their lives in school. This makes an important contribution to the pupils' moral and social development. The very good reward system acknowledges pupils' qualities as well as their achievements. This is important in the school's promotion of the high moral values evident in the school. Almost all adults working in the school make a point of seeing the positive side of pupils' actions and behaviour, rather than being critical. Staff provide good role models exemplified by the headteacher's very full participation in community and fund-raising activities. Teaching staff treat pupils respectfully, and expect the same courtesy in return. Parents are appreciative of the care and support provided and the clear social and moral opportunities to extend the children's personal development in both curricular and extra-curricular activities.
51. The school operates as a highly harmonious unit through the very good level of provision for the social development of pupils. Physical education and extra-curricular activities provide good social training through being part of a team and meeting other schools in competitive situations. Parents are invited into school to join in celebrations at Harvest and Christmas time. School leavers are encouraged to leave something in the school when they depart. Last year's Year 6, made clay plaques, which the school displays to remember these pupils. An important occasion is the visit of the Deputy Mayor who is a governor of the school. Pupils learn about the qualities that people need to become good citizens, and in this way learn about citizenship. Some pupils readily volunteer to keep the school tidy and help in school initiatives, such as re-cycling aluminium and paper. Although there is currently no school council for pupils to offer their ideas and views, pupils have been consulted and asked for suggestions about how they would like the range of extra-curricular activities to be extended.
52. The school satisfactorily promotes pupils' cultural development. Much of this is linked to work in a range of subjects, including visits to places of educational interest and visitors telling the pupils of their experiences. Science makes a contribution to pupils' cultural development. For example, when working on food, Year 2 pupils talked about the influence of people's living conditions on their diet, discussing why people living on an island eat a lot of fish, and that the diet of people who live inland, but surrounded by farms, is different. In art, pupils learn about the work and styles of famous artists, such as William Morris, Escher, Picasso, Munch and Klee. Art and geography combine in topics on Australia and America, when pupils learn about aboriginal and Native American Indian art. In religious education, pupils study Christianity, Islam, Buddhism and Judaism. They are introduced to the cultural background of the followers of these faiths. However, the school is aware that the multicultural element of this work could be

usefully improved. Special events make a significant contribution to pupils' cultural awareness. The recent visit of a troupe of Zulu dancers gave a valuable insight into the dance, music and art associated with this group of people. Pupils also saw a different aspect of dance through the visit of two Caribbean break-dancers. This aspect widens pupils' cultural horizons effectively.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

53. The school has made a number of improvements in this area of its work since the last inspection. The quality of pastoral care is very good, and a strength of the school. Many positive steps are taken to ensure pupils' health and safety and the level and quality of support in this regard is very good overall. The educational and personal support and advice given to pupils is good. These factors contribute significantly to the caring and family ethos of the school, and are effective in supporting pupils.
54. There are good arrangements for the induction of new pupils to school. Prospective pupils to the Foundation Stage have the benefit of well planned sessions to meet staff and experience class routines. This gives them confidence to begin school life.
55. There are good procedures for assessing and monitoring pupils' learning. This is an improvement since the last inspection when procedures were reported as satisfactory. The school has a detailed timetable for when assessments are to be carried out and all teachers consistently administer these.
56. Early assessments, including English and mathematics, are made when the children start school and the assessment indicators make useful predictions for attainment in these subjects at the end of Key Stage 1. Teachers throughout the school use a range of assessments in the core subjects of English and mathematics and following a careful evaluation new assessment material has been ordered for science. Assessments give useful information on what the pupils know and can do. The learning outcomes identified in schemes of work are used as a basis on which teachers assess pupils' attainment in all other subjects. The information is carefully recorded in individual folders and is regularly updated to monitor individual progress. Every year, teachers meet to pass all the information to the next teacher so that suitable work matched to individual abilities can be planned.
57. The procedures for assessing the quality of pupils' learning are good. However, the use of this data to inform the planning of lessons, whilst satisfactory overall, is inconsistent and a key issue for further development. Assessment information is not yet used well enough to match tasks to pupils' abilities or to set appropriate targets for higher attaining pupils, especially in Year 2, and for the youngest children. The data the school has indicates what progress pupils make as they move through the school. In some year groups, including Year 6, this information is used well to ensure that lesson planning provides activities that present a high level of challenge to pupils who make different rates of progress. But the use of assessment data is inconsistent across the school and the lack of effective monitoring and evaluation of planning, teaching and learning has allowed this situation to affect the quality of pupils' learning.
58. Assessment of the progress made by pupils with special educational needs is satisfactory. Main assessment opportunities include National Curriculum assessment tests at appropriate times. In Years 3, 4 and 5, pupils may take a test from a lower year, where levels may be more appropriate. All pupils at Stage 2 and beyond on the school's special educational needs register have reading and spelling assessed through the

Local Education Authority development support service. Some of the on-going assessment on a day-to-day basis is recorded in the learning support assistants' file. This is set against the targets they are working on. This file contains good quality evaluation on pupils' progress and records well what they can do and what they find difficult. These records are used in collaboration with the teacher.

59. Procedures to monitor and support pupils' personal development are satisfactory. Pupils' records include much information on aspects of their personal development, such as their level of confidence and how well they work with others. The school is in the process of designing a proforma so that progress can be monitored more easily.
60. Arrangements for child protection are good. There are good partnerships with the educational welfare service and external support agencies. The school follows the Local Education Authority procedures fully. Staff show a high level of care and vigilance at all times. The designated officer is appropriately trained and deals with any issues effectively.
61. There are very good arrangements to identify and remedy potential hazards to health and safety. Risk assessments are carried out on a regular basis. Arrangements are made to ensure that all equipment and appliances are regularly tested. Accident and emergency procedures are effective in dealing with problems. Fire drills are carried out regularly and are appropriately recorded. One member of staff is fully trained and qualified in administering first aid and three others have received basic training.
62. The school works closely with a number of external agencies in raising awareness of health and safety matters. Visitors include the community police officer, road safety officer, fire service and railway police. Year 6 pupils take part in the 'crucial crew' project and this gives them very good opportunities to find out about what to do in various emergency situations.
63. Procedures to monitor and improve attendance are very good. The headteacher monitors attendance and punctuality very carefully and appropriate records are maintained. An educational welfare officer attends the school periodically and gives effective support to families where necessary. Certificates are awarded each week in assemblies to those pupils achieving good or improving rates of attendance. The school's arrangements have proved particularly effective in raising levels of attendance since the last inspection.
64. Procedures for monitoring and promoting good behaviour are very good. Very detailed records are kept of any incidents of unsatisfactory behaviour in class or around the school, including at lunchtimes. This allows the school to identify any worrying patterns and trends very early on. Where there are problems, this information is used effectively to track progress. Very good use is made of a variety of rewards and sanctions. The school celebrates good behaviour very effectively. Displays in the school hall promote a healthy spirit of competition for pupils to gain points and rewards for good behaviour. Weekly assemblies include special mentions and awards for kindness, good deeds and achievement.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

65. The school has maintained the strength of its partnership with parents since the last inspection. Parents have very positive views of the school. Replies to the inspection questionnaire, and responses given at the parents' meeting show that parents have a

very high level of confidence in the school and the quality of education provided. All parents replying to the questionnaire said that they were pleased with the quality of teaching; the approachability of staff regarding any problems and the school's expectations for their children. The vast majority expressing a view felt that the school is well led and managed. Nearly all parents say that their children enjoy school; and make good progress and that the school works closely with parents. The great majority of parents believe that behaviour is good and that the school is helping their children become mature and responsible. Inspection findings support many of these views.

66. A few parents are disappointed at the range of extra-curricular activities available for their children. However, the number and range of activities are similar to those found in schools of this size and are satisfactory. Whilst currently there are few activities related to music and the arts, the range and number of sporting activities are good.
67. Parents of pupils with special educational needs are kept fully informed about their children's needs and progress. All parents are notified when initial concern is identified for their children and pupils go onto stage 1 of the code of practice. At stage 2 and beyond they are invited to discuss any concerns. Each term, targets and individual education plan reviews are sent home to parents for their information and they have opportunities at parents' evenings to discuss progress and concerns. The level of support from parents of pupils with statements of special educational needs varies. Some help quite a lot whilst others trust the school to provide for their child's progress.
68. The quality of information to parents, especially about pupils' progress is satisfactory. This is a similar picture to that of the last inspection. Parents are pleased at the information they receive about their children's progress. Pupils' annual reports provide clear information about what pupils know, can do and understand. The section on "general progress" is a good feature of reports, giving details about attitudes and personal and social development. A small number of reports do not comment on performance as well as others do, but this is not a significant problem.
69. The school has addressed the weaknesses in the quality of information identified at the last inspection. The school prospectus and governors' annual reports are sufficiently detailed about the school's policies and procedures. However, the prospectus could be improved in its style and content to make information more accessible to parents. The school frequently sends home newsletters and these effectively keep parents abreast of developments in the life of the school. Several useful leaflets and booklets are issued, including a leaflet about numeracy skills called 'targets for pupils in year 6'. This is particularly helpful, giving valuable guidance and information. The school is planning to provide curriculum information letters giving details of forthcoming work in each class in the near future. The school has recently developed a well presented and informative Internet site, which has the potential to be a very effective means of extending links with parents.
70. Parents and visitors are made very welcome in school and good relationships exist between parents and staff. Links with parents are highly effective and their involvement has a good impact on the work of the school. The contribution of parents to children's learning, at school and at home, is good.
71. The Parent and Teachers' group supports the school well by organising a number of social and fund-raising events. The group raises a considerable amount of money each year and this is used to support school activities and to buy additional learning resources, such as reading books and computer equipment. Parents of pupils with special educational needs are effectively involved in regular reviews of progress and

also in target setting. A number of parents and helpers assist with school activities on a regular basis. They give their time generously in supporting pupils in information and communications technology, escorting pupils to the local library and helping with after school sports. Parents helping with listening to readers have received training within the 'better reading partnership' programme. Home/school records show that many parents give good support in listening to their children read at home and helping with homework tasks and, where this happens on a regular basis, this has a positive impact upon children's learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

