

INSPECTION REPORT

STANSFIELD HALL CE PRIMARY SCHOOL

Littleborough

LEA area: Rochdale

Unique reference number: 105810

Headteacher: Mrs J Reed

Reporting inspector: Mr C D Taylor
23004

Dates of inspection: 10 - 12 June 2002

Inspection number: 196818

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary controlled
Age range of pupils:	4 - 11 years
Gender of pupils:	Mixed
School address:	Barnes Meadow Todmorden Road Littleborough Lancashire
Postcode:	OL15 9PR
Telephone number:	01706 378273
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Appropriate authority:	Governing body
Name of chair of governors:	Mr D Friday
Date of previous inspection:	30 June - 3 July 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23004	Christopher Taylor	Registered inspector	The Foundation Stage Equal opportunities Science Art and design Music	What the school should do to improve How high standards are How well pupils are taught How well the school is led and managed
9552	Colin Herbert	Lay inspector		Pupils' attitudes, values and personal development How well the school cares for its pupils How well the school works in partnership with parents / carers
30823	Brenda Clarke	Team inspector	Special educational needs English Information and communication technology Design and technology Religious education	
2461	Philip Sudworth	Team inspector	Mathematics Geography History Physical education	How good curricular and other opportunities are

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Stansfield Hall is a voluntary controlled Church of England / Free Church primary school that caters for boys and girls aged four to 11 years. The school is smaller than most primary schools with 126 full-time pupils. The school serves an area mainly of local authority housing in the Stansfield district of Littleborough, together with traditional stone dwellings in the nearby villages of Summit and Calderbrook. Numbers have remained steady since the previous inspection in 1997. Most pupils join the reception class with levels of attainment below those often found, although children's standards in the current reception class are more typical for their age. Thirty one per cent of pupils - above the national average - are known to be eligible for free school meals. Seventeen per cent of pupils - close to the national average - are on the special educational needs register. One pupil has a statement of special educational needs. Most pupils with special educational needs have moderate learning difficulties or emotional and behavioural difficulties. No pupils are from ethnic minorities and none speak English as an additional language.

HOW GOOD THE SCHOOL IS

Stansfield Hall is an improving school that makes a sound contribution to children's education. Teaching and learning are good overall. Pupils' attitudes to learning are good and their personal development and relationships are also good. Attendance is in line with the national average. Standards at the end of Year 6 are typical for this age in English, mathematics and science, and are above standards in similar schools. Pupils make good progress in these subjects as they move through the school. Standards are below national expectations at this age, however, in geography, design and technology, information and communication technology (ICT) and religious education. The school benefits from good leadership, but the management of some subjects requires improvement. Although expenditure per pupil is above the national average, the school provides sound value for money.

What the school does well

- Teaching is good overall, and pupils make good progress as they move through the school.
- Most pupils' attitudes, relationships and personal development are good.
- Provision for pupils with special educational needs is good and they make good progress.
- Provision for pupils' moral and social development is good.
- Procedures for ensuring pupils' welfare are good.
- Provision for extra-curricular activities is good.

What could be improved

- There is insufficient planning of topics to ensure adequate coverage and a logical progression of teaching for older pupils in geography and in design and technology.
- Teaching of religious education does not meet the requirements of the local Agreed Syllabus.
- Standards in reading are not high enough.
- The role of subject co-ordinators needs developing in order to raise standards in some subjects.
- There are insufficient opportunities for developing pupils' spirituality and for developing their appreciation of the multi-cultural diversity of British society.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the previous inspection in July 1997, the school has made sound progress, overall, in improving the areas identified in the last inspection report. It has made good progress in English, mathematics and science in appointing subject co-ordinators, implementing new schemes of work to provide continuity of teaching and in creating assessment programmes that enable teachers to set work appropriate to pupils' abilities. It has not, however, made similar progress in geography, history, art and design, and design and technology where there are still no subject co-ordinators or schemes of work separate from the topic

framework. It has improved development planning and provided detailed job descriptions for all staff. It has brought teaching time into line with the recommended minimum, fulfilled statutory requirements for child protection and implemented health and safety recommendations. In addition, teaching and learning have improved and pupils' relationships and personal development and behaviour have become good. The curriculum for the Foundation Stage has improved, but the school does not meet the requirements of the local Agreed Syllabus in religious education, and there are insufficient opportunities to develop pupils' spirituality and their appreciation of the multi-cultural diversity of our society. Provision for extra-curricular activities is now good. Procedures for pupils' welfare have improved, and assessment of pupils' attainment in English and mathematics is more rigorous. The school has identified suitable areas for development and has a good shared commitment and a sound capacity to make further improvements.

STANDARDS

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

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

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

In English and science, standards in 2001 were well below the national average and below the average in schools with a similar proportion of pupils eligible for free school meals. In mathematics, the school's results were well above the national average and in the top five per cent of similar schools. Results in 2001 were unusual in that the small cohort of 23 pupils consisted largely of boys, many of whom excelled in mathematics, but found writing more difficult. The school exceeded its target in mathematics, but did not reach its target in English. In comparison with their prior attainment at the end of Year 2, however, the year group achieved better results overall than most pupils nationally. Inspection findings indicate that attainment in the current Year 6 is in line with the national average in all three subjects. Pupils are making good progress and standards are improving steadily in English and science because of improvements in teaching. Standards are close to national expectations in art, history, music and physical education. Standards are below what is expected in geography, religious education and design and technology as pupils do not spend sufficient time on these subjects. Standards are also below national expectations in ICT as the curriculum is comparatively new and pupils still have gaps in their knowledge and understanding. Attainment at the end of Year 2 is below the national average in reading, writing and science, but is in line with the national average in mathematics. It is above the standard in similar schools in mathematics, and similar in reading and writing. It is in line with the standards expected nationally in all other subjects except in religious education, where standards are below the expectations in the local Agreed Syllabus. Pupils with special educational needs make good progress because of the helpful support they receive from teachers and classroom assistants. Appropriate targets have been set to improve standards in English and mathematics in the national tests for 11-year-olds in 2002 and 2003. To meet these targets, the school has focused its attention on improving pupils' written work, and increased emphasis on investigative work, calculations and mental arithmetic.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are keen to learn and are well motivated. They are interested and involved in all school activities.
Behaviour, in and out of classrooms	Satisfactory. Pupils generally behave well in class and around school. Most are polite and helpful. There were three temporary exclusions in the last school year.
Personal development and relationships	Good. Relationships between pupils and with members of staff are good. Pupils are given plenty of opportunities to take initiative and to carry out responsibilities around the school.
Attendance	Satisfactory. Attendance is broadly in line with the national average. Most pupils are punctual.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	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.

Teaching is satisfactory or better in 96 per cent of lessons. It is good or better in half the lessons. The teaching of English, including writing skills, is sound in all year groups, but the teaching of reading requires some improvement as most pupils do not read widely enough. The teaching of mathematics, including numeracy skills, is sound in Years 1 to 3, and good in Years 4 to 6. Strengths of teaching include good subject knowledge, effective class management and good use of support staff and resources. The school generally meets the needs of pupils of different abilities well. As a result, pupils make good progress in acquiring skills, knowledge and understanding.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Unsatisfactory. The curriculum is broad, but lacks balance in some subjects. The topic-based curriculum has a strong emphasis on science and history-based topics, but the time allocated to geography and design and technology is insufficient in Years 3 to 6. The school meets the statutory requirements of the National Curriculum in most subjects, but there is insufficient coverage to ensure that older pupils can build on their earlier learning in geography and in design and technology. In addition, there is not enough teaching of religious education in all years, and the school does not meet the requirements of the local Agreed Syllabus. There is a good range of extra-curricular activities to broaden pupils' interests.
Provision for pupils with special educational needs	Good. Pupils receive good support and assistance and make good progress towards the targets in their individual education plans.

Aspect	Comment
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory, overall. Provision for pupils' personal development is satisfactory overall. Provision for pupils' moral and social development is good, with clear teaching of right and wrong. Provision for pupils' spiritual and cultural development is unsatisfactory as there are too few opportunities in assemblies and religious education to develop pupils' spiritual awareness, and too few opportunities to increase pupils' appreciation of the rich diversity within British multi-cultural society.
How well the school cares for its pupils	Good. Procedures for ensuring children's welfare are good. Procedures for assessing pupils' attainment and progress are good in English and mathematics and satisfactory elsewhere. Teachers generally use assessments well to ensure that work set is appropriate for all pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Sound, overall. The headteacher provides good leadership of the school. Subject co-ordinators play an effective role in raising standards in English, mathematics, science and ICT, but there are no subject co-ordinators to monitor and raise standards in geography, history, art and design, design and technology, and religious education.
How well the governors fulfil their responsibilities	Sound. Governors fulfil many of their statutory responsibilities well, but have not ensured that the full requirements of the National Curriculum and the local Agreed Syllabus for Religious Education are being met, and a number of items required by law are missing from the governors' annual report to parents.
The school's evaluation of its performance	Good, overall. The headteacher monitors teaching and evaluates the school's performance well. Governors have a sound understanding of the school's strengths and weaknesses.
The strategic use of resources	Sound. The school supports educational priorities satisfactorily through its financial planning. Specific grants, including funding for pupils with special educational needs, are used effectively. The school applies the principles of best value satisfactorily by comparing itself with other schools, consulting pupils and ensuring competition when tendering.

There is a satisfactory number of suitably qualified and experienced teachers. The classroom assistants are well trained and give good support to pupils. The accommodation is satisfactory and well maintained, but the steeply sloping playground limits the opportunities for outdoor play in the reception class. Resources for teaching and learning are generally sound, but require improvement in religious education, design and technology and in the school library.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Children enjoy school.• They make good progress in their work.• The teaching is good.• Parents feel comfortable about approaching the school with a problem.• The school expects children to work hard.• The school is well led and managed.• The school helps children become mature and responsible.	<ul style="list-style-type: none">• A quarter of the parents who responded felt that their children do not receive the right amount of work to do at home.• Nearly a fifth of the parents who responded felt they are not kept well informed about how their children are getting on.

The inspection findings support the parents' very positive views. The amount of homework set by the school is broadly in line with national guidelines. It is the inspectors' judgement that the school works hard to keep all parents informed about the progress of their children.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When children join the school, there is a wide range of ability. In this year's reception class, children's attainment is broadly typical for their age, but, in previous years, children's skills have generally been below average. All children, including those who have special educational needs, make sound progress towards the early learning goals. By the end of the reception year, most children in the current year group will have achieved the levels expected for their age in communication, language and literacy skills, mathematical understanding, knowledge and understanding of the world, creative development and personal and social development. In physical development, more children than usual will not reach the expected standards by the end of the reception year. Overall, however, standards of attainment are higher than in previous years, and many older children in the school did not reach the early learning goals by the end of the reception year.
2. By the end of Year 2, inspection findings show that the overall attainment of pupils is below the national average in English and science, and in line with the national average in mathematics. It is in line with standards in similar schools in writing and science, below similar schools in reading and above similar schools in mathematics. Attainment is close to the standards expected nationally in all other subjects of the National Curriculum, but below the expectations in the local Agreed Syllabus in religious education. This is broadly similar to the previous inspection. Most pupils, including those who have special educational needs, make sound progress overall, however, bearing in mind that their skills and knowledge are limited when they join Year 1. They make sound progress in developing their literacy and numeracy skills across the curriculum. There are no significant variations in attainment by gender.
3. In English, inspection findings indicate that attainment in the current Year 2 is below the national average. Pupils' speaking and listening skills are below those expected for their age, although most pupils make sound progress in developing confidence when speaking. Teachers have good communication skills and use questioning well to encourage pupils to speak in whole class situations. In reading, standards are below those of most seven-year-olds. Most pupils do not make enough progress because they do not read widely enough. Standards in writing are better, though still below average, as the school has concentrated on improving the quality of pupils' written work. As a result, most pupils use simple punctuation in their sentences, and pupils are beginning to use a wider range of more interesting vocabulary. Standards in handwriting are variable, though most letters are formed correctly. Extra support provided for pupils with special educational needs helps them to make good progress towards their targets in speaking and writing.
4. In mathematics, inspection findings indicate that attainment in Year 2 is in line with the national average, and pupils make good progress. There is a good focus on basic numeracy skills, and mental mathematics skills have developed well since the introduction of the National Numeracy Strategy. In science, inspection findings indicate that attainment by the end of Year 2 is below national expectations. Pupils have a sound understanding of materials and living things, and are given opportunities to carry out their own investigations. In common with other pupils, those with special educational needs make good progress in mathematics and sound progress in

science. Pupils' attainment in ICT is in line with standards expected nationally at the end of Year 2 and pupils use the mouse and the keyboard with increasing confidence.

5. By the end of Year 6, inspection findings show that standards are in line with the national average in English, mathematics and science. They are above standards in similar schools in all three subjects. Most pupils, including those with special educational needs, make good progress in these subjects compared with their prior attainment at the age of seven, and there are no significant variations in attainment by gender. Attainment is close to the standards expected nationally in art, history, music and physical education at the end of Year 6, but below national expectations in geography, design and technology and religious education because pupils do not spend enough time on these subjects. Standards are below those typical for 11-year-olds in ICT as the curriculum is comparatively new, and pupils still have gaps in their knowledge and understanding.
6. Inspection findings indicate that, in English, pupils make good progress in developing their listening and speaking skills as teachers provide many opportunities for pupils to answer questions and to join in discussions. Pupils do not make such good progress in their reading as there is no structured programme of reading at home for older pupils and the school library is under-used. Standards in writing are rising rapidly as pupils are encouraged to use a wider range of interesting vocabulary to improve their written work. The standard of handwriting is unsatisfactory, however, as pupils are not encouraged to use cursive script consistently when writing. Pupils with special educational needs make good progress towards their targets in speaking and writing.
7. In mathematics, inspection findings indicate that attainment in Year 6 is in line with what is expected nationally. Pupils have a good feel for number and make good progress when they transfer their knowledge of shape, space and number to practical problems. Pupils with special educational needs make good progress towards the numeracy targets in their individual education plans. In science, standards are in line with national expectations. Pupils make good progress in their understanding of life processes and physical processes, and they are given plenty of opportunities to carry out their own investigations.
8. Pupils' attainment in ICT is below the standards expected for 11-year-olds. Pupils make sound progress in developing computing skills, but do not know how to use sensory equipment to collect data or how to make models move using control technology.
9. Realistic targets have been set for English and mathematics in the National Curriculum tests for pupils in Year 6 in 2002 and 2003. To achieve these targets, the school has focused on improving pupils' written work, and increased emphasis on investigative work, calculations and mental arithmetic.

Pupils' attitudes, values and personal development

10. The attitudes of most pupils towards learning are good, and their behaviour is satisfactory. This is similar to the last inspection. Relationships and the initiatives and personal responsibility taken by pupils are now good. These are closely linked to the good provision for moral and social development. A large proportion of parents who completed the questionnaire expressed positive views about pupils' behaviour in school. A few parents, however, expressed concern at occasional instances of unacceptable behaviour, especially in the playground. There were three exclusions at the end of the last school year.

11. During lessons, the attitudes and behaviour of pupils are nearly always at least satisfactory, and were good or very good in just over half of all lessons. A very small number of pupils display inappropriate behaviour, however, and this is noticeable when lessons are less challenging. In addition, there was an undercurrent of chatter by older pupils during assemblies and they were sometimes not paying sufficient attention to what was going on. This unacceptable behaviour, and its negative impact on others, was often not noticed. Standards of behaviour in the playground, in the dining hall at lunchtimes and at the breakfast club are at least satisfactory and are sometimes good. There was no indication of any unsociable or racist behaviour. However, a small minority of pupils are allowed to get away with inappropriate behaviour by the supervisors. Pupils were polite and well mannered towards their visitors as they moved around school and they responded well to the calming influence of classical music being played in the hall. Pupils with special educational needs have good attitudes to learning, overall, and make good progress. This is because there is an atmosphere of respect and endeavour in most classrooms.
12. Pupils generally have a good understanding of right and wrong and always show respect towards members of the school community. There is no evidence of graffiti, litter or vandalism in or around the school. Pupils enjoy coming to school and talk about it enthusiastically. They are keen to participate in class activities. In a Year 4 and 5 science lesson, for instance, when pupils investigated the size of their forearms and heads, they worked well and demonstrated keenness and urgency in the task.
13. Relationships between pupils and between pupils and adults are good. Pupils collaborate very well in all aspects of school life and enjoy working and playing together. They socialise well together in the breakfast club as they enjoy their cereal and fruit juice. At lunchtime, they entered into a serious debate about the progress of England in the World Cup. In a Year 5 and 6 science lesson about micro-organisms, pupils shared tasks sensibly and were well motivated to learn. Boys and girls played football together enthusiastically in the playground. The good quality of these relationships has a positive impact on learning as pupils are fully included in all school activities.
14. Opportunities for pupils to take responsibility are good and have improved since the last inspection. Pupils in Years 5 and 6 enjoy their roles as monitors or as buddies to younger children and older pupils sit as class representatives on the school council where they discuss topics such as the provision of a healthy tuck shop and the production of a school newsletter. Pupils are also well aware of the needs of those less fortunate than themselves and make generous donations to a variety of charities such as the British Legion Poppy Appeal and Red Nose Day. Over £350 was recently collected for NCH Action for Children. All these activities have a positive impact on pupils' personal development.
15. Pupils' attendance continues to be in line with the national average. Levels of unauthorised absence have improved considerably in the last year as a result of improved monitoring and follow-up procedures. Punctuality is good and few children are late.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

16. Teaching is good, overall. It is sound in the reception class, sound, with some good teaching in Years 1 and 2, and good, overall, in Years 3 to 6. It was satisfactory or better in 96 per cent of lessons, and unsatisfactory in only one lesson. Teaching was

good or better in half of the lessons. This is an improvement on the previous inspection when teaching was good or better in a quarter of all lessons. Where teaching is good, this often involves good subject knowledge, effective class management and good use of support staff and resources. Where teaching is very occasionally unsatisfactory, this is because pupils take too long writing out mathematical problems instead of solving them. Consequently, pupils do not make as much progress as they might.

17. Teaching is sound in the reception class. The teacher and nursery nurse have a good understanding of how young children learn, and make learning enjoyable. The curriculum is well planned around suitable topics, and lessons have clear learning objectives. The class teacher and the nursery nurse provide good role models and have very good relationships with the children. They place a strong emphasis on developing children's social skills, and help them to make choices and to take decisions by providing a range of free-choice activities towards the end of many lessons. They have sound expectations and consistently encourage the children to build their confidence. They frequently check children's skills and understanding, and provide tasks that are well matched to individual children's needs. They provide good support and guidance for children with special educational needs, and these children make good progress as a result.
18. Teaching is sound, overall, in Years 1 and 2, and is good in music. It is good, overall, in Years 3 to 6, and satisfactory in English, geography, physical education and religious education. Teaching that is good or better (half of all lessons) is a major factor in ensuring that pupils make good progress during their time at the school.
19. Teachers' subject knowledge is good throughout the school. This ensures that pupils acquire sound techniques and accurate information. In music, several teachers have specialised subject knowledge which benefits pupils' learning. In a Year 1 and Year 2 lesson, for instance, the teacher accompanied the children's singing effectively on her guitar, while in a Year 5 and 6 lesson, the visiting teacher's expert knowledge of African drumming techniques resulted in a high standard of performance by the pupils. The teaching of writing and numeracy skills is good throughout the school, but teaching of reading and handwriting need further improvement.
20. Teachers' lesson planning is good in English and mathematics and benefits from following the guidelines in the National Literacy and National Numeracy Strategies. Work planned for pupils of different ability usually matches their individual needs well, and planning for pupils with special educational needs ensures they make good progress towards the targets in their individual education plans. In other subjects such as science and ICT, planning generally follows national guidelines and usually shows a sound progression of knowledge and understanding even when the subjects are taught within the topic framework. In geography, history, art and design, and design and technology, however, there are no separate schemes of work, and continuity and progression are not always clear when these subjects are taught within the topic framework. Although geography is taught within several topics, coverage of mapping skills and settlement types, for example, is incomplete. In religious education, teachers do not follow the local Agreed Syllabus.
21. Teachers employ a good variety of teaching methods, especially in the older classes. They often commence lessons by referring to the previous lesson to reinforce pupils' learning. Teachers usually make the learning objectives clear at the start of lessons, and review what pupils have learned at the end. This helps pupils to consolidate their learning. Teachers often use pupils' skills to demonstrate good practice to the rest of the class. In an effective drama lesson in Year 3, for instance, the teacher raised the

standards of the group by using pupils to demonstrate their actions and interpretations. This helped other pupils to improve their actions and expressions. Teachers make good use of open-ended questions to make pupils think, and develop pupils' vocabulary by using the correct mathematical, scientific or musical terms. In science, there is a good emphasis on pupils carrying out their own investigations. In a very good lesson in Years 4 and 5, for example, pupils measured the size of boys' and girls' forearms, recorded their own pulse rate every 15 minutes, and input both sets of data into a spreadsheet in order to print out graphs of the results.