72. The overall quality of the leadership and management of the school is satisfactory and there are many pastoral strengths in this area. This judgement is an improvement from the previous inspection when the leadership of the school failed to give sufficient clear educational direction to developments. In the Parents' Questionnaire distributed before the inspection and in discussions with parents, very nearly all indicated a high satisfaction with the way in which the school is led and managed. Pupils, parents and members of the community all feel valued and welcome in the school. The work of the school reflects the school's pastoral aims and values well.
73. The headteacher provides very caring leadership, specifically valuing the contributions of all staff and pupils, and this is a focus of school leadership. He works closely with staff, governors and parents to enhance the standing of the school. The effective deputy headteacher and acting deputy headteacher have worked well to support school development during a temporary staffing period. Through differing strengths in professional expertise, the senior management team has the potential to work even more effectively with room for the key stage managers to develop their role more fully in co-ordinating the evaluation of standards.
74. The senior management team sets about addressing issues raised in the previous inspection report with commitment. Overall, school improvement has been satisfactory and good improvements have been made in Key Stage 2. However, not enough focus has been placed on the development of planning for the Foundation Stage and Key Stage 1 and the school has the capacity to bring about further improvement in these areas. Currently, some management procedures lack rigour in identifying and addressing weaknesses in provision and sometimes in taking the difficult action necessary to bring about improvement. Occasionally, senior staff are unsure of which developments to prioritise and exactly how to drive the school forward.
75. The Governing Body fulfils its responsibilities in a generally satisfactory manner. In the first inspection of the school, a key area for improvement was to further develop the governors' ability to play a full role in managing the school. The Governing Body has been slow to bring about sufficient improvement in this aspect of their work. The governors meet termly and have established sub committees to meet their statutory responsibilities. Their role in financial management is effective and there is appropriate monitoring of the current budget deficit. Governors are very supportive of the school, which in many cases they have had contact with for many years and hold it in high regard for the quality of pupil care and community involvement. However, several governors are more focused upon the school's pastoral strengths than on areas for further development in standards of attainment and the curriculum.
76. Whilst some governors have regular contact with the school, many are reliant upon information from other members of the community. Few governors visit the school as

part of a regularised and specific program of monitoring or use any recognised criteria for visits. In many respects, governors rely upon senior staff to inform them of standards of provision in the school and have not developed their role in rigorously evaluating the standards achieved. This places an added burden upon the headteacher in supplying the Governing Body with information. Very few governors have a particular link to an area of the curriculum or aspect of the school's development, although there are good links in information and communication technology.

77. The school's evaluation of its performance is broadly satisfactory but lacks rigour. The school has adopted suitable policies and assessment procedures, and monitoring and evaluation routines have been established. Senior staff and curriculum co-ordinators undertake some monitoring of the curriculum and there has been monitoring of teaching in the main subject areas. The school is beginning to make use of a good range of information to track the progress that pupils make and to set targets for further improvement, but more remains to be done in this area, which is a key issue for development.
78. Senior staff have recently become aware that there are inconsistencies in several aspects of school development. Corporate practices for implementing school routines have not been fully established and some aspects of planning are left to the teachers' discretion. This has led to inconsistency in the quality of planning and teaching. Whilst there is some delegation of responsibilities to subject co-ordinators, these roles have often been shared with members of the senior management team, who in several instances have carried out the bulk of the work done. The monitoring of planning, the quality of teaching and of the work produced lack rigour and do not sufficiently inform planning. Much of the recent monitoring has focused upon coverage of the curriculum rather than on the quality of teaching and learning. In some respects, this has led to a false sense of development in Key Stage 1. However, staff have become aware of the need to extend monitoring systems and the benefit of engaging all staff in evaluation procedures as a strategy to identify and build upon good practice.
79. The special needs co-ordinator (SENCO) took on the role following concerns identified in the previous inspection in the management of special educational needs provision. Leadership and management of this provision are satisfactory and this has a satisfactory impact upon pupils' learning. The SENCO is a full-time class teacher and has no release time to monitor provision, the quality of the individual education plans or to have direct contact with all pupils with special educational needs. This makes it difficult to ensure that such work is of consistent quality.
80. The special needs co-ordinator has identified areas for development and these are consistent with the school improvement plan. The policy is old and outdated but is still relevant in some aspects. The school intends to review this policy when it is more aware of the Local Education Authority's development intentions and of the new Code of Practice requirements. Funds made available for pupils with special educational needs are appropriately directed in the school budget planning. There is a support assistant who works for much of her time with pupils or groups of pupils with special educational needs. She has well defined terms of reference, her role is clear, and her work is of a good standard.
81. The strategic use of resources, including the staffing, accommodation and learning resources is good overall. The school has made satisfactory progress in development planning since the last inspection. The School Development Plan is satisfactory and is now fully costed and contains success criteria. It is clearly used as a central tool in raising standards. Priorities for spending are discussed with staff and governors and

linked to the School Development Plan. The day-to-day management of the budget lies with the headteacher and the secretary and is effectively managed. The headteacher has a very good overview of the school's financial situation. Good care is taken to ensure any additional grants or funds are allocated appropriately in line with the School Development Plan, local and national initiatives. For example, one grant has been effectively used to provide peripatetic music support.

82. The extent to which the principles of best value are applied is satisfactory. The Governing Body considers purchasing of contracted out services. Some services have been re-negotiated to benefit the school. The school has made a decision to retain single age groups wherever possible. Whilst this has in part led to a financial overspend, the budget and general spending patterns are being carefully and closely managed. The school has well established plans and procedures to significantly lower the deficit in the next financial year.
83. The school has made satisfactory progress in updating its resources since the last inspection. More artefacts have been purchased and books replaced. Most subjects have a satisfactory range of resources with physical education having a good range. Resources are well stored and looked after. New computers have been purchased and the school has good plans in place to enhance this provision further. Repairs have been completed to remove potential hazards in the playground. The external environment has been improved by building raised beds and planting trees and bulbs. New fencing is in place and security for the main building has been improved. However, there is no designated play area and large scale play equipment for children in the Foundation Stage and this limits learning opportunities.
84. The accommodation is adequate overall with staff using space effectively. Some classrooms are small and without sinks but good use is made of shared areas. An information technology area has been developed and is generally well used. Library areas are within classrooms or shared areas. Displays are attractive although some classrooms feature very little of the pupils' own work. The headteacher and secretary currently share an office and this is unsatisfactory, although the staff work hard to ensure confidentiality.
85. There is an appropriate number of suitably qualified teachers. All appropriate training for new initiatives has been undertaken. Staff returning from training are asked to complete an action plan. There is a clear staff development policy and a useful, practical handbook. However, some staff have recently taken up few opportunities to visit other schools or attend additional courses and this has had a limiting effect on developing planning and teaching practises in some parts of the school. The role of curriculum co-ordinators is not yet effective in raising standards further. The work of co-ordinators lacks rigour and focus and is a key area for development. Performance Management procedures have been initiated. Support staff are used effectively in the classrooms and have clearly defined roles. Overall, taking all factors into account, the school gives satisfactory value for money

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve the quality of education that the school offers to its pupils, and to raise standards further, the headteacher, together with the staff and the Governing Body, should:

(1). improve the rate of progress made by pupils in Year 2 by:

- carefully tracking the progress that individuals and groups of pupils make toward the next level of achievement (*paragraphs 8,30,31*);
- extending the use of assessment information to inform planning to set challenging targets for all pupils (*paragraphs 57,113,120,132*);

(2) improve the quality of teaching and raise the teachers' expectations of what the pupils can achieve by:

- improving the planning of lessons to identify activities to meet the needs of pupils who make different rates of progress (*paragraphs 28,31,35*);
- specifically identifying and providing activities to meet the needs of the more able pupils on a regular basis (*paragraphs 27,28,32*);

(3). improve the quality of monitoring and evaluation of the work of the school by:

- clarifying the responsibilities of subject co-ordinators and developing their roles in regular and rigorous monitoring of all aspects of planning, teaching and learning (*paragraphs 78,113,120,133*);
- developing the role of the headteacher and senior management team in co-ordinating the work of staff and in development and training activities (*paragraphs 28,32,74*);
- extending the direct involvement of the Governing Body in shaping the development of the school through greater engagement in strategic planning and awareness of specific strengths and weaknesses in school provision (*paragraphs 75,76,82*);

Other issues the governors should consider

- Improve the quality of planning in the Foundation Stage to include focused and structured learning objectives linked to all areas of the Early Learning Goals (*paragraphs 31,32,38*)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	48
Number of discussions with staff, governors, other adults and pupils	28

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
8	27	23	38	4		

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	171
Number of full-time pupils known to be eligible for free school meals	38
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	46
English as an additional language	No of pupils
Number of pupils with English as an additional language	0
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	16

Attendance

Authorised absence

	%
School data	97.7
National comparative data	94.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	21	9

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	14	19
	Girls	8	8	9
	Total	21	22	28
Percentage of pupils at NC level 2 or above	School	70 (82)	73 (76)	93 (88)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	19	18
	Girls	8	9	8
	Total	21	28	26
Percentage of pupils at NC level 2 or above	School	70 (82)	93 (100)	87 (82)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	16	12