22. Good relationships between teachers and pupils produce a cheerful and productive atmosphere. Effective class management is reflected in satisfactory behaviour and pupils' positive attitudes to work. As a result, pupils are keen to learn and usually concentrate well. This was evident in a well conducted Year 5 and 6 science lesson, where pupils worked busily in groups, weighing and measuring samples of carrots that had been attacked by micro-organisms and discussing reasons for the differences observed.
23. Teachers use time and resources well. They usually time activities to keep lessons moving at a brisk pace so pupils maintain a good rate of learning. Teachers and support staff work closely together and provide good assistance to pupils with special educational needs. As a result, these pupils make good progress. Teachers make good use of a wide variety of teaching resources, and this helps to maintain pupils' interest. In a mathematics lesson in Year 1 and 2, for instance, the teacher used a number line to sequence numbers up to 20, rotated irregular shapes on a grid-patterned background and used a 'feely bag' to encourage pupils to discuss the properties of regular shapes that they could not see. Teachers produce attractive displays in classrooms and along corridors to stimulate pupils' thinking. The care they take when displaying pupils' work reflects the appreciation they show for their efforts.
24. Teachers make regular assessments of pupils' attainment and progress, especially in English and mathematics, and generally use the results well to ensure that work is matched closely to the needs of pupils of different ages and different abilities. Pupils with special educational needs are well taught by the special needs co-ordinator and by class teachers who demonstrate a good understanding of pupils' needs and address them well. In an English lesson on note-taking in Years 4 and 5, for example, pupils with special educational needs were set work which was appropriate and in line with the targets on their individual education plans. Teachers also generally cater well for both the younger and older pupils in the mixed-age classes. The day-to-day use of homework to reinforce and extend learning is satisfactory. Teachers mark pupils' work regularly and praise is used extensively to encourage and motivate pupils. The best marking also includes helpful comments on how pupils can improve their work.

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

25. The quality and range of learning opportunities are sound in the reception class but there are weaknesses in the curriculum in the rest of the school. Although pupils are given a broad range of interesting activities, much of which is taught through topics, planning arrangements do not always ensure that there is an appropriate balance between subjects, or that the full National Curriculum is taught in every subject.
26. At the time of the last inspection there was no separate curriculum for children under five and they were following the Key Stage 1 Programmes of Study. Learning for children in the reception class is now based soundly on the recommended curriculum for the foundation stage. This is a great improvement. Activities and experiences are now planned carefully to cover all six areas of learning and enable children to work successfully towards the early learning goals. The nature of the school site, with its steeply sloping play area adjacent to the reception classroom, means that children do not have adequate opportunities for outdoor play, but they have access to physical education lessons in the school hall.
27. Since the last inspection, the amount of teaching in Years 3-6 has been increased and teaching time now meets the national recommendations in both the infant and junior classes. However, there are still concerns about pupils receiving their full curricular entitlement. Much of the curriculum other than in English, mathematics, music and physical education is delivered through topics, which are taught in a two-year cycle to cater for changes in the composition of the mixed-age classes. This approach has some strengths. In the best examples, it provides a rich and stimulating range of learning experiences and integrates knowledge, skills and understanding from different subject areas effectively. A topic based on *Treasure Island*, for example, not only provided the framework for language development and imaginative work on characters from well-known literature, but also introduced ideas of what ships and seafaring life were like in the times of the buccaneers. It enabled the climate and geography of the Caribbean to be studied and also gave opportunities for exploring a variety of art and design techniques. Nevertheless, this form of planning does not always ensure that the National Curriculum Programmes of Study are covered in every subject. Many of the topics have a science focus and opportunities for teaching the full science curriculum are covered well. There is also sufficient focus on history to cover the required study units, which is an improvement since the last inspection. However, in geography and in design and technology there are gaps in the provision in Years 3 to 6 and National Curriculum requirements are not fully met. This reflects some imbalance in the emphasis and time given to these areas of the curriculum.
28. A key issue from the previous inspection was the need for schemes of work in all areas of the curriculum to ensure that National Curriculum Programmes of Study are covered in sufficient depth and to provide a logical progression in the teaching of skills and knowledge and continuity of learning. Although the school is currently working on them, there are still several subjects without a scheme of work. In these areas, the balance of knowledge and skills within the topics is dependent on the medium-term planning of individual teachers. While this allows wide scope for teachers' initiative and leads to some imaginative work, it does not provide a detailed planning structure for teachers new to the school or for those on short-term contracts.
29. Provision for religious education is currently unsatisfactory. Pupils are withdrawn from class in small groups on a rota basis by a classroom assistant to study aspects such as creation myths and the Christmas and Easter stories. While the standard of

teaching is satisfactory, the amount of time allocated to religious education and the depth of study of Christianity and other world faiths are insufficient to meet the requirements of the local Agreed Syllabus.

30. The National Literacy and Numeracy Strategies have been implemented successfully since the last inspection and are now well established. The school encourages pupils to develop their confidence and skills in speaking and listening, ensuring that all children have the chance to express their ideas and to listen to others. Curriculum planning arrangements give good opportunities to develop reading and writing skills in a range of contexts as part of the half-termly topics. The school has targeted the improvement of writing skills during the current year and these are now better developed than reading. Pupils have written as young workers from the Victorian age, for example, sending their first letters home or explaining life as a street boy. Good emphasis is given to mathematics. All areas of the curriculum, including mental work, are covered well in numeracy lessons and further practice is given through aspects of topic work. Provision for ICT has improved recently with the acquisition of new computer equipment and this is reflected in pupils' increasing confidence. But there is still some inconsistency in the use of ICT to support literacy, numeracy and topic work.
31. Satisfactory provision is made for personal, social, citizenship and health education which is delivered through topics such as *Growing, Myself, The Human Body, and Healthy Eating*. Aspects of sex education and drugs awareness are addressed through specific sessions with support from visiting health professionals. Class discussions are used effectively to encourage pupils to think about issues such as caring for others and sharing.
32. The school puts significant emphasis on ensuring that all children are able to take advantage of the full range of opportunities offered, and that all feel valued as individual members of the school community. All activities, including team games, are open to boys and girls, which is an improvement since the previous inspection. Pupils who find difficulty in fitting in with others because of social or learning needs, or because of their particular talents, are identified and helped through a support group. This raises their confidence and helps to ensure they are fully included in all aspects of the curriculum.
33. Provision for pupils with special educational needs is satisfactory. The Code of Practice is fully in place. Pupils with specific problems are identified early in the reception class and appropriate provision is put in place. There are good systems to track the attainment of pupils throughout the school. Once pupils' needs are identified, the co-ordinator works with teachers to provide focused individual education plans, which give good guidance to teachers on catering for individual children's needs. This enables pupils with special educational needs to make good progress.
34. The school ensures that pupils are included in all aspects of school life, and that pupils' needs are assessed and met fully. A recent development has been the setting up of social inclusion groups. Here, pupils with specific problems such as shyness or withdrawal, or experiencing stress in the family, come together to increase their confidence and to gain time for reflection outside the busy classroom. This initiative gives good support to children and underlines the school's care and concern for all pupils.
35. The school provides a good range of extra-curricular activities, with sport and music well represented. Members of staff give generously of their time to arrange lunchtime activities that keep pupils interested and well occupied, and also extend opportunities for extra-curricular activities beyond the school day. The school participates in inter-

school competitions and in local school sports tournaments and music festivals. Educational visits enrich many topics and a number of visitors contribute to pupils' learning.

36. The community continues to provide a good contribution to pupils' learning. Pupils make numerous visits to places of interest such as the photographic museum in Bradford, the historic trail in Littleborough and the fire station. Older pupils enjoy the residential visits to Scotland and Whitby. Community visitors include representatives from a utility company who talk about safety in the home, members of the fire and police services, theatre groups and a governor who talks about life in London during the blitz. The school links these activities into the curriculum well and they have a positive impact on pupils' learning and development. The school has developed good links with local businesses who generously donate a Christmas tree and other items to the school. The school has a good relationship with the local playgroup and strong and effective links with Wardle High School, the school to which most pupils' transfer at 11.
37. The school makes satisfactory provision, overall, for pupils' personal development. Provision for pupils' moral and social development are both good and have improved from the previous inspection when they were satisfactory. The provision for pupils' spiritual and cultural development, however, remains unsatisfactory.
38. Provision for pupils' spiritual development is unsatisfactory. Too few opportunities are provided for pupils to develop insights into values and beliefs, to reflect on their own and others' experiences, and to develop their spiritual awareness. The time allocated to religious education lessons is insufficient for pupils to acquire adequate knowledge about beliefs and the ways in which these are expressed. Although daily collective worship should be in accordance with the Trust Deed, little account is taken of this. Some times of worship, particularly those led by the vicar, tackle Christian themes effectively, but other assemblies are more concerned with promoting moral values, encouraging a sense of community or celebrating pupils' achievements. There is sometimes insufficient time for children's own quiet reflection on spiritual themes and the atmosphere is not always conducive to this. Some curricular activities, such as observing the life cycle of butterflies, encourage a sense of awe at the wonder of nature, but teachers seldom take specific account of the spiritual dimension when planning topics. Pupils make occasional visits to the local church, but the focus of these visits tends to be the history, architecture and art of the church rather than the significance of artefacts and symbols and their relation to beliefs. Pupils do not visit the church to take part in services of worship or religious festivals.
39. The provision for pupils' moral education is good. The school emphasises the importance of respect and care for others. The difference between right and wrong is stressed and the impact of pupils' actions on others is discussed carefully. Public recognition of acts of caring, sharing and perseverance, together with positive reinforcement of appropriate behaviour, helps to foster good awareness of the school's expectations. Pupils are taught to recognise the needs of those less fortunate than themselves and they regularly raise money for a variety of charities. All members of staff provide good role models.
40. The provision for pupils' social development is good. Good relationships and co-operative working are fostered well. The wide range of extra-curricular activities, residential experiences and outdoor pursuits, helps to expand pupils' self-esteem and confidence. Older pupils have very good opportunities to perform duties as playground leaders and lunchtime monitors. They assist with school lunches, the library and the

school bank. Younger children are given appropriate responsibilities within their own classes.