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	11	15
	Girls	12	11	11
	Total	23	22	26
Percentage of pupils at NC level 4 or above	School	82 (70)	79 (67)	93 (70)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	12	15
	Girls	11	11	11
	Total	22	23	26
Percentage of pupils at NC level 4 or above	School	79 (67)	82 (67)	93 (67)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	171
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	8.2
Number of pupils per qualified teacher	21
Average class size	24

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	73

Financial information

Financial year	2000
	£
Total income	316,184
Total expenditure	332,995
Expenditure per pupil	1850
Balance brought forward from previous year	-13,164
Balance carried forward to next year	-29,975

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	174
Number of questionnaires returned	46

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	35	4	0	0
My child is making good progress in school.	61	35	2	0	2
Behaviour in the school is good.	52	35	7	0	6
My child gets the right amount of work to do at home.	39	54	7	0	0
The teaching is good.	65	35	0	0	0
I am kept well informed about how my child is getting on.	48	46	2	4	0
I would feel comfortable about approaching the school with questions or a problem.	80	20	0	0	0
The school expects my child to work hard and achieve his or her best.	70	30	0	0	0
The school works closely with parents.	50	46	4	0	0
The school is well led and managed.	72	20	0	2	6
The school is helping my child become mature and responsible.	61	30	4	0	5
The school provides an interesting range of activities outside lessons.	13	63	15	4	5

Summary of parents' and carers' responses

Parents are generally very supportive of the working of the school. Whilst some would like to see a greater range of extra curricular activities, there are few other significant areas of concern

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

86. There has been satisfactory improvement in the provision for children in the Foundation Stage since the last inspection when planning to ensure structured play on a regular basis was unsatisfactory. There is now suitable planning completed every half term, which identifies the learning opportunities for children's learning. Since the introduction of the national literacy and numeracy strategies, planning for communication, language and literacy and for mathematical development is more structured and there are focused learning objectives in these areas of learning. However, these two areas take up too much time and do not leave enough time to develop the other areas of learning sufficiently well. The activities and experiences in the other areas of learning are relevant and suitably based in play activities. However, the planning to extend children's knowledge and understanding of the world still lacks the necessary structure and focus to build systematically on the children's learning and ensure good enough progress. Planning overall does not sufficiently identify the needs of the potentially higher attaining children.
87. Many children begin school with skills that are average in all areas of learning. This is confirmed by initial baseline assessments, which provide useful predictions for attainment in English and mathematics by the age of seven. There are few children identified as having higher than average skills. By the end of the Reception year most children achieve satisfactorily and attain the Early Learning Goals in all the areas of learning. The quality of teaching is satisfactory overall and maintains the standard seen in the previous inspection. However, on too many occasions the same or very similar tasks are organised for children with a very wide range of early learning skills and this does not always offer an appropriate level of challenge.

Personal, social and emotional development

88. Most children start school with average skills in personal, social and emotional development. The school puts great emphasis on developing their personal skills and the children soon settle well to the structured routines and learn quickly how to care for their own belongings and those of others. The establishment of an enthusiastic response to activities and the encouragement of careful concentration have a positive impact on children's learning. The use of role-play areas encourages them to play together harmoniously and to share the play equipment. All children are developing their independence satisfactorily. Many are able to organise themselves in pairs at the end of their formal numeracy tasks to play games which require them to take turns and decide who is the winner. On a walk around the school to look at the changes since the coming of spring, the children walked sensibly together. They showed due consideration to the other children in the school who were working and trying to concentrate by keeping particularly quiet when they walked past the other classrooms.
89. Most children have good self-help skills. They are all able to organise their clothes when changing for physical activity lessons and are able to dress themselves afterwards with very little help. At lunchtimes, they follow the well-established routines confidently, waiting patiently when queuing and when clearing away their things. Their good level of confidence is also evident when they play happily with each other at playtimes. The particular success of this aspect is due to high expectations by all staff and the structured planning, which allows all adults who work together in the Reception class to

provide suitable opportunities for personal development. The quality of teaching is satisfactory overall and most children make satisfactory gains in their learning.

Communication, language and literacy

90. The children in the Reception class enjoy sharing books with other children and with adults. They also look at books sensibly on their own in the well organised and attractive 'book corner'. Books are treated with the necessary respect and are well cared for by all the children. All children know that the words tell a story and many have developed a small sight vocabulary of the most frequently used words in the structured reading scheme. Because of satisfactory teaching, by the end of the Reception year the majority of children attain the Early Learning Goals and are ready to start work within the National Curriculum.
91. A strength of the teaching, which is satisfactory in this area, is the structured approach to teaching phonics. Almost all children know and understand the initial sounds of the letters in the alphabet and a few are beginning to use their knowledge to help work out unfamiliar words. However, in several activities, most children undertake very similar work. Some challenging work requiring the children to identify by listening for and identifying the final sound of a given object was seen during the inspection but this was aimed at all the children and was not appropriate for lower attaining children. The children with the potential to attain beyond the Early Learning Goals are not always challenged enough. These children are often offered the same worksheets as the rest of the class and expected to complete them independently. This often requires no more than making a record of what they have learned in the lessons and does not extend learning further.
92. Adults work well together to support children in groups on formal recording tasks and the development of early reading skills. Nearly all children can write their first name and those children observed formed all the letters correctly. A few higher attaining children can remember how to spell a few familiar words and are beginning to put them together in an appropriate sentence when writing about their personal experiences.
93. Many children in the Reception class initially have limited speaking skills and are able to talk about their work only in short sentences or answer questions with one word. This aspect of communication, language and literacy requires more focus. For example, while there is an interesting role-play area set up in the classroom, there is not enough focused adult interaction with the children to develop their speaking skills specifically. Whilst a lot of time is allocated to the teaching of literacy skills, much of the work requires children to listen rather than make active contributions.

Mathematical development

94. Mathematical development is planned in a structured way and matches the objectives detailed in the National Numeracy Strategy. The children therefore learn about shapes and the relevant knowledge and understanding of measures as well as developing their numeracy skills of counting and finding out about numbers in a satisfactory manner.
95. The children make satisfactory progress in the Reception class because of the satisfactory quality of teaching, and by the end of the year are attaining the Early Learning Goals in mathematical development. Lessons are planned in a structured way and the children's counting skills are particularly impressive. Suitable practical activities and learning through a wide range of familiar number rhymes add to their knowledge and understanding of numbers. Consequently, almost all count accurately to ten and

some can count beyond this. The skills of addition and subtraction have been introduced in a formal way and whilst this is suitable for the great majority of the class, is not appropriate for lower attaining children, who often require further practical experience of matching groups of objects to a given number. There are also some children who are capable of attaining beyond the Early Learning Goals but they are not always challenged well enough, being expected to complete the same worksheet as the other children, albeit on their own. These worksheets often require them to record what they already know and can do, and generally do not extend their learning.

Knowledge and understanding of the world

96. Children start school with a basic general knowledge but sometimes limited awareness of the world beyond their immediate environment. They build on this knowledge and learn about the world around them through a number of suitable topics. This term, the children are planting seeds and exploring what happens as they grow into plants. Following their walks around the school, they can recognise the names of a few flowers and trees. The quality of teaching in this area is unsatisfactory and the quality of children's learning is affected by the lack of focus in such activities. Further opportunities to develop this knowledge, understanding and early scientific skills are missed because planning has not identified learning objectives linked specifically to the learning needs of all the children. Planning to develop the children's sense of place and time is also insufficiently detailed and does not focus on precise enough learning objectives for these aspects.
97. There is a good range of construction and small play equipment, which provides good opportunities for children to develop their skills in these areas. However, to make such activities more valuable, more focused support during the tasks is required. Additional adults in the classroom support the children very well when they are using the computer. For example, all children are able to use the mouse confidently to select the correct numeral for a given number of objects to develop their counting skills. By the end of the year the majority of children attain the Early Learning Goals in the scientific and technological element of knowledge and understanding of the world. However, more could be achieved through a better match of a range of activities to meet the needs of children who make different rates of progress.

Physical development

98. The quality of teaching is satisfactory overall and there are suitable opportunities for the children to develop their physical skills during regular hall times and during planned sessions outside during fine weather. Playtimes are enjoyed alongside children in Years 1 and 2 and the children gain in self-confidence playing alongside their older friends. However planned sessions lack precise and focused learning objectives which means that teachers do not always know what they want the children to learn. There are insufficient opportunities for the children to enjoy the outside environment on their own, away from other children in the school. There is at present no large school play equipment and the children do not have enough opportunities to go outside on a regular basis to focus on developing their motor skills, awareness of space or learn how to keep themselves safe.
99. The teaching of fine motor skills is good and children have good pencil control. They colour carefully and evenly within the line and inside shapes and have a good depth of colour. Their cutting skills are sound and most children can follow a straight line accurately. Overall, the children make satisfactory progress and by the end of the Reception year the majority attain the Early Learning Goals in physical development.

Creative development

100. The quality of teaching is satisfactory, as is the quality of children's learning. There are a number of suitable activities in which the children are able to develop their creative skills and by the end of the Reception year the majority attain the Early Learning Goals in their creative development. Painting opportunities are ongoing and the children are able to choose this activity during the afternoon session. Most children name the main colours and some are able to say which colour is made, when yellow and red are mixed together, for example. There is also an interest table, which allows the children to explore the sounds of a range of instruments. During music and movement sessions, the children showed that they are able to respond to music and follow instructions. However, they do not have enough opportunities to develop their imagination by responding creatively to music. While these activities are suitable, there are no structured and focused learning objectives matched to individual learning needs so that the needs of the potentially higher attainers are not always met.