41. Pupils develop a sound understanding of local cultural traditions and a good appreciation of the arts. They have many opportunities to take part in performances and to explore art forms, including lessons in African drumming in Years 5 and 6, and opportunities to sing African songs in the choir. However, their knowledge and understanding of the rich diversity of multi-cultural society within Britain is underdeveloped. Although respect and tolerance are actively promoted, not enough is done to develop pupils' awareness and understanding of the variety of cultures and beliefs they are likely to encounter at secondary school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. The school provides good care and support for its pupils and there has been an improvement since the last inspection. Effective child care procedures are now in place, based on local authority guidelines. The local education authority has recently carried out a full health and safety inspection of the school and action points are currently being addressed. The school maintains appropriate records for fire drills, accidents and the emergency contact of parents and carers. However, the governing body needs to be more proactive as it has currently delegated all aspects of health and safety to the headteacher and does not take part in regular inspections or risk assessments.
43. The co-ordination of provision for pupils with special educational needs is good. The co-ordinator gives good guidance to colleagues, ensuring that pupils are assessed effectively, and their needs met. Individual education plans are reviewed regularly. The co-ordinator and class teacher evaluate pupils' progress carefully and address areas for development effectively. This enables pupils with special educational needs to fulfil their potential.
44. The school promotes and monitors attendance well. Both individual and class records are checked on a regular basis. This has had a very positive impact on unauthorised absence rates, which have improved considerably during the last year. The school promotes and monitors behaviour satisfactorily although there are occasions when procedures are not applied consistently by all staff. The supervision of pupils at the breakfast club, during lunch and in the playground at lunchtimes, for example, is not always effective and pupils are sometimes allowed to get away with inappropriate behaviour without any intervention or positive guidance. Procedures for monitoring pupils' personal development are good and are underpinned by the high quality of relationships and the good knowledge that staff have of their pupils.
45. Arrangements for assessing pupils' attainment and academic progress are satisfactory. Assessment in the reception class and in English, mathematics and science has improved since the previous inspection and teachers are targeting work more effectively at pupils of different ability. Children are assessed on entry to the reception class. These assessments of children's skills and understanding are used to identify those with special educational needs and to set targets for individual children's learning. The class teacher and nursery nurse continually make evaluations of how children respond to the daily activities and use these to decide what children need to learn next. In older classes, National Curriculum tests, optional tests and standardised reading tests are used effectively to monitor pupils' progress in English, mathematics and science and to set future targets. This enables teachers to track pupils' current

achievements against what is expected of them and to identify gaps in their knowledge and understanding. Assessments are used to group pupils by ability within classes and work is usually matched well to their ability. The use of assessments to set learning goals for individual pupils is at an early stage of development, although there are clear short-term learning objectives towards the targets in individual education plans for those with special needs. In particular, individual targets for pupils' reading are not yet clear enough. Pupils, parents and those hearing children read are not given sufficient indication of the skills and strategies they should focus on. In other subjects, the approach to assessment is largely informal. Clear records of the skills pupils have mastered are kept in ICT, but in other subjects, assessment of pupils' skills is mainly left to individual teachers.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. The school continues to have good relationships with its parents and the vast majority of those who responded to the questionnaire and who attended the parents' meeting hold the school in high esteem. In particular, parents hold firm views that the standard of teaching is good and their children make good progress in school. They feel very comfortable in approaching the school and consider that the school expects their children to work hard and to achieve their best.
47. A small number of parents help in class on a regular basis and there are many more who assist on visits within the community. The parent teacher association works hard to run three major events each year and raises approximately a thousand pounds to enhance the curriculum. This money has been used for pantomime visits and the purchase of items including fencing for the garden area. The school values this support which has a positive impact on pupils' learning. The support that parents are able to give by reading with their children at home is often hindered, however, by pupils not taking their reading books home on a regular basis.
48. The information the school produces for parents is good and the majority of parents believe they are kept well informed about their children's progress. The school sends out informative letters to let parents know the topics their children are to cover during each term. Parents consider that the annual reports contain useful information. Comments such as 'he needs to become more confident in recording observations' or 'he needs to try to resolve problems himself, rather than seeking assistance from others' enable parents to help their children with their learning.
49. Parents of pupils with special educational needs are informed about any concerns at an early stage, and share in discussions about any additional provision to be made. They are invited to planning meetings where pupils' individual learning plans are reviewed. The school enjoys close relationships with parents, and takes time to discuss children's needs with them.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The headteacher provides good leadership of the school. She has clear priorities and plans for the future, and is committed to meeting the needs of pupils of different abilities and of those with special educational needs. In her first year in post, she has monitored and encouraged the development of teaching and learning well. She has concentrated successfully on raising standards in the core subjects of English, ICT and science, and has led the school sensitively through a time of sadness following the death of the previous headteacher. She has good relationships with parents and has the respect of the pupils and staff. The school also benefits from the effective support and assistance

given by an enthusiastic and capable deputy headteacher. As a result, the school recognises areas in need of development and is moving forward with clear educational direction.

51. The school has good aims and values that are generally reflected in its work. The school aims to make children safe, happy and successful. It promotes high self-esteem and expects children to work to the best of their ability. The school expects high standards of behaviour and encourages children to pursue an interest in the arts, music and sport. It is largely successful in each of these aims.
52. The management of the school has improved in some respects since the previous inspection, but there are still areas of weakness that remain to be resolved. The headteacher monitors teachers' planning and ensures that teachers spend time on each subject within the topic framework. She observes teaching regularly and feeds back her detailed observations to individual teachers, making suggestions to raise pupils' attainment. Some of these visits form part of the performance management programme that is operating successfully in the school. Together with the deputy headteacher, she checks the standard of pupils' work by evaluating samples of written work, and analyses National Curriculum test results to identify weaker areas of the curriculum. Schemes of work have been reviewed in English, mathematics and science to ensure coverage of the National Curriculum programmes of study and better continuity in teaching and learning. But there are still no separate schemes of work for geography, history, art and design, and design and technology, and, as a result, pupils do not always learn appropriate skills in a logical progression within the topic framework. In addition, coverage of geography and design and technology does not meet the full requirements of the National Curriculum, and religious education does not meet the requirements of the local Agreed Syllabus. Since the previous inspection, the role of subject co-ordinators has been developed well in English, mathematics, ICT and science, and now includes good opportunities to raise standards by development planning, observation of teaching, monitoring of teachers' planning and evaluation of pupils' work. There are still no subject co-ordinators in geography, history, art and design, design and technology, and religious education, however, and this lack of effective delegation restricts efforts to raise standards in these subject areas.
53. Effective leadership by the special educational needs co-ordinator ensures good provision for pupils with special educational needs. The co-ordinator has developed good procedures for identifying pupils' needs and for ensuring that individual education plans have clear targets that meet pupils' specific requirements. She has assembled a good range of resources, including reading books and computer-generated learning programmes. The co-ordinator has limited opportunities to monitor the teaching and learning of pupils, however, and this restricts her ability to evaluate and further improve the effectiveness of the provision.
54. The governors provide suitable support for the headteacher. They have a sound working knowledge of the school and have a satisfactory understanding of its strengths and weaknesses. They are kept up-to-date by detailed reports from the headteacher. Three governors work at the school and several others help in school on a regular basis. One governor, for example, provides regular support in class, while another has observed numeracy lessons and the local vicar conducts a school assembly each week. Committees meet regularly to discuss the curriculum and finance. Governors debate standards, staffing and budget issues, and help to determine the priorities facing the school. The governors have taken part in several training sessions to improve their effectiveness. They fulfil many of their statutory responsibilities well. They have not ensured, however, that the full requirements of the National Curriculum and

the local Agreed Syllabus for Religious Education are being met, and a number of items required by law are missing from the governors' annual report to parents. In addition, the governing body needs to be more proactive in conducting regular health and safety inspections and risk assessments.

55. Educational priorities are supported through the school's sound financial planning. The school improvement plan identifies appropriate targets and ensures that resources are directed towards raising pupils' attainment. The personnel, resources and timings are identified clearly, and there are criteria by which the impact of these developments can be evaluated. New developments are linked appropriately to the annual budget. Much of the large carry-over from the previous financial year has been spent on improvements to the accommodation, including re-decoration of classrooms, replacement of windows and the lowering of ceilings. The school makes good use of resources allocated to support specific groups of pupils such as those with special educational needs. The governors' finance committee monitors the school's budget regularly and satisfactory financial controls are in place. The principles of best value are applied soundly. The school seeks competitive tenders for all major spending decisions to ensure it receives sound value for money. It assesses its performance in comparison with other schools, and seeks the opinions of pupils through the school council. Day-to-day administration is efficient and computers are used effectively for placing orders and for keeping pupils' records. All the recommendations made in the latest internal audit report have been implemented.
56. Staff and governors have a good commitment to improving the quality of teaching and learning and the school has a sound capacity to succeed. Appropriate targets have been set for raising standards in English, mathematics and science in the national tests for Year 6 pupils in 2002 and 2003.
57. Staffing levels are satisfactory. There has been a high staff turnover, with over half the teachers having joined the school in the last two years. Teachers are suitably qualified and are deployed effectively. The non-teaching staff provide good support. The introduction of the National Literacy and Numeracy Strategies has provided a clear focus for staff training. There is good support for newly qualified teachers and other new staff within a supportive team framework.
58. The quality of the accommodation is satisfactory, overall. The Victorian building is on two levels because of the sloping nature of the site, and this presents younger children with some difficulties of access to the playground. Although parts of the fabric need attention, the interior has been well maintained and is used effectively to create an attractive learning environment. A wide range of pupils' work on display helps to create a vibrant and stimulating working atmosphere. The small school playground is an awkward shape and parts of it are on a steep slope. It is unsuitable for physical education lessons and the area outside the reception classroom cannot be used for the full range of outdoor play activities. There is no direct access from the reception classroom and no covered area where children can play outdoors when it is wet. These restricted opportunities for outdoor play hinder the development of children's co-ordination skills. The school playing field is a five-minute walk away and is open to the general public. A project to develop an environmental study area on an adjacent slope is almost complete, and will enhance the facilities for pupils to study out of doors.
59. The quantity and quality of learning resources are satisfactory, overall. Provision for ICT has improved since the last inspection. Two computer areas have been created within the infant and junior resource rooms and the ratio of computers to pupils has increased and is now satisfactory. Resources in other subject areas are generally satisfactory

apart from in design and technology and religious education where resources are inadequate. As at the previous inspection, there is a lack of outdoor equipment for the reception children. The playground area slopes steeply and is unsuitable for riding wheeled vehicles. There is no climbing frame, slide or other large playground equipment. The quality of books in the school library is unsatisfactory. Some non-fiction books are too old to provide helpful information and others are showing significant wear and tear. The library is not currently attractive enough to provide sufficient stimulus to reading or to support pupils' research skills. This is having an adverse effect on pupils' reading standards.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

60. In order to improve the quality of education provided, the governing body, headteacher and staff should

(1) Ensure there is adequate coverage and a logical progression of teaching for older pupils in Years 3 to 6 in geography and design and technology by revising the planning of the topics so there is more coverage, progression and continuity in these subjects.

(see paragraphs 5, 20, 25, 27, 52, 104, 106, 108, 109, 111)

(2) Ensure that teaching in religious education meets the requirements of the Rochdale Agreed Syllabus for Religious Education.

(see paragraphs 2, 5, 20, 29, 52, 136, 137, 138, 139)

(3) Improve standards in reading by:

(i) checking that pupils take reading books home frequently;

(ii) ensuring that teachers' records evaluate pupils' progress and identify their needs;

(iii) providing opportunities for pupils and parents to comment on pupils' progress on the home-school reading records.

(iv) ensuring the school library is attractive and well stocked to encourage reading and support pupils' research skills.

(see paragraphs 3, 6, 19, 45, 47, 59, 74, 76, 77)

(4) Develop the role of subject co-ordinators in art and design, design and technology, geography, history and religious education to include monitoring and evaluation of teaching and learning.

(see paragraphs 52, 103, 107, 112, 118, 139)

(5) Provide more opportunities to develop pupils' spirituality and their appreciation of the rich multi-cultural diversity of British society. *(see paragraphs 38, 41)*

In addition to the key issues above, the school should consider including the following minor issues in its action plan:

(1) The school should improve the standard of pupils' handwriting by insisting that pupils use cursive script in their independent writing.

(see paragraphs 3, 6, 19, 81)

(2) The school should ensure that the governors' annual report to parents includes all the information required by law.

(see paragraph 54)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	28
Number of discussions with staff, governors, other adults and pupils	22

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	2	12	13	1	0	0
Percentage	0%	7%	43%	46%	4%	0%	0%

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	126
Number of full-time pupils known to be eligible for free school meals	0	39

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	22

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	11
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	5.6

Unauthorised absence

	%
School data	0.3

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	9	14	23

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	16	15	20
Percentage of pupils at NC level 2 or above	School	70 (92)	65 (83)	87 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	15	20	20
Percentage of pupils at NC level 2 or above	School	65 (92)	87 (100)	87 (100)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	16	7	23

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	13	22	20
Percentage of pupils at NC level 4 or above	School	57 (76)	96 (95)	87 (95)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	14	16	18
Percentage of pupils at NC level 4 or above	School	64 (71)	70 (57)	78 (71)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	126
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	18
Average class size	25

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	84.5

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	3	0
Other minority ethnic groups	0	0

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

Financial information

Financial year	2001-02
	£
Total income	334,361
Total expenditure	343,911
Expenditure per pupil	2,730
Balance brought forward from previous year	66,512
Balance carried forward to next year	56,962

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	126
Number of questionnaires returned	62

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	34	2	2	2
My child is making good progress in school.	45	52	2	0	2
Behaviour in the school is good.	34	53	10	0	3
My child gets the right amount of work to do at home.	24	50	24	0	2
The teaching is good.	56	44	0	0	0
I am kept well informed about how my child is getting on.	53	29	13	5	0
I would feel comfortable about approaching the school with questions or a problem.	68	29	0	2	2
The school expects my child to work hard and achieve his or her best.	61	35	0	0	3
The school works closely with parents.	47	37	11	3	2
The school is well led and managed.	55	35	3	0	6
The school is helping my child become mature and responsible.	56	42	2	0	0
The school provides an interesting range of activities outside lessons.	45	37	10	3	5

4 (6.45%) parents made additional comments

Strongest points in order:

- The school takes good care of pupils.
- The school coped very sensitively with the loss of the former headteacher.

Pointers from the meeting for parents

- Parents are generally satisfied that the school achieves acceptable standards.
- There is recognition amongst parents that the school does all it can to help pupils to learn and make progress.
- Parents are happy with the attitudes and values promoted by the school.
- Parents report that behaviour is not always as good as it should be, but the school always takes steps to deal with misbehaviour.
- Parents are not sure that the school operates a consistent homework policy.
- They are satisfied with the information the school provides about events and the work of their children.
- Parents said that teachers respond well to any concerns raised.
- Parents believe the school has made improvements over recent years.

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

61. The school makes sound provision for children of reception age. The quality of teaching is always at least satisfactory and is sometimes good. Together with the broad and balanced curriculum, this has a positive effect on children's learning. There were no separate comments on provision for children in the reception class in the previous inspection report.
62. There is no nursery provision at the school, although some of the children attend a pre-school playgroup held on the school premises. Children join the reception class at the beginning of the autumn term in the school year in which they become five. During the inspection, there were 18 children of reception age, all attending full-time. When children join the reception class, there is a wide range of ability. In this year's reception class, children's skills are broadly typical for their age, but, in previous years, their skills have generally been less well developed than is usual. All children, including those who have special educational needs, make sound progress. By the end of the reception year, most children in the current year group will have achieved the levels expected for their age in communication, language and literacy skills, mathematical understanding, knowledge and understanding of the world, creative development and personal and social development. In physical development, more children than usual are not yet up to the standards expected for their age. Overall, standards of attainment by the end of the reception class are higher than in previous years.
63. Children enjoy being in the reception class. They are happy and keen to learn. They are usually well behaved and listen carefully to their teacher, but do not always put their hand up or wait for their turn before speaking. As a result, there is sometimes too much calling out and not enough listening to other children during discussion times. Children work well together in small groups and co-operate sensibly when carrying out simple investigations or when acting out a role-play in the *Stansfield Spaceship*. Their attitudes to learning are good because the class teacher provides a wide range of interesting activities so that the children never become bored. She frequently assesses and monitors children's skills and understanding, and uses this information to set individual targets and to provide tasks that are well matched to individual pupils' needs. The curriculum is well planned around suitable topics, and lessons have clear learning objectives. The class teacher and the nursery nurse provide good role models and have very good relationships with the children. They provide good support and guidance for children with special educational needs, and these children make good progress as a result. Two parents regularly provide valuable assistance by listening to pupils read and by helping in art lessons.

Personal, social and emotional development

64. The class teacher places a good emphasis on developing children's social skills. Children enter the reception classroom eagerly in the mornings and eat their toast and drink their milk sensibly. They are keen to share their 'news' with their teacher and the other children. After whole-class sessions, the teacher always provides a range of 'free-choice' activities so children are encouraged to work at their own pace and make their own decisions. This helps them to organize their own time and to build their confidence. In one session, several children chose to cut out models of dinosaurs, while others acted out an adventure in the *spaceship*, over-drew letters using

whiteboards, or sat looking at books in the reading corner. Teaching of social skills is satisfactory. Children know they have to take turns when using equipment, but not all have learnt to put their hand up to answer questions. Children eat their lunch sensibly and treat staff and other children with respect. They are kind and considerate, and care for each other well. As a result, children make sound progress in developing social skills and will reach the level of personal, social and emotional development expected nationally by the end of the reception year.

Communication, Language and Literacy

65. Teaching of language and literacy skills is sound. Most children in the current reception class had typical speech and language development for their age when they joined the school. In previous years, many were more hesitant to speak, and found it more difficult to describe clearly what they were doing. The class teacher encourages the children to develop their vocabulary by using every opportunity to talk with them. In the first lesson after the half-term holiday, for example, children were encouraged to share their holiday 'news' with others. Children spoke out with some confidence, while others listened carefully to their adventures. This helped to develop children's confidence and to reinforce their speaking. The teacher and nursery nurse use role play well to encourage language and speech development. In the *spaceship*, the teacher encouraged children to talk to *Stansfield Control* and to get ready for take-off. Constant questioning by the teacher helps children to develop their vocabulary and speech. After children conducted a traffic survey, for instance, the teacher asked *What did you see most of?* and encouraged them to explain what they had done. As a result, children make sound progress and most will reach the level of language development that is expected by the end of the reception year.
66. Children enjoy looking at books and listening to stories. They enjoyed listening, for example, as the nursery nurse read a story about aliens from outer space. Children listened attentively as she read expressively and asked some very good questions about the illustrations to keep the children involved. Children take reading books home regularly and are encouraged to share the stories with their parents or carers. Children listen independently to recorded stories and look through books in the reading corner, holding the books correctly and turning the pages with care. Children are taught the sounds and the names of letters, and most can identify the initial sounds of words. They are beginning to recognize the sounds made by combinations of letters such as *dr*, *st*, *cr* and *tr*. The teacher regularly asks children to read from large-text cards containing words that occur very frequently such as *big*, *dog*, *Mum* and *am*. Most pupils can read very simple text consisting of a few words that occur frequently, and a few higher-attaining children can read simple stories reasonably confidently. Children make sound progress, and most will reach the standard of reading expected nationally by the end of the reception year.
67. The teacher gives children many opportunities to develop their writing skills. During the reception year, children overwrite each letter of the alphabet, and then learn to write it freehand. By the end of the year, most children form letters reasonably accurately without assistance and many can copy simple words and short phrases. Most children write their own name unaided, while some higher-attaining children write complete sentences. Children make attempts at combining letters and simple words into their own early narratives. During one lesson, for example, children attempted to write about what they had done during the holidays. Children were provided with key words written on cards, and most were able to copy and combine these into short sentences such as *I went to the zoo*. Some higher-attaining children were able to write short sentences such as *I went swimming with my mummy* largely unaided. The nursery nurse assisted

lower-attaining pupils by writing out what they wished to write so they could copy it. Overall, children make sound progress, and standards of writing are generally in line with those expected nationally for children of this age.

Mathematical Development

68. Good teaching ensures that children are given many opportunities to recall numbers and to understand shape and size. Children sing a range of counting songs such as *Five currant buns in the baker's shop* and most children can count to twenty accurately.
69. Children suggest numbers *more than 15* and *less than 20* in order to answer *How old is my pet kangaroo?* They count the 14 ribbons when practicing Maypole dancing and make good use of a number line to fill in missing numbers between one and twenty. Many children are beginning to add and subtract one or two items from collections of up to ten. In one lesson, good use was made of a story, *Nigel's Numberless World*, to reinforce the importance of using numbers. Some children used coins to 'pay for' items costing up to 10 pence, while another group conducted a survey of traffic on the main road at the rear of the school, making a tally chart to record the number of cars, lorries and buses. Children sort objects by colour, shape and size. They identify triangles, circles and squares, and describe those that are *big* and *small*. They use weighing scales to investigate which objects are *lightest* and which are *heaviest*, and use non-standard units such as the number of model camels to measure the length of a table and a chair. The teacher and nursery nurse help children with special educational needs effectively to ensure that they are fully involved and make good progress. By the end of the reception year, most children can use numbers up to twenty confidently. They make good progress and most will achieve the level of skills and knowledge expected for their age.