ENGLISH

101. Pupil attainment in the 2000 Key Stage 1 National Curriculum tests in reading and writing was well below average nationally and when compared to similar schools. Results of the Key Stage 2 national tests show that attainment was above the national average and well above the average of similar schools. Over the past three years, standards in Key Stage 2 have continued to rise. Inspection findings indicate that pupils' overall attainment in English is in line with national expectations at the end of Key Stage 1 and Key Stage 2. Inspection findings indicate a slight fall in attainment in Key Stage 2 to that seen in the last national tests. This is due to a difference in the natural abilities of the different groups of pupils whose quality of learning is good. The majority of pupils in Key Stage 1 are on line to achieve the national expectation but few are likely to achieve at the higher levels and this depresses the overall standing in national tests. Although the attainment of girls has often been above that of boys, this is generally a reflection of the natural abilities of the groups of pupils and does not represent the attainment of pupils currently in Year 6.
102. The progress of pupils in Key Stage 1, including those with special educational needs, has not been good enough since the last inspection. Standards for reading and writing show a downward trend over the last three years with the gap between the school and the national average widening. The school has had ineffective monitoring procedures and been slow to react to this issue. Whilst overall progress in Key Stage 1 is mostly satisfactory, that of boys and girls with higher attainment is unsatisfactory.
103. Improvement in standards in Key Stage 2 has been good since the last inspection. The National Literacy Strategy arrived at a timely moment for the school, helping to audit resources and develop training. The Additional Literacy Strategy has been adapted well and booster classes take place after school. Pupils with special educational needs receive additional support and achieve in line with their abilities. New dictionaries have been purchased as well as resources for pupils with special educational needs. Key Stage 2 targets have been based on detailed assessment data. There has been focused in-service training on spelling and the development of a Better Reading Partnership. A guided writing project has clearly targeted groups to address underachievement in writing in boys. This project included ways of developing writing across other subjects. All these initiatives have contributed positively towards raising standards at Key Stage 2.

104. The overall standard of writing at the end of Key Stage 1 is average. In Year 1 all pupils make good progress. More able pupils are beginning to use full stops, write neatly and use phonetically plausible words. A very good recount of "Goldilocks and the Three Bears" showed a high awareness of sentence structure. The quality of pupils' learning is satisfactory in Year 2, but pupils make slower progress than in Year 1. There is an over reliance on worksheets, which are not matched to pupils' different levels of understanding. This is hindering progress, particularly for more able pupils. Pupils are not consistently joining up writing and there are limited opportunities to work independently and this impacts upon pupils' learning by limiting their imaginative writing.
105. Standards of writing in Key Stage 2 are average. In the lessons observed, pupils make good progress in developing their confidence and fluency in writing. During Key Stage 2 pupils use a range of writing styles. By the age of eleven, average and more able pupils are writing fluently with good spelling, punctuation and paragraphs. They are able to plan, draft and create a finished book. Homework is not used effectively to support learning and is often the same across different ability groups.
106. There are good links with literacy across the curriculum. There is a good level of written work within history in the writing of accounts and lists. Pupils make good use of technical vocabulary and use research skills well in geography. In science, pupils are encouraged to develop scientific vocabulary within their work on solids and liquids and in music there is good development of key vocabulary. Good use is made of information and communication technology across the school from skill practice to developing word processing skills. Good links are made within literacy lessons to other subjects. In a Year 6 lesson, very good use was made of explanatory texts, which linked to science work.
107. As pupils enter Key Stage 1 they have a satisfactory level of vocabulary but listening skills are often better developed than speaking skills. Most speak in reasonable sentences whilst talking to each other in play situations. Progress is satisfactory across both key stages. Pupils listen well to each other and to the class teacher. Older pupils read aloud confidently within class and there are opportunities to read aloud in assemblies. Most enjoy answering questions although there are a few who do not readily volunteer answers. Pupils are not yet confident or fluent in discussing their work or reading in depth. This is due to limited opportunities to practice these skills.
108. Pupils enter Key Stage 1 with satisfactory levels of reading. Some more able pupils are able to identify authors, titles and discuss favourite stories. Less able pupils know where books start and that reading is from left to right. Although pupils make good progress in Year 1, this progress is not always maintained in Year 2. By the end of Key Stage 1 standards are currently in line with national averages. There are good opportunities to read aloud to the class. However, there is little challenge in some of the reading books offered and, therefore, insufficient progress for more able pupils. This depresses the end of key stage levels of achievement in national tests, as noted in recent years.
109. Pupils make generally good progress in the development of reading skills during Key Stage 2, especially in Year 6. There are some good opportunities to read to an audience within some classes and during assemblies. Through support from teaching assistants, less able pupils make good progress in developing comprehension skills. Key Stage 2 pupils develop a good appreciation of poetry. Higher attaining pupils read with fluency and expression and perform well. By the end of Key Stage 2 pupils are

aware of favourite authors, books, likes and dislikes and read a range of fiction and information books well.

110. Good use is made of reading diaries across the school. As pupils complete a reading book in Year 6 they discuss the book with the teacher before moving on to their next book. This is a good strategy and is beginning to have an impact on raising standards further. There is a good range of classroom fiction books. Information books are linked to other subjects and shared within classes and there is a good selection of poetry books.
111. Pupils settle quickly to tasks. They listen well to each other and to the class teacher. Pupils in Year 1 show a high degree of working independently. Pupils in Key Stage 2 show good levels of concentration, positive attitudes to reading and are able to work independently. However, not all pupils enjoy participating in question and answer sessions because of their limited confidence and opportunities to speak to an audience in some classes.
112. Teachers have good relationships with the pupils. Teaching is satisfactory overall in Key Stage 1 and good in Key Stage 2. The quality of teaching in Key Stage 2, and particularly in Year 6, has a positive impact upon pupils' learning and raises the levels of attainment. Pupils are well managed through good planning, targeted questioning, positive praise as well as clear expectations and pace of lessons. Occasionally, activities are not focused sufficiently to learning objectives and, consequently, only limited progress is made. Some activities are very teacher directed. In some classes there is little evidence of planning different activities to meet the needs of pupils who make different rates of progress until the upper end of Key Stage 2. Although pupils with special educational needs make good progress, particularly when working with support staff, more able pupils make insufficient progress.
113. Sufficient time for the teaching of English is allocated across both key stages. The co-ordinator has a very good overview of the subject and is aware of strengths and weaknesses. A very detailed analysis is kept of assessment data and this is used to inform target setting. This process now needs to focus on a higher level of challenge, particularly for more able pupils. The headteacher currently uses this information to set curricular targets for staff. These targets have not yet been reviewed and their impact has not yet been evaluated. More opportunities for focused monitoring of planning, teaching and learning as well as more challenging expectations and targets for able pupils would support the development of standards.

MATHEMATICS

114. There has been good improvement since the last inspection in standards and teaching of mathematics at Key Stage 2. When attainment in the previous national tests is compared to all schools standards were average. However, when standards were compared to those in similar schools attainment last year was well above average. A good number of pupils attained the higher levels in the end of key stage tests. The higher attaining pupils achieved well and this reflects good progress for this particular group of pupils over the key stage. Teachers at Key Stage 2, and in particular Year 6, have high expectations and give pupils tasks, which challenge their thinking. There has been no significant trend in the difference in the attainment of boys or girls. Inspection evidence supports the results of the end of Key Stage 2 assessments, which show that by the age of eleven pupils attain average standards. Whilst this indicates a fall from

the high standards achieved in 2000, it is a reflection of the natural abilities of the different groups of pupils.

115. The very positive picture of improvement is not reflected in standards at the end of Key Stage 1. The year 2000 national assessments showed that because of the low number of pupils attaining the higher levels, and based on an average points score, standards were well below average when compared to schools nationally and below the average of similar schools. There has not been enough improvement in standards over several years. Because of excellent teaching in Year 1, the majority of pupils attain average standards at the end of the key stage. However, higher attaining pupils do not achieve well enough and too few are attaining at above average levels at the age of seven. This is due to insufficient use of assessment information to review and set challenging targets based on previous attainment and to the lack of challenge in the level of planned work. The scheme of work is followed too closely without enough account being taken of previous attainment. Work for pupils with special educational needs across the school is suitably focused on their individual learning needs and this and the good quality support they get from other adults in lessons ensures that they make good progress and achieve well.
116. By the age of seven standards in mathematics are average. Pupils have a satisfactory knowledge of place value and most know their number bonds to ten. A few pupils are able to add three digits mentally using their knowledge and understanding of number relationships. During numeracy lessons suitable emphasis is given to teaching strategies for calculating number problems but this is not always followed up sufficiently well in group work and affects the quality of pupils' learning. Pupils return to counting on their fingers even though when challenged they could recall the total quickly from memory. Group tasks are based too often on workbook activities and not sufficiently well on the learning objective.
117. The quality of teaching at Key Stage 1 is broadly satisfactory overall but is inconsistent. Excellent teaching seen in Year 1 during the inspection reflected very good subject knowledge and expertise. Learning in Year 1 is very good because planned activities are suitably based in practical investigation, which challenges pupils to think about the relationship between numbers, and work is well matched to previous attainment. All pupils are consequently very confident with number and talk excitedly about what they have found out. The pace of these lessons is very good and high expectations of achievement are maintained. Whilst teaching in Year 2 is in many respects satisfactory the work does not build sufficiently well on this previous learning. Despite making very good progress in Year 1, where standards achieved are above average, pupils do not make the progress required to maintain their learning at the end of the key stage.
118. By the age of eleven pupils have a good understanding of place value and they use this skill to multiply confidently decimals to two places by a single number. They apply this knowledge and understanding to correctly solve problems with money and measures. Pupils enjoy their mathematics lessons and look forward to the daily challenge which requires them to find as many totals as they can with four given numbers using addition, subtraction, multiplication and/or division. This regular fun activity successfully improves pupils' mental agility. Whilst assessment information has indicated variations in the achievements of boys and girls, currently there is no significant difference in attainment.
119. The quality of teaching at Key Stage 2 is good overall. Teachers have high expectations and pupils rise to the challenge. Learning is particularly good towards the end of the key stage when the pace of lessons is brisk and suitable challenge is presented during the

main teaching activity. This teaching is excellent when the teacher plans different activities that contain a high but relevant level of challenge for all pupils. This includes the opportunity for the highest attaining pupils to work on tasks based on Level 6 attainment, which is well above average. In Year 6, more able pupils achieve well. However, in other year groups the higher attaining pupils' achievement is sometimes hampered when they are expected to do the same work as the other groups before moving onto suitable extension work. Pupils with special educational needs make good progress because of a suitable match to their individual targets and to the support they receive from additional adults in lessons.