Knowledge and Understanding of the World

70. The class teacher provides many opportunities for children to learn about everyday items in the classroom, during outdoor activities and on visits in the local area. In one lesson, for example, the teacher helped a small group of children to investigate the effect of rough and smooth surfaces on the movement of objects. Children examined a range of smooth and ridged surfaces, carpet and bubble wrap and investigated how far a toy car would travel down an inclined surface on each material. Following this investigation, a group of boys went on to conduct their own experiment to see how far toy cars would travel down a plastic drainpipe inclined at different angles. Children visit a local garden centre to look at plants and other living things and go to Hollingworth Lake to search for minibeasts with the aid of a magnifying glass. They grow beans and sunflowers, measure their heights and plot the results on bar charts. They make a map of their walk round the local housing estate, and visit the church to examine the stained glass windows. They develop their understanding of time by sequencing a series of pictures and instructions for baking bread into the correct order. Children learn to use a computer mouse to click onto the correct icons on the screen, and learn how to program a computer toy to make it follow a chosen route. Due to the sound teaching, children make satisfactory progress, and most will reach the level of knowledge and understanding expected for their age by the end of the reception year.

Physical Development

71. Children's manipulative skills and co-ordination are not as well developed as most children by the end of the reception year. As at the last inspection, this is due largely to

difficulties arising from the accommodation and the site. There is insufficient emphasis on outdoor activities as there is no direct access from the reception classroom to the playground and no covered area where children can play outdoors when it is wet. The playground area for young children slopes steeply and is unsuitable for riding wheeled vehicles. There is no climbing frame, slide or other large playground equipment. As a result, while teaching is satisfactory indoors, children make insufficient progress as there are not enough opportunities for them to run around outside, ride wheeled vehicles and develop co-ordination skills. Children practice skipping around a Maypole and use small equipment for gymnastics lessons in the hall. They are given opportunities to handle construction equipment, to play in the sand tray, to manipulate play dough and to use pencils, crayons and paintbrushes. Children put jigsaws together and learn how to use scissors correctly. As a result, they develop better control and manipulation of their fingers and hands.

Creative Development

72. Children make satisfactory progress in developing their creative skills. The class teacher makes a range of resources and materials available, and children concentrate well and use the equipment sensibly. They draw pictures to illustrate the story of *Jack and the beanstalk*, and learn how to hold a paintbrush correctly to paint a vase of flowers in water colours. They paint colourful rainbows and use fluorescent paints and glitter on black paper to create dazzling vistas of shooting stars and planets. Children model plant pots from papier maché, and use clothes pegs, pipe cleaners and fabrics to create peg dolls. During one lesson, children used lemonade bottles, egg boxes and other 'junk' to model spaceships. They stuck cardboard rolls on with glue to represent fuel tanks and decorated the finished models effectively by painting them, sticking on stars and adding small pieces of polystyrene. In the same lesson, another group of pupils used a computer program to 'paint' pictures on the screen. During music lessons, children clap their hands in time to the music. They sing nursery rhymes and join in the actions that accompany the songs. They sing loudly and softly, and identify long and short notes. They listen to recorded music including *The Carnival of the Animals* and learn to recognize the parts played by different instruments such as the clarinet and the strings. As a result of sound teaching, most children achieve skills typical for their age by the end of the reception year.

ENGLISH

73. Standards are below the national average at the end of Year 2 but are in line with the national average by the end of Year 6. This is similar to the previous inspection. It is better than the results of the national tests in 2001 when standards achieved by pupils in Year 6 were well below the national average and standards achieved by pupils in Year 2 were well below the national average in reading and below average in writing.
74. Inspection findings indicate an improving picture. Standards are rising, although too few pupils attain high enough standards in reading. This is because the school has focused effectively on strategies to develop and extend pupils' writing skills. Teachers ensure that pupils are given intensive help to use interesting words and phrases to enliven their writing. Central to this improvement is the regular assessment of pupils as they move through the school. Information gained enables the headteacher to track pupils' progress closely, and to provide suitable additional support for individual pupils, including those with special educational needs.

75. Most pupils enter the reception class with skills in speaking and listening below average and do well to reach the standards expected nationally by the age of eleven. This is because teachers have good communication skills. They speak clearly, explain new words carefully and use questioning well to encourage pupils to speak in whole class situations. In a Year 2 literacy lesson, for example, the teacher used the words *character*, *setting* and *description* effectively. This enabled pupils to adopt and use the new vocabulary well. One pupil, for example, suggested *I think the character is very hairy*. The good relationships engendered in classrooms enable pupils to speak confidently. Teachers have good strategies for improving pupils' spoken language in different situations. These included opportunities to describe the character of *Stig of the dump* in a Year 3 literacy lesson and to contribute to a science discussion in Years 5 and 6 about the effect of micro-organisms on various foods. Most pupils demonstrate good listening skills and listen attentively to their teachers and to the views of others.
76. Pupils' reading skills are not as good as their writing skills at the end of Years 2 and 6. This is because the school decided appropriately to focus on raising pupils' standards in writing this year, and now recognises the need to extend provision for reading. High-attaining pupils make sound progress because they are well motivated and enjoy reading, but most pupils do not read enough at school or at home. By the end of Year 2, many pupils have insufficient strategies to work out new words such as *gallop* and *chest*. Teachers rely too heavily on one reading scheme so that pupils are less confident when reading simple information books. A similar picture emerges in Years 3 to 6, with a significant number of pupils expressing reluctance to read for pleasure. The school has no structured programme for older pupils to read at home. Throughout the school, few pupils take their reading books home every day so that opportunities to consolidate learning are missed. For older pupils there is no systematic use of home-school records to check on what reading is being done at home or to encourage parents' comments.
77. Teachers in Years 3 to 6 do not maintain accurate reading records so that pupils sometimes re-read the same book, and areas of weakness are not recorded. While teachers assess pupils' reading skills using testing procedures twice a year, the lack of regularly maintained reading records means that ongoing progress cannot be monitored. In Years 3 to 6, pupils record the books they have read, but opportunities are missed for them to make informed comments about their reading. Many use brief comments such as *OK* to describe the book. Pupils may borrow books from the school library, but many books are old and in poor condition and do not inspire pupils to borrow them. Teachers use many opportunities to read books with pupils during literacy lessons, making good use of voice to add emphasis and interest so that pupils show high interest levels at these times. Teachers use a good range of resources effectively to show how books are organised so that most pupils can find and use the contents and index, and can locate words in dictionaries.
78. The school has focused on raising standards in writing during this year by providing planned opportunities for pupils to develop the quality and quantity of written work. Teachers' planning effectively identifies a range of opportunities for pupils to write in different styles. In Years 5 and 6, for example, pupils write biographies of Albert Einstein and persuasive commentaries on reasons for and against genetically modified crops. Pupils in Years 1 and 2 produce leaflets encouraging visits to the school garden, and in Year 3, they write letters to the Editor about a threatened play area. This adds interest and scope to pupils' learning.
79. Pupils enter the reception class with early writing skills below average. They make sound progress, but standards remain below the national average by the end of Year 2.

Inconsistent use of capital letters and full stops, together with the use of very simple sentences, limits the progress that pupils make. Much is being done to address these issues. An additional support teacher enables pupils to be taught effectively in smaller groups on a daily basis. Teachers encourage pupils to organise their writing so that the story has a good beginning, middle and end, and to choose descriptive words which add interest to the story line. This is successful, and many pupils include interesting vocabulary. High-attaining pupils in Year 2, for example, wrote phrases such as *crunchy earwig*, and *deepest, darkest forest* to give impact to their writing. Most pupils spell simple three letter words accurately, and try new words confidently. They enjoy writing and persevere well to complete the work.

80. Pupils make satisfactory progress with their writing in Years 3 to 6. Good teaching in Years 5 and 6, together with the effective use of 'booster' classes and the rigorous analysis of pupils' writing in test papers, enables progress to accelerate. By the end of Year 6, pupils' standards in writing are currently in line with the national average. Pupils have a secure knowledge and understanding about how to respond to different forms of writing such as poetry, play scripts and diaries, and choose words carefully to develop the characters or the plot of a story. When describing a scared person, for example, pupils wrote phrases such as *stomach churning* and *a dark, damp tunnel*. Most use punctuation and letter size effectively to add impact, as in *SMASH!!!!* The interesting choice of vocabulary used by many pupils, adding flair to their writing, is the principal reason why standards have improved.
81. The standard of pupils' handwriting is unsatisfactory. Pupils learn to form letters for a joined script from their earliest days in school. However, teachers do not demonstrate the appropriate stage of joined writing when using whiteboards, and overall, do not challenge pupils sufficiently to use cursive script in their independent writing.
82. The quality of teaching is satisfactory overall. Teachers are clear about what they want pupils to learn, and in the more effective lessons share the learning objectives at the start, so that pupils see the relevance of what they are learning. Teachers have high expectations of pupils' behaviour so they listen carefully and lessons progress smoothly. Work is well planned, interesting and well matched to pupils' abilities. Lessons start promptly, and the initial pace of lessons is good. However, the pace often slackens when pupils are working due to the lack of challenging timescales. While pupils concentrate appropriately, many are capable of working harder and of achieving more in the lesson. Teachers use additional adults very effectively to support groups and individuals. Pupils with special educational needs make good progress because of the effective, targeted support they receive. Marking of pupils' work is supportive, but often does not tell pupils what they need to do to improve. This results in pupils sometimes making the same mistakes, such as lack of finger spaces or punctuation. While the school has introduced individual target setting, this is used inconsistently between classes and has yet to impact on some pupils' work. Most teachers make satisfactory use of opportunities to develop pupils' literacy skills in subjects other than English. Good examples were seen of pupils writing Victorian diaries in a history topic, and in science, pupils recorded predictions and labelled diagrams accurately. Satisfactory use is made of word processing programmes for recording written work and for supporting the research skills of older pupils.
83. Strong leadership in English by the headteacher has had a marked positive impact on standards. She uses her expertise as a leading literacy teacher effectively to give demonstration lessons to teachers and to lead staff training. Procedures to assess pupils' skills and understanding have improved and are used well to predict the levels pupils will gain by the time they leave school, and to determine individual targets for

them to achieve. The headteacher visits classrooms regularly to monitor the quality of teaching and learning and all staff receive written feedback that contributes effectively to their performance management targets.