120. The management of mathematics is satisfactory, but ineffective monitoring of the quality of planning, teaching and learning has allowed inconsistencies to occur and remain in some parts of the school. Teachers use a range of assessments to monitor pupils' progress. These give useful information on pupils' attainment and are used to set challenging targets in Key Stage 2. They are not yet used sufficiently well in Key Stage 1, where the initial predictions of attainment at the end of the key stage are not revised upwards for higher attaining pupils. The pupils use relevant programs on computers to practise their mental arithmetic skills in a satisfactory manner. The school plans to integrate information and communication technology into the subject in a more focused way so as to support learning in all areas of mathematics.
121. The school has made good progress in the development of mathematics in Key Stage 2 and Year 1 since the last inspection. The introduction of the National Numeracy Strategy has led to focused planning with precise learning objectives. Standards at Key Stage 2 are rising and the school is on line to reach its targets this year. But, the match of tasks to pupils' abilities, especially the higher attainers, is a key issue for further development.

SCIENCE

122. At the end of Key Stage 2, standards of attainment in the National Curriculum tests in 2000 were average when compared to schools nationally and when compared to similar schools. Pupils at Key Stage 2 are currently working at levels that are better than expected for these pupils and standards are now above expectations for all groups of pupils and their achievement is good. This is because of a specific focus upon the development of planning, teaching and learning in science. Standards are now higher than they were judged to be at the time of the previous inspection when attainment was average. The rate of improvement since 1996 has been better than the national rate of improvement. There are no significant differences in the standards of attainment of boys and girls.
123. At the end of Key Stage 1, teacher assessment for 2000 indicated the percentage of pupils attaining the nationally expected level was below the national average. No pupil was assessed to be capable of reaching the higher level. This places overall attainment below average and indicates that higher attaining pupils are under achieving. Inspection evidence indicates that by the end of Year 2, attainment is overall in line with expectations, but pupils capable of higher levels of attainment are not achieving levels that are good enough. Pupils with special educational needs are making good progress in lessons and achieving well.
124. In Year 2, in their work on Healthy Eating, attainment is generally as expected for pupils of this age. Pupils choose food from the different food groups of carbohydrates, fruit, vegetables, meat and fish, dairy products, sweets and drinks. They are often able to

choose a balanced meal with an average level of understanding. Pupils with special educational needs make good progress; average-attaining pupils made satisfactory progress and higher attaining pupils unsatisfactory progress. This situation is generally reflected in other aspects of work in science. Because all pupils have the same or very similar tasks, the quality of pupils work is similar and of roughly the same standard. Whilst generally satisfactory overall, teaching does not meet the needs of the more able pupils sufficiently and limits the quality of these pupils' learning

125. Pupils in Key Stage 2 achieve well, especially in Years 4, 5 and 6 because of the good quality of teaching. Consequently, by the end of the key stage attainment is above that expected of eleven-year-olds. In Year 3, pupils develop satisfactory observational and testing skills at a level that is expected for this age. They test different rocks, including slate, rock salt, sandstone, chalk and granite for hardness and resistance and predict which rock is the strongest with satisfactory understanding. Pupils of higher attainment give reasons for the use of some rocks, such as slate being good for roofs because of the shape and waterproof properties.
126. In Year 4, pupils develop basic investigation and observation skills well. The effective opportunities to carry out investigations and good use of open-ended questions enable pupils to make good progress. They observe closely what happens when ice changes into water and what happens to candle wax whilst the candle is burning. Pupils are good at predicting which procedures are reversible and which are not. Higher attaining pupils write freely about what they have done, whilst average and lower attaining pupils complete work sheets with appropriate levels of built-in guidance, such as filling in missing key words.
127. Year 5 pupils develop a good understanding of the growth of a plant through well planned activities that focus on the development of scientific skills. They know and can name the different parts of the plant and are aware of the functions of root, stem, leaves and flower. Pupils then use this knowledge and understanding well and, with their good understanding of fair testing, they devise a test to check that the presence of air affects the germination of a seed. By Year 6, pupils' knowledge and understanding of science has developed well because of the very good quality teaching. Older pupils have a good understanding of the good and harmful effects of bacteria, fungi and viruses. Many know that the effects of micro-organisms, such as bacteria, can be treated, whilst those of a virus are much more difficult to deal with. This indicates that all pupils achieve well and that they are reaching good levels of understanding.
128. Above average standards and better than average achievement are made possible by the good quality teaching that takes place in Year 1 and Key Stage 2, especially in Years 4, 5 and 6. Although teaching is satisfactory overall at Key Stage 1, there is a weakness. There are few evident arrangements for work at appropriate levels for higher attaining pupils in some classes. All pupils work from the same work sheet. The result is that average attaining pupils make satisfactory progress and higher attaining pupils make unsatisfactory progress, because the outcomes for all pupils are similar. The assessment and monitoring of pupils' work is ineffective and higher attaining pupils in particular are not provided with work that is sufficiently challenging.
129. Teaching is broadly satisfactory in Key Stage 1 and good in Key Stage 2. Teachers have secure subject knowledge and they engage pupils' attention by relating the learning to interesting facts, such as where people live affects their diet; fish for those living on islands and meat if there are farming communities around. This effectively stimulates pupils' interest. Teachers also use their good subject knowledge to ask meaningful questions of pupils to consolidate knowledge and establish that the pupils

have understood sufficiently. Management of pupils is good and teachers consistently establish high levels of behaviour in their lessons. This is a significant factor in the creation of a good learning environment, where pupils find concentration easy and therefore learn effectively.

130. The use of time in lessons is variable. Some lessons are long and occasionally last all afternoon. This is too long for these pupils and the teacher sometimes finds difficulty in motivating pupils and getting them to sustain concentration towards the end of the lesson. Teachers use good methods, involving practical investigation, to interest and motivate the pupils and this effectively boosts pupils' learning. The practical experiences given to the pupils extend and consolidate their learning effectively by putting the knowledge they are gaining into a meaningful context. Teachers' organisational skills are mostly good. At Key Stage 2, particularly in Years 4, 5 and 6, teachers' expectations of pupils are high. Pupils make good progress and all groups of pupils achieve well in these classes. Good teaching support is provided for pupils with special educational needs from the learning support assistants. They give groups of pupils a high level of effective input and which enables the pupils to make good progress.
131. Pupils' attitudes are good. All pupils settle quickly to work and try hard. They show interest and communicate willingly with the teacher and other pupils. They work hard and take their work seriously. However in longer sessions, younger pupils at Key Stage 2 find difficulty in concentrating effectively towards the end of the lesson. Behaviour in the great majority of lessons is good. Pupils listen carefully and give thought to what is said by their teacher and other pupils. Older pupils have a mature approach to their work and concentrate for extended periods. They show initiative and they are confident as they start off their various tasks.
132. The science curriculum is now good and has been a focus for school development since the previous inspection; it is broad and balanced and effectively covers the investigative aspects of science. However, assessment of pupils' work, which is all teacher based, is currently unreliable. This impacts upon the limited achievement at Key Stage 1 for higher attaining pupils, where no pupils are assessed at Level 3 at the end of the key stage. The co-ordinator is aware of this weakness, which the school is beginning to address. The co-ordinator is confident that better assessment will raise attainment, particularly of different groups of pupils through identifying different levels of attainment and giving teachers important planning information. There is a good quality portfolio of pupils' assessed work, which is very useful to staff when they are assessing pupils' work.
133. The monitoring of planning, teaching and learning whilst generally satisfactory lacks rigour. The role of the subject co-ordinator in the management of science is under-developed and has allowed inconsistencies to occur in the level of challenge offered to pupils. The use of information and communication technology as a tool for scientific research and handling data is at an early stage of development.