MATHEMATICS

84. Standards are in line with the national average at the end of Years 2 and 6. This is similar to the previous inspection at the end of Year 2, but is not quite as good in Year 6 where almost all pupils achieved national expectations. It is better than the results of the national tests in 2001 where pupils were below the national average at the end of Year 2, but not as good at the end of Year 6 when standards were well above the national average in 2001.
85. By the end of Year 2, standards are broadly in line with expectations for the large majority of pupils. They have a sound understanding of number bonds, are developing a sense of number patterns and calculate with appropriate confidence for their age, both mentally and in workbooks. They show a satisfactory appreciation of the properties of common shapes, measure capacity and length with reasonable accuracy and present information in simple graphs. This represents good progress from the standards that these pupils were achieving at the age of five. By the end of Year 6, most pupils are on target to achieve the expected level and a few should attain the higher level. They have a good feel for number, are confident in combining number operations and can transfer their knowledge of shape and space and number systems to help them understand algebraic concepts. This is good progress from the test results that these pupils gained at the end of Year 2.
86. The quality of teaching and learning is satisfactory overall in Years 1-3, though there is an occasional unsatisfactory lesson. It is good in Years 4 to 6. The National Numeracy Strategy is well established, with teachers confident in its application and this has removed the over-dependence on a commercial scheme that was found in the previous inspection. As a result, pupils make good progress in their development of mathematical skills as they move through the school. More attention is given to investigative work, particularly in Years 1 and 2 where it had been a weakness, but there is still room for further development. The school has identified that problem-solving is not as well developed as other aspects of mathematics.
87. The best lessons begin with a lively mental session, which quickly involves pupils, injects pace and sets the expectations for the rest of the lesson. Questions are well targeted to individual pupils and provide an appropriate degree of challenge so children can enjoy success but only with effort. Further questioning requires pupils to clarify their thinking and allows others to share the mental strategies employed. Explanations of new work are clear, make good use of visual support and are firmly based on pupils' previous knowledge. In a Year 5 and 6 lesson on algebraic notation, for example, the teacher made good use of pupils' knowledge of how to calculate the perimeter and area of regular shapes. She extracted from them what the perimeter or area must be if the length of one side was a cm and introduced the terms $4a$, ab and b^2 effectively. Because the pupils were involved in working out the answers, they gained a firm understanding of the concept.
88. In well-taught lessons, pupils are encouraged to contribute their ideas. In a lesson on symmetry in Years 4 and 5, one pupil was confident in suggesting that the diagonals in a rectangle were *lines of symmetry*. When the teacher demonstrated effectively through the use of a paper model that this was not the case, pupils were quick to point

out that their suggestion would be valid for a square. Where pupils are less confident in expressing their ideas, there is a sensitive use of support: *You can 'phone a friend. Who would you like to help you if you get stuck?* Within this positive atmosphere, pupils feel confident to ask if they do not understand something such as: *What is a horizontal line?* This encouragement to think about mathematics and to discuss their ideas and strategies contributes significantly to older pupils' confidence and interest in mathematics.

89. In the majority of lessons, tasks for group or individual work are well targeted and pupils know exactly what is required of them. In these cases the work is well structured and graduated so pupils develop a secure understanding of the processes as they progress through the examples. The teacher provides good support, ensuring that a good pace is maintained, and extending pupils' thinking through questions or re-explaining as necessary. Sometimes, particularly with younger pupils, there is not enough rigour in the group work. In these cases, pupils are not given clear targets for how much work is expected in the time given and do not complete as much work as they could. Occasionally, the explanation of what is required is unclear, which results in some unproductive use of time, as when Year 3 pupils spent longer copying out the word problems than solving them.
90. Relationships within lessons are usually good and teachers manage the pupils, the work and the resources well. This ensures that time is used well and the pace of learning is brisk. In one unsatisfactory lesson, however, the transitions were not sufficiently smooth when pupils moved into group work or back to a whole-class session. As a result, pupils were slow to settle to work, momentum was lost and some pupils became inattentive and disturbed others.
91. Pupils with special needs are well supported and make good progress. Teachers take account of their learning needs when they set work. Some are withdrawn during *Early Bird* mathematics sessions at the beginning of the school day or are given additional support during lessons. More able pupils are grouped together and are usually given work that challenges them sufficiently. In the mixed-age classes in the upper school, the more able Year 4 and Year 5 pupils have the opportunity to work with older classmates.
92. In addition to mathematics lessons, pupils have opportunities to practise and apply their numeracy skills during the *Early Bird* sessions and also in some aspects of their topic work, when they use co-ordinates in mapwork, for instance, record information in graphs or use measurements and calculations in science experiments. They also have regular mathematics homework. There is some use of computers to support pupils' mathematical development, as when pupils use the *Dazzle* program to portray symmetry, create graphs or practise rapid responses to number questions; but this is still an area for further development.
93. The subject is led well. There is a clear structure for planning and there is some monitoring of planning and teaching. The quality of assessment is better than at the time of the last inspection. National Curriculum tests and optional tests are used effectively to monitor pupils' progress and to set future targets, and also to identify which aspects might need more emphasis. The quantity and quality of resources are satisfactory and there is an effective action plan for further development of the subject.

SCIENCE

94. Standards in science are below those expected nationally at the end of Year 2, but are in line with the national average by the end of Year 6. This is similar to the previous inspection, and similar to the results of the national tests at the end of Year 2 in 2001. It is better than the results at the end of Year 6 in the national tests in 2001 when standards were well below the national average and below the average in similar schools. This is because the school has been successful in planning an improvement in the teaching of science to older pupils this year.
95. The quality of teaching is satisfactory in Years 1 and 2, and good, overall, with some very good teaching, in Years 3 to 6. As a result, pupils make sound progress in Years 1 and 2, and good progress in Years 3 to 6. At the time of the previous inspection, there was no scheme of work, and teaching was adapted to fit in with the framework of the topics being taught. The topic framework has now been completely overhauled, and many of the topics are now science-based topics. This ensures that science is the focus of many of the topic lessons and is taught in a logical progression. In addition, pupils in the Year 5 and Year 6 class have an extra science lesson each week to ensure that the whole of the National Curriculum in science is covered in depth. There is also a good emphasis on pupils carrying out their own practical and investigative work. This is a good improvement on the previous inspection. In a good lesson in Years 5 and 6, for example, pupils carried out their own investigations into the effect of water on the growth of bacteria. They set up a fair test to compare the growth of bacteria on dry and moist samples of carrot, predicted the outcome, and measured the size and weight of the carrots after two weeks to test their hypotheses. The pupils worked sensibly and effectively in small groups and offered reasoned explanations for the recorded differences observed in the different samples.
96. Teaching has a number of other good features, particularly for older pupils. Lessons are now planned well, with appropriate learning objectives based on national guidelines. Teachers constantly encourage pupils to use correct scientific vocabulary. In a Year 4 and 5 lesson, for example, pupils were able to name parts of the skeleton such as the *forearm*, *pelvis* and *clavicle*. Teachers give instructions clearly and lead discussions well. They ask plenty of questions to make pupils think and encourage them to explain their ideas. This develops pupils' scientific thinking and helps them to express themselves clearly. Teachers track pupils' progress effectively by assessing pupils' knowledge and skills regularly. This enables teachers to plan work for pupils to match their individual needs. Teachers make good use of a wide range of resources that raise pupils' interest and help to maintain their concentration. In a lesson in Year 2, for instance, the teacher made good use of a range of items such as a margarine tub, straws, a bowl of water and paper sails when investigating how *push* and *pull* forces could be used to move a butterfly model across a table. ICT is integrated well into science lessons. In a very good lesson in Years 4 and 5, for example, pupils recorded the size of boys' and girls' forearms, and later transferred the data into a spreadsheet in order to plot bar charts of the results. Pupils also recorded their pulse rate every 15 minutes and used this data in an ICT lesson later in the week. Pupils use CD ROMs and the Internet to assist their individual research on life processes, the weather and the Solar system. This assists their learning, and encourages independent research.
97. Teachers have a secure knowledge and understanding of the subject and this helps them to explain scientific ideas in a way that pupils can understand easily. They manage their classes well, and, as a result, pupils concentrate hard, are keen to answer questions and have good attitudes towards their work. In a Year 5 and 6 lesson, for example, pupils were keen to explain the results of their experiments and to suggest how the investigation could have been improved further. Attractive displays of pupils' work encourage further enquiry and show pupils that their efforts are valued. Pupils with

special educational needs receive good support from teachers and classroom assistants and make good progress as a result. They join in investigations fully and record their results in an appropriate manner before testing their predictions and drawing suitable conclusions.

98. The subject co-ordinator provides good management of the subject. In less than a year in post, she has already begun to raise standards by re-drafting the scheme of work and by establishing the importance of science within the topic framework. She monitors pupils' work, but has not yet been given the opportunity to observe and evaluate teaching in the subject or to manage spending for the subject. This is effectively limiting her capacity to improve standards further. Resources for the subject are satisfactory. Good use is made of outdoor facilities including the school's developing wildlife garden that is used for pupils to investigate a variety of habitats. Good use is also made of visits to Hollingworth Lake for pond dipping, *Eureka!* for 'hands-on' science experiments, and to a butterfly park and aquarium.

ART AND DESIGN

99. Standards in art and design are typical of those found nationally at the end of Year 2 and Year 6. This is similar to the previous inspection. By the time they leave school, pupils have been introduced to a broad range of techniques in two and three-dimensions. The attractive artwork displayed around the school shows good attention to colour, line and tone. Pupils have also gained a clear understanding of some famous artists and their distinctive styles.
100. As only one lesson was observed where art was the focus, it is not possible to make a judgement on the overall quality of teaching. In the Year 5 and Year 6 lesson observed, however, teaching was good. Clear instructions were given to each of the different groups and good use was made of advice from pupils who had already completed the activity during a previous lesson. The teacher prepared the materials well and established good working practices. As a result, pupils concentrated well, used their brushes sensitively and produced well-designed silk paintings of desert island scenes.
101. Teachers make good use of the work of famous artists to provide inspiration and to explore different techniques. Pupils in Years 5 and 6, for instance, use pencil crayons to design textile prints in the style of William Morris and use a 'paint' program on the computer to create 'paintings' in the style of Paul Klee. Pupils in Years 4 and 5 create dramatic photomontages inspired by the work of David Hockney, while those in Year 3 produce abstract paintings in the style of Bridget Riley. Younger pupils in Years 1 and 2 examine shapes and patterns in the work of Kandinsky, and produce *Surrealistic* paintings in the style of Joan Miró.
102. A strength of the teaching is the wide range of techniques and resources used by teachers to stimulate pupils' imagination. Pupils in Years 1 and 2, for example, use a range of materials including straw, wool, card, seeds and tissue paper when creating collage flower heads, and use black and white paint, silver and blue glitter and shiny paper when producing dramatic storm scenes. They use wax-resist techniques to create a variety of effects when creating views through a window on a rainy day, and use water colours to add texture and shade to detailed observational drawings of daffodils. Older pupils use a wide range of different techniques. Pupils in Year 3, for example, use oil pastels to create effective 'stamps' showing dolphins and waves, and use tissue paper and metallic foil to construct three-dimensional relief maps of the Nile Delta. Pupils in Years 4 and 5 paint fish created from plastic bottles coated in PVA glue,

and decorate hot-air balloons made from papier-maché and polystyrene cups. Attractive butterflies are decorated by floating ink on the surface of the water and by adding shiny silver paper spots. In Years 5 and 6, boomerangs made from cardboard are embellished with aboriginal patterns, while traditional arrowheads are used as a border on attractive fabric prints.