ART AND DESIGN

134. Attainment for seven and eleven-year-olds is in line with national expectations. This is an improvement since the last inspection when standards were below expectations at the end of Key Stage 2. In some classes there are very few examples of pupils' recent work on display and the displays do little to enhance pupils' knowledge and understanding and self-esteem. The quality of pupils' learning, including those with special educational needs is satisfactory overall although there are inconsistencies from year to year.
135. In Key Stage 1 pupils use art materials in a generally satisfactory range of drawing and painting activities, but have a limited number of experiences of working with textiles and printing. This limits the quality of pupils' learning in some important areas of the curriculum. Pupils use paints very sensibly to decorate box model houses in a design and technology activity. They have an average awareness of shape and perspective when drawing sketches of the type of home they will subsequently build. Pupils undertake a range of drawing and painting activities and develop an average level of awareness of and skill in using colour, pattern, texture, shape and form. However, pupils have too little opportunity to use their own ideas and develop their own creativity. Most activities are largely adult organised and the work that is produced lacks individuality. In some classes there are relatively few opportunities to produce an imaginative range of work in two and three dimensions and this limits pupils' progress in developing skills in design.
136. Key Stage 2 pupils evaluate and explore the textures and shapes of a variety of objects with an average level of attainment. The overall quality of pupils' learning is satisfactory and in some activities it is good. However, pupils' progress across all aspects of the curriculum, including the design element, is limited because of the uneven development of different art skills and techniques. In Year 5 pupils discuss the features of feathers, shells, wood and a honeycomb and arrange these in the best and most effective way for drawing. Secure sketching skills are then developed through careful and progressive planning of activities, which lead to pupils making good progress in their learning. Pupils select a section of the display to draw in detail, which they do well. Their drawings are good quality reproductions of what they see. Shape and form are well preserved. Through good use of shading they reproduce texture and depth of colour to good effect. They evaluate the quality of their work and they improve and develop their ideas, and record what they see well.
137. On occasion pupils study the work of well-known artists in a satisfactory manner. They learn about the different styles and techniques and appreciate the work of famous painters such as William Morris, Escher, Picasso, Munch and Klee. Good quality portraits in the style of Picasso were displayed in the school, which demonstrated appreciation of the artist's work, but still retained some element of individual creativity. Pupils apply paint accurately and evenly, creating a colourful and eye-catching effect and use crayons effectively in producing portraits. These create a very different effect, but are still of an appropriate and satisfactory standard. Older pupils complete pottery and sculpture of a satisfactory standard. Plaques dedicated to the school demonstrate that by the end of Key Stage 2, pupils have acquired sound skill in clay work.
138. The quality of teaching is satisfactory overall, and some very good teaching was seen during the inspection. The teachers' introductions to tasks are effective and revise a good range of technical aspects including sketching and this trains the pupils in the required skills. However, the teaching of the design element of the curriculum is relatively weak. In better lessons, very good attention is paid to detail, with a close

focus upon teaching skills which effectively encourages the pupils in Year 5 to try hard and to produce high quality sketches. The teaching of basic skills is very good in Key Stage 2 but less effective in Key Stage 1. Very good use of technical vocabulary, terms and methods was seen during the inspection period. This gives the pupils a pride in what they are doing and they take good care in their work. Where teaching is most effective planning is of a good quality and effectively develops pupils' skills and each step is securely based on previous learning. Pupils are well managed and time is used effectively. In the best lessons, very good use is made of resources. These are well managed and their quality has a direct impact on the quality of work produced.

139. Pupils respond well to opportunities for collaborative group work. They take pride in their tasks and they feel that they are working at high and challenging levels, to which older pupils respond in a mature and sensible manner. Pupils work very well within groups, and they exchange their ideas and thoughts readily. Most concentrate hard, behave very well, take their work seriously and do their best. They show pride in their achievements.
140. There is satisfactory development of pupils' cultural awareness in art and design activities. A local artist has produced a collage, which is on display. Famous artists are studied and there are good links through geography including aboriginal art, American Indian and Muslim art. Artwork has been inspired by a troupe of Zulu dancers, the use of sari materials and other traditional fabrics.
141. There is a good curriculum in place, which offers good levels of support for non-specialist teachers. The school developed its own good quality curriculum following the recommendations of the previous inspection. The current scheme will be reviewed at the end of the year in the light of teachers' experience and the school intends to adopt best practice from both. Judgements made at the time of the previous inspection in respect of resources have been fully addressed and there has been an improvement in resources since this time. The subject co-ordinator works closely with the headteacher who has a good level of subject knowledge and understanding and has conducted some effective model lessons for teachers. However, the monitoring and evaluation of pupils' work has not been effective in identifying inconsistencies where they occur. Whilst information and communication technology is used to support the art and design curriculum, more could be done to ensure the further development of skills through more regular access to appropriate art and design programs.

DESIGN AND TECHNOLOGY

142. Attainment is as expected for seven and eleven-year-olds and all pupils achieve satisfactorily. This is an improvement since the last inspection when standards were below expectations at Key Stage 2. All pupils, including those with special educational needs generally make satisfactory progress as they move through the school.
143. Younger pupils develop a satisfactory vocabulary associated with different types of houses. They recognise and name bungalow, terrace, detached and dormer bungalow and higher attaining pupils name the different parts accurately, such as roof, door and window. These activities are well linked to work in both aspects of the design and technology curriculum and lead to pupils making appropriate progress in both areas of learning. Pupils generate good ideas about the type of home they want to make models of and prepare preliminary sketches well. They have good skills in drawing, cutting and in joining and are able to use scissors and tape to construct their models. They paint their models to complete the task to a satisfactory standard. Year 2 pupils have made

wheeled vehicles that are set on a sub frame with axles and wheels. They finished these models off with card to a satisfactory standard. Year 1 pupils have made some interesting moving pictures and experienced food technology by designing and making sandwiches. Whilst there was only limited evidence of recent activities in the subject the quality of pupils' learning of how to design and make different products is satisfactory.

144. At Key Stage 2, pupils make pop-out cards of faces. They use paper or card mechanics appropriately and their models are of a satisfactory standard. Higher attaining pupils understand the three dimensional effect and are able to explain how folding and cutting will enable some pieces to move out from the background and will, for example, enable parts of a face such as the nose and tongue to stick out. They are able to carry out a range of techniques such as folding for symmetry, and attaching ears in different ways. Pupils learn more about the need for accuracy in such work and the quality of pupils' learning in such tasks is satisfactory. Scrutiny of work completed also shows that standards are generally in line with expectations for pupils at this age. Year 5 pupils have used cams to produce a range of moving toys of a satisfactory quality. They are able to explain the mechanical workings with appropriate understanding and apply a satisfactory level of 'finish' to the models. Year 4 pupils use their knowledge of electrical circuits in science to make torches of an average standard. These are relatively successful, although pupils experienced some difficulty when fitting the circuits into the case. These problems were overcome and pupils extended their learning of why some torches worked better than others.
145. The quality of teaching is satisfactory overall, although some good and very good teaching was seen during the inspection. Teachers make good use of models to demonstrate the intended style and the range of possibilities. They make good use of pupils' explanations during discussion. Teachers have a very pleasant and supportive manner with the pupils, which gives pupils confidence and encourages them to contribute. Very good use is made of questions and this enable pupils to contribute at their own appropriate level. Adult support is used well. Learning support assistants are fully involved with the pupils, are very well prepared and advised about what is required.
146. Pupils contribute to discussions well because they feel confident to do so. They discuss their ideas readily with the teacher, adult helper and other pupils. Occasionally their concentration dips after a short while and pupils need further teacher input. In the initial introduction, pupils are sometimes quiet and offer little in the way of suggestion although they are generally keen to start practical activity.
147. The school currently follows new curriculum guidelines and this has improved provision and practice. The scheme involves a wide range of materials including wood, resistant materials, fabrics, junk materials, food, wheels, gears and cams, and construction kits. Resources are appropriate, of a satisfactory quality and quantity and are easily accessible. However, whilst the school has some computer software that would aid the design element of several activities this is not yet adequately developed. The subject co-ordinator has few opportunities to monitor the quality of planning, teaching and learning and this makes it difficult to ensure that pupils' learning is consistent and progressive.

GEOGRAPHY

148. By the age of seven and eleven pupils' work in geography is average for their age. This is an improvement since the last inspection standards at Key Stage 2 were unsatisfactory. Teachers now follow a structured scheme of work, which focuses closely on developing geographical skills, knowledge and understanding. The quality of pupils' learning and the progress that they make is satisfactory.
149. The work of pupils in Year 1 is of a good standard. Pupils talk confidently about the buildings in the immediate area and know the difference between bungalows, semi detached and detached houses. They plot their building on a plan of the local area and by using their geographical knowledge and understanding say where they are in relation to the plan. This very good learning is in response to very good teaching, which challenges pupils to build on previous learning and introduces mapping skills in an interesting and fun way. In Year 2 pupils make satisfactory progress in their knowledge and understanding of a different locality and developed interest in a topic on Australia. This topic is brought alive by the first hand stories told by an adult who has visited the country recently. The range of photographs and learning resources motivate the children to learn more about the animals, plants, buildings, features and cultures of the Australian peoples. Pupils use the computer to research and correctly find Australia on a map of the World. Most pupils use their research skills to locate 'The Great Barrier Reef', 'Uluru' and the major cities with an average level of understanding.
150. Standards in Key Stage 2 are average. The quality of pupils' learning and the way in which pupils develop their knowledge of a range of different places is satisfactory. Particular emphasis is placed on finding out about the impact of humans on the environment and pupils have a good understanding of environmental issues. Within this context Year 5 pupils collect and represent information about the amount of traffic around Rochdale. They also monitor the different climates of countries around the world and think about how these affect the way that people in different parts of the world have to adapt their lives. Pupils in Year 6 talk enthusiastically about their geography and have a satisfactory general knowledge about cities, mountain ranges and rivers of the world. They continue to consider the effects of water on the environment when discussing erosion, deposition and meandering of rivers and make satisfactory progress in their knowledge and understanding of geographical features.
151. The quality of teaching at both key stages is satisfactory overall. Planning is detailed and based on a suitable scheme of work. Teachers make clear assessments based on identified learning outcomes but these are not yet used sufficiently well to plan work, which is matched to individual learning needs of all pupils. The curriculum is organised into units of blocked work and while this is satisfactory for pupils up to Year 5 is insufficient to maintain continuity for pupils in Year 6. Because of the way the curriculum is organised these pupils do not learn any geography except for a small project about 'What's in the news?' for over a year. This is not good enough and affects the quality of pupils' learning.
152. There are a suitable number of CDs, which provide information about geographical themes, which pupils use to find out about different countries and the Internet is used by older pupils to research facts about rivers and other geographical features. This makes a satisfactory contribution to support pupils' learning and further integration of information and communication technology is planned. The co-ordinator monitors teachers' planning but has not had the opportunity to monitor teaching and learning directly in lessons. This makes it difficult to track the quality of pupils' learning and is an area for development.

HISTORY

153. By the age of seven and eleven, standards in history are average. This is an improvement since the last inspection, when standards were reported to be below average at both key stages. At the end of Key Stage 1 there is little evidence of attainment at the higher levels and higher attaining pupils are not achieving as well as they might. This is not the case at Key Stage 2 where all pupils achieve well by the end of Year 6. However, the curriculum relies heavily on the pupils learning historical facts and does not focus sufficiently on developing the pupils' understanding of historical concepts or the development of subject specific skills. A new co-ordinator for the subject has introduced a structured scheme of work and this, and regular activities in history for all year groups have added to the improvement in teaching and standards.
154. Standards in Key Stage 1 are average. Work in Year 1 centres on pupils' own history and pupils make satisfactory progress in understanding the changes in their own lives since they were babies. In Year 2 they consider famous people in the recent past and pupils make satisfactory progress in beginning to understand some features of different historical periods. Pupils' learning is suitably linked to events during the year such as 'Bonfire Night' when considering the life of Guy Fawkes, or to their learning in geography by learning about 'Captain Cook'. Opportunities to consider how people lived in the relevant time are given by teachers who base the learning of historical facts and understanding in suitable stories about the past. This way of presenting the past allows pupils to make simple observations about what has happened in the past but does not give higher attaining pupils opportunities to ask and answer questions or to evaluate the reasons behind the main events and changes in different periods of history. The quality of teaching is satisfactory overall. Whilst the quality of learning is satisfactory overall higher attaining pupils could achieve more.
155. In Key Stage 2 the quality of teaching and learning is good. All pupils are developing a good understanding of the different ways that the past is represented through looking closely at a range of evidence including photographs, videos, accounts and legacies. Lessons are interesting and planned carefully to provide a range of work at different levels to match the learning needs of all pupils in the class. Year 3 pupils learn about The Romans, Saxons and Vikings throughout the year and are able to talk quite confidently about the similarities and differences in these periods. They look at pictures and listen to stories on which they base their knowledge of the changes which took place during Roman times and are beginning to identify the reasons why the Vikings invaded later. Pupils enjoy these activities and this boosts the progress that they make.
156. Year 4 pupils extend their historical knowledge well by further considering the life and times of the Tudors and comparing this to their own. Higher attaining pupils are given the opportunity to make their own interpretations of the evidence in order to learn that aspects of the past can be interpreted and represented in different ways. History is brought to life through interesting visits to museums. There are good links to literacy through the development of research skills to find out about main events and people in the past. Computers are used occasionally to support this research further.
157. The curriculum is well organised into blocked units of work and pupils have regular history lessons to ensure continuity in their learning. Careful assessments are made of what pupils know at the end of each unit of work, based on identified learning outcomes in the scheme of work. These assessments are used well by teachers in Key Stage 2 to plan work at a suitable level to match different learning abilities. More work needs to

be done at Key Stage 1 to make more focused use of assessments and to plan work at a suitably higher level for higher attaining pupils. The role of the subject co-ordinator in monitoring and evaluating the quality of pupils' learning is underdeveloped and the needs of the more able pupils are not always met.

INFORMATION AND COMMUNICATION TECHNOLOGY

158. At the time of the last inspection attainment was judged to be below average at the end of both key stages and the progress that pupils made was unsatisfactory. The school has worked to increase staff confidence in using information and communication technology and there has been considerable development of the subject in the school since this period. Pupils' attainment is now in line with expectations at the end of both key stages and pupils in Years 1 and 4 make good progress. In other year groups progress, whilst variable, is satisfactory. Boys and girls generally make equal progress, as do pupils with special educational needs. Whilst some aspects of the information and communication technology curriculum are more developed than others, overall improvements in the management and development of the subject from quite a low base have been good and the school has a determination to continue to improve.
159. At the end of Key Stage 1 pupils have developed satisfactory keyboard skills and are familiar with using the keyboard and mouse. They are able to word process simple sentences about their family and know how to use keys to make capital letters and to delete their mistakes with an average level of skill. Most can use a painting, drawing and graphics program satisfactorily to form pictures of themselves and can use a 'spray can' effect to create a background. Most pupils use simple tools to draw circles and ovals and make these into a fruit picture and a "happy picture". Most pupils are also able to use a 'pencil' tool to draw a range of shapes and know how to alter the colour to make these all red or their choice of colour. When working with an adult helper pupils make good progress in understanding how to program a simple floor robot to move a given distance forwards and back. In discussion with pupils some can explain how to save their work but not all are as confident when indicating how to retrieve or print their work. Pupils have made occasional use of CD-ROMs to research geography and history work but this is not always enough to enable pupils to use the programs confidently.
160. Pupils make satisfactory progress overall in Key Stage 1, but pupils in Year 1 have more opportunities to use computers than Year 2. This results in Year 1 pupils being generally more confident in working on computers independently. This was seen when as part of a design and technology lesson a pupil in Year 1 worked alone using a program to build a tower of bricks to reflect his ideas for building a block of flats by clicking and dragging different shaped bricks into position on the screen. The sample of pupils' work shows that the quality of pupils' learning in Year 1 is good and includes use of the computer to supplement numeracy activities. The quality of pupils' learning is satisfactory in Year 2 but opportunities are missed to use the computer on a regular basis as part of everyday lessons.
161. Throughout the school pupils enjoy using computers and other related equipment. They use the machines carefully and sensibly, discuss their ideas happily with their work partners, and take turns well. By the end of Key Stage 2 standards are average and all pupils including those with special educational needs acquire knowledge and skills at a satisfactory and sometimes good rate, especially in Year 4. In Years 4, 5 and 6 pupils use computers on a regular basis and benefit from the specific teaching of skills by teachers especially in Year 4 and 6 and when receiving support from voluntary helpers.

162. At the end of Key Stage 2 most pupils have good word processing skills but their learning and the progress that they make in the control and modelling aspects of the curriculum are less secure. Pupils use a drawing and shapes program to form a range of shapes with the tools and with a 'pencil'. They combine word processing skills, including the changing of font types and size, with graphics, showing changes of colour to make their own board game and simple instructions. Pupils use their word processing skills well to draw up opinions of the 'pros and cons' of opening a snack shop in school and of numerous other literacy tasks. They use a simple spreadsheet program satisfactorily and also a drawing program to produce and label a picture of the parts of a plant all with a generally average level of skill. Pupils have recently helped to design and assemble pages for the school's web site with adult support. They have also had the opportunity to send e-mails and to use the internet for some research although these opportunities are relatively recent.
163. Whilst the quality of pupils' learning in Key Stage 2 is satisfactory, with some good aspects, there is inconsistency in the amount and quality of work produced by pupils in different year groups. For example, pupils in Year 4 and Year 6 have produced considerably more work than those in Year 3. The best progress is made by Year 4 pupils. This is evident in several tasks and when using an art program to design a picture of a fish which pupils then make into a repeated pattern. These pupils are able to add text to a drawing of a whale, put events in historical order by using the cut and paste tools, and draw up suggestions for e.mail messages amongst an interesting range of activities.
164. The quality of teaching is satisfactory overall but good in Year 1, Year 4 and Year 6. Teaching is often good when adult helpers, some of whom have a higher level of subject knowledge than some staff, support activities. The subject co-ordinator has good subject knowledge and has worked well with colleagues to boost their confidence. Some other staff make good use of information and communication technology to support pupils' learning across the curriculum, but this is not consistent across the school.
165. Since the previous inspection the school has worked hard to improve the standards in this subject. To a large extent the problems identified have been overcome and information and communication technology is sometimes well integrated across the curriculum. However, in other classes the development of skills is not embedded in day-to-day teaching and is still seen as an 'add on' to the curriculum. The school makes good use of a commercial scheme of work to provide structure and progression to pupils' learning. Pupils work through a series of task cards, which can often be used independently. Some more confident teachers also organise specific in-put sessions to the whole class where good use is made of a projector to display the task pupils are to complete later when working in pairs. This is a good strategy and boosts pupils' understanding of exactly what they have to do and of the capabilities of both hardware and software.
166. The main subject co-ordinator has had very few opportunities to monitor the quality of planning, teaching or learning. This has made it very difficult for her to become aware of the issues of inconsistencies that exists in teaching and learning in the subject and to fully develop all aspects of the information and communication technology curriculum. For instance whilst information and communication technology activities are identified on some class timetables, in others such activities are within other subjects. The school is very keen to develop the concept of a computer suite whilst retaining the immense benefits of having computers available in the classroom for regular learning

activities. The school is keen to develop the use of computers by parents in after school activities. Good progress has been made in the development of the subject but more remains to be done in fully integrating the subject into the curriculum.

MUSIC

167. Attainment in music is good at the end of both key stages. Progress since the last inspection has been very good. Planning is more focused and there is an adequate choice of instruments. The use of a clear scheme of work, a focus in the School Development Plan and the use of a rolling programme of specialist staff have all contributed to the raising of standards. The scheme of work includes extracts of music from a range of styles, times and cultures. The quality of pupils' learning and the progress that they make is good in Key Stage 1 and very good in Key Stage 2.
168. Key Stage 1 pupils sing enthusiastically, are aware of a sense of beat and can identify claves. Most make good progress in learning the words of songs and in their ability to sing in tune and keep to the rhythm of a song. Early in Key Stage 2 pupils can follow a simple beat on flashcards, they have good understanding of how hard and soft beats affect tone and most have good awareness of ostinato. As they move through Key Stage 2 pupils make very good progress and are able to select from a range of percussion instruments and focus their playing led by another pupil as conductor. Pupils listen well and discuss how music reflects mood and use a range of vocabulary to describe the mood well. Pupils are able to offer constructive comments and appraise each other's playing in an effective manner. Towards the end of Key Stage 2 pupils recognise regular and irregular patterns, appreciate scale and distinguish harmony. There is very good quality playing of tuned percussion to accompany songs.
169. Singing is confident and enthusiastic across the school and all pupils make good progress in singing. Accompaniment by staff in assemblies adds to pupils' enjoyment. Pupils at the end of Key Stage 2 sing enthusiastically in lessons. Although pupils are developing good listening and appraising skills within lessons this has not yet extended to other occasions and is an area for further development. Music in assemblies tends to be only linked to songs and hymns being sung and opportunities are missed to expand pupils' cultural experiences further. Pupils' response to music lessons is very good and they clearly enjoy them. They use instruments well, co-operate happily and clear away without fuss. There are high participation levels. Pupils appreciate the efforts of others and they applaud achievement.
170. With the exception of occasional guitar and recorders there is no music tuition and no choir. Some children participate in tuition outside of school and there are opportunities to perform within class and assemblies. All children are involved in singing in annual performances.
171. In the lessons observed in the inspection teaching was very good largely because of the high level of expertise of a peripatetic music teacher who works very effectively with older pupils. Teachers create a very positive atmosphere through their own obvious enjoyment of music and together with lots of praise have a clear expectation on all pupils to participate. Pupils respond well to this. Skilful questioning enables pupils to develop very good subject knowledge, understanding and skills. Teachers use every opportunity to extend teaching points. Following Year 4 pupils acting as conductors the teacher took on the role herself developing their learning further. Most other adults within classes participate fully in lessons acting as good role models.

172. The school has a good overview of the impact of action from the School Development Plan to raise standards. The use of specialist staff has been focused and this has helped to develop staff confidence and expertise. There is an appropriate allocation of time to implement the scheme of work. There is no time for the current co-ordinator to observe other lessons to identify strengths and weaknesses.

PHYSICAL EDUCATION

173. Attainment at the end of both Key Stages 1 and 2 is above that expected for pupils at this age and pupils achieve well. This is an improvement on judgements made at the time of the previous inspection when attainment was in line with expectations for seven and eleven-year-olds. The quality of pupils' learning and the progress that they make as they move through the school is good overall although with some variation between the different aspects of the physical education curriculum.
174. Seven-year-olds appreciate that games have to have rules and conditions and they make a good start to applying the rules fairly and effectively. They are able to organise themselves into different groups for games. Their skills at aiming and throwing balls are sometimes good, although they are less skilful at catching a ball. They bowl generally accurately in competitive games, often at a speed. All pupils reach national expectations with a good number achieving high standards.
175. The great majority of Key Stage 2 pupils can head a ball and catch with average skill. These skills are usually consolidated and developed well in lessons. Pupils use these skills appropriately in large game situations. However, there is a wide range of throwing and catching skills in some classes. Generally most can throw and catch at distances at which they are confident. Some pupils, mainly boys, throw accurately and quickly, and catch confidently over large distances. Their aim is good. A few pupils, mainly girls are not confident to throw and catch over long distances and, by limiting themselves to very short distances only, do not effectively challenge themselves to improve their standard.
176. Pupils achieve good standards and the quality of their learning is good in a wide range of competitive sports such as netball, football, rounders and cricket. The school is proud of its successes in competitive games. Pupils in Year 3 follow an intensive swimming course during which they are taught each day for a three-week period. The great majority of pupils make very good progress in swimming and achieve the expectations for eleven-year-olds. Those who do not are given the opportunity in Year 4. This represents well above average attainment.
177. There is a good quality curriculum at both key stages and this boosts the quality of pupils' learning. The curriculum also has significant extras and enrichments. The school is part of a national sports scheme, with five other schools. Through this scheme, they loan netball, short tennis, hockey and football kits. There is a good range of extra-curricular activities and competitive sports, including netball, football, rounders and cricket. All have a competitive element and are equally open to boys and girls. Pupils also take part in athletics training for the school and district athletics meetings. Training for many of these activities takes place out of teaching time. Pupils also benefit from professional trainers who visit the school. These include a professional judo trainer, Rochdale football club for both Key Stages 1 and 2, and cricket and rugby league trainers.

178. The quality of teaching is good. Teachers provide appropriate warm-up activities, which prepare pupils well for the physical activity. Most lessons are well structured and the development of skills is progressive and effectively builds on prior learning. Instructions are clear and pupils are aware of what is expected of them. Sound demonstrations of skills, often by pupils, also help to consolidate pupils' understanding of how to improve their physical skills. A weakness is that teachers do not set a good example on health and safety matters by teaching physical education lessons in their normal teaching clothes, some not even changing their footwear. Teachers' management of pupils maintains good control and concentration, leading to good progress.
179. Pupils' behaviour is very good. They respond to challenging activities with very high levels of interest and most are highly motivated. This means that they work hard and use the time well to apply skills and consolidate these effectively. Most pupils have a good sense of fair play. When class management is weaker, pupils' attitudes are less satisfactory. There is sometimes too much laughter at some pupils' failures to succeed and some minor silliness. They are occasionally very noisy when playing games, but this generally reflects their very high levels of enthusiasm. Pupils work well together in pairs and co-operate very well with each other.

RELIGIOUS EDUCATION

180. Attainment at the end of both key stages is in line with the expectations of the Locally Agreed Syllabus. The quality of the pupils' learning including those with special educational needs is satisfactory. The school follows the Rochdale Agreed Syllabus, a scheme of work is in place, the policy reviewed and new formats have been devised for planning. Sufficient time is allocated to meet the needs of the scheme. Progress since the last inspection has been satisfactory. The school has purchased a range of artefacts and books to support teachers' knowledge and understanding. There is a greater range of visits and visitors. These strategies have been successful in ensuring that pupils' learning builds in a systematic way on what they know and understand, and in clarifying teaching objectives and raising standards.
181. At the end of Key Stage 1 pupils have satisfactory awareness that there are at least two religions. They make suitable progress in learning about special books and special places of worship. They are aware of some of the features of different religions although they do not yet recall actual names. Work in books does not fully reflect the greater knowledge that pupils are acquiring through discussions. At the beginning of Key Stage 2 pupils have a good opportunity to write reflections on God. More able pupils are able to write very thoughtful, personal and reflective prayers, which illustrate satisfactory and sometimes good progress. Pupils are able to reflect and consider God in different contexts. By the end of Key Stage 2 pupils have a satisfactory awareness and understanding of more religions. Pupils are beginning to recall facts they have learned earlier in the school and are building up a good knowledge base. They are aware of symbolism related to different religions but not the main festivals. Pupils at the end of Key Stage 2 cannot articulate their own thoughts and ideas about religion and the place of religion in the lives of believers. The overall quality of learning is satisfactory.
182. Pupils have positive attitudes to learning and listen well to stories. They are enthusiastic when they talk about artefacts and when they have a more personal knowledge, for example recall of seeing a mosque on holiday. Pupils generally concentrate well and ask questions in lessons to clarify their own understanding and show interest.

183. The quality of teaching is satisfactory across both key stages and teachers' subject knowledge is satisfactory. There is a good range of work offered although it largely extends pupils' factual knowledge rather than developing their ability to use their knowledge in discussions or compare and contrast what they know about different religions. Work often involves the use of worksheets, requiring colouring in, cutting and pasting or recount of stories. This limits the quality of pupils' learning and they do not always make as much progress as they could if they were engaged in more open ended activities. In one class work was being repeated from earlier in the school. Work is not always effectively planned for groups of pupils who make different rates of progress. There are limited opportunities to link work to personal experiences and for pupils to make their own responses. Where these opportunities exist good progress is made. During a Key Stage 2 lesson on Islam, in preparation for a visit to a mosque, the teacher gave good clear explanations with reference to the pupils' own prior experiences. This enabled the pupils to gain a greater understanding of Islamic terms and a growing awareness of how Muslims worship. Good references were made to other religions to compare similarities and differences
184. The school is aware of what has been improved since the last inspection but is not aware of current strengths and weaknesses. The scheme of work is not sufficiently embedded to ensure that pupils develop skills at an appropriate rate and there are still too few opportunities for reflection. Pupils are learning facts about religion but not yet learning from religion in order to clarify their own beliefs. The co-ordinator's role does not extend to a clearly defined monitoring role and this makes it difficult to ensure that teaching and learning build in a consistent manner upon what the pupils already know understand and can do. Although the scheme of work identifies opportunities for assessment this is not yet fully embedded to ensure progression of knowledge and an appropriate development of skills. The school should continue to develop its range of visits and visitors to support learning and enhance pupils' understanding of different religions.