103. There is no co-ordinator for the subject, but the headteacher monitors the standard of pupils' work on display and checks teachers' planning, which is fully integrated into the topic framework. As a result, continuity and progression in pupils' learning is satisfactory, but there is little impetus to improve the subject further. Resources for art are satisfactory, but pupils do not use sketchbooks to prepare preliminary sketches or to make regular observational drawings. Pupils with special educational needs are fully included in all activities. They enjoy the practical application of a wide range of different materials and techniques and make sound progress as a result. A number of pupils regularly attend the weekly art club to improve their techniques further, but there is no regular programme of visiting artists or visits to art galleries.

DESIGN AND TECHNOLOGY

104. Standards are typical of those expected nationally at the end of Year 2, but are below national expectations for pupils at the end of Year 6. This is similar to standards at the previous inspection at the end of Year 2, but not as good at the end of Year 6. This is because there is no subject guidance to ensure that older pupils gain knowledge, skills and understanding in a consistent way. The design and technology work planned by individual teachers is chosen to fit in with current topics, rather than building on pupils' previous skills and experience. This leads to gaps in pupils' learning. Most teachers lack confidence and expertise because they have few opportunities to gain experience and have not received in-service training.
105. The Year 1 and Year 2 class teacher has planned an appropriate range of design and technology lessons, using national guidance to ensure that pupils receive a satisfactory range of learning opportunities. This has enabled all pupils, including those with special educational needs, to make satisfactory progress, and for most to attain standards appropriate for their age. The design process has been taught in full. Prior to making wall hangings, for example, pupils drew pictures of their design intentions, labelling the materials used. They used a range of joins such as sewing, adhesives and staples, and evaluated their designs, saying what was successful, and which aspects they would change. Pupils used card and paper when designing and making pop-up frogs and Easter cards. They were challenged to consider strengthening techniques when making bridges strong enough to support a toy car.
106. Overall, teaching in Years 3 to 6 is unsatisfactory. Teachers provide pupils, including those with special needs, with too few opportunities to make sufficient progress. In most instances, pupils achieve little because the teaching offers limited opportunities for pupils to carry out a sustained piece of work through which pupils generate designs, make, adapt and evaluate their work. There was insufficient evidence of completed work in Years 3 to 6, though planning shows design and technology to be taught as part of several topics. In Year 3, for example, pupils made water-lifting devices in the style of an Egyptian shaduf and models of Victorian 'climbing boys' as part of history topics. Year 4 and 5 pupils designed and made insect collecting boxes for use in the school garden, thus giving purpose to their work. However, most of the work undertaken by the older pupils has involved use of pre-cut nets, contributing little to the design process.

107. There is no subject co-ordinator to give advice and support to teachers. Resources are insufficient, and are poorly stored in a variety of areas, making ease of access difficult. There is insufficient use of ICT to aid the design process. In the extra-curricular bicycle club, six pupils have designed a buggy, and are currently devising a way to add a braking system. This activity has made an exciting contribution to their design and technology curriculum.

GEOGRAPHY

108. Standards are typical of those expected nationally at the end of Year 2, but are below national expectations for pupils at the end of Year 6. This is better than standards at the previous inspection at the end of Year 2, but not as good at the end of Year 6. While the level of work seen in a Year 6 lesson was of an appropriate standard, the pupils have had too limited an experience of geography during Years 3 to 6 to meet the expectations for their age group fully. At the time of the last inspection, concern was expressed that the topic approach did not ensure the development of appropriate skills as pupils moved through the school or guarantee coverage of the National Curriculum Programmes of Study. There has not been enough improvement in this and it is evident from pupils' work that they are not covering all the necessary aspects of geography, such as places, settlement patterns and mapping skills in sufficient detail to meet the requirements of the National Curriculum.
109. The lack of a scheme of work showing how geographical knowledge, skills and understanding are to be developed as pupils move through the school means that there is no easy way for teachers to check that pupils are building on their earlier learning. As there is no assessment scheme or reference material to illustrate different levels of attainment, teachers have to decide individually what standards of work are appropriate. This is not a difficulty for experienced teachers but it presents problems for teachers new to the school.
110. It was impossible to judge the overall standard of teaching, but the one lesson with a geography focus observed during the inspection was sound and had a number of strengths. The teacher explained clearly the different world climatic zones. This gave pupils a sound basis for discussing seasonal weather in the Caribbean as part of the *Treasure Island* topic. Skilful questioning drew out from pupils the contrast between the climate in Barbados and that of the United Kingdom. Pupils were able to apply what they had learnt earlier in the lesson about temperate and tropical climates. Good use was made of pictures to illustrate the similarities and differences. The lesson was linked well to ICT work to illustrate the topic. Once pupils were set a task and did not have the teacher setting the pace, however, the rate of learning dropped. Pupils were confident in drawing information from the text or working with the aid of computers, but did so rather slowly and methodically.
111. The small amount of geographical work seen in other year groups did not have this same quality. Even where a topic such as *Cities and Jungles* offers ample opportunities to develop geography skills and concepts, many pupils do not have a sure enough foundation from earlier years to go beyond a superficial consideration of the nature of settlements and environmental problems.
112. Geography is linked well to other subjects through the topic approach. English skills are developed well through geographical research, through written tasks and through discussions; work on graphs, co-ordinates and statistics reinforces mathematical skills; and ICT skills are practised through research and presentation of projects.

There is no subject co-ordinator to support teachers, to monitor teaching and learning, and to ensure that all aspects are covered. Resources for geography are satisfactory.

HISTORY

113. Evidence from pupils' work and discussions with pupils shows that standards at the end of Years 2 and 6 are similar to those found in most schools, as they were at the time of the previous inspection. No lessons with a history focus were seen during the inspection, so no judgement can be made about the quality of teaching in the subject. All pupils, including those with special educational needs, make satisfactory progress as they move through the school. There has been an improvement in the quality of the curriculum since the last inspection when the provision for history was unsatisfactory because the topic approach was not giving sufficient coverage of the subject. Several of the topics are now history-based study units and pupils are now receiving their curriculum entitlement in the subject.
114. By the end of Year 2, pupils gain satisfactory insights into life in previous times and compare and contrast these with the present age. Through the topic *Our School*, they compare their own school life with that of earlier generations. When exploring transport, they look at the story of the first locomotive and the impact of that new form of transport. They gain a sound understanding of the contribution of some famous people such as Grace Darling.
115. Pupils in Years 3 to 6 gain a sound understanding of ancient civilisations and of earlier historical periods in Britain. Pupils in Years 5 and 6 show a good sense of empathy and a sound understanding of what conditions were like at the time when writing a letter home from the point of view of a young person entering service in a Victorian house. A project on Ancient Egypt enables pupils in Year 3 to acquire a sound knowledge of the social and belief systems of the day and an appropriate understanding of how dependent Egyptian farmers were on the water levels of the River Nile.
116. Pupils enjoy the history aspects of their topics. Younger children enjoy finding out about toys from the Victorian age and noting how things have changed. Older pupils show the good quality of thought that the topics stimulate through the sensitivity of their writing and the effort they put into the presentation of their work.
117. Planning of the history topics shows that teachers have a good knowledge of the National Curriculum history study units. Teachers also sometimes include aspects of history in cross-curricular topics that do not have a specific history focus. For example, the topic on *Treasure Island*, with a main focus on literature, introduces the study of ships and seafaring life in the times of the buccaneers. Pupils are given some opportunities to develop their research skills, including making use of the Internet, in connection with the history topics, but this is an aspect which is not yet pursued consistently. The topic approach encourages good links with other subjects and in the Ancient Egypt topic, pupils made models of an Egyptian shaduf and discussed the location of Egypt. Topics with a history focus provide a good stimulus for both factual and imaginative writing.
118. There is no co-ordinator for history and no scheme of work showing how historical skills are to be developed across the school. In their medium-term planning, teachers draw from the programmes of study those aspects which fit into the topics. Assessment of pupils' historical skills is carried out informally. There is no assessment scheme and no examples of work at different levels. Resources for

history are satisfactory. Good use is made of visits to places such as Quarry Bank Mill to enrich pupils' learning opportunities and to act as a stimulus for imaginative work.

INFORMATION AND COMMUNICATION TECHNOLOGY

119. At the previous inspection, pupils' standards in ICT were below national expectations throughout the school. Since then, provision for the subject has improved significantly. The school has invested heavily in new equipment; it now teaches most aspects of the National Curriculum for ICT, and teachers' expertise and confidence is good. As a result, pupils' standards are rising. Pupils are on target to meet national expectations by the end of Year 2. However, standards in Year 6 are still below national expectations because the innovations have not yet had time to make good the ground lost earlier. The curriculum is comparatively new, and pupils have not experienced a sufficiently broad programme of study in the past. Consequently, there are gaps in their knowledge and understanding. Lack of the use of sensory equipment to collect data, and control technology to make models work, are the main reasons why older pupils do not reach national standards.
120. Pupils in Years 1 and 2 create simple text and pictures with developing confidence by using the mouse and keyboard. Pupils in Year 1 use a computer-generated art package to select a number of toolbar functions to create different effects. One pupil drew and coloured a boat, for instance, using the *draw* and *fill* options. Pupils in Year 2 understand how to organise information in tables, successfully entering and retrieving information when they produce graphs. They programme a floor robot to carry out a number of simple movements. Pupils with special educational needs are fully included in all activities and make sound progress. Pupils' use of computers to practise relevant skills during the literacy and numeracy hours is limited. This is because their computers are located in a central area, away from the classroom, making adult supervision and support difficult.
121. Pupils in Years 3 to 6 make satisfactory progress in extending their word-processing skills to a wider range of uses. They *cut and paste*, and demonstrate how to move text around the screen. They modify fonts, size and colour, and experiment with differing effects for layout and presentation. A Year 6 pupil's poem entitled *Jabberwocky* was given impact, for example, by the use of different fonts, the arrangement of the print, and an imported picture. Pupils create simple databases and produce charts and spreadsheets to present information. Pupils in Years 5 and 6 are beginning to experiment with multi-media presentations. For example, in connection with a topic on *Treasure Island*, they have created individual *home pages* leading to pages of text and illustrations. They use CD-ROMS and the Internet well to access information connected with history topics such as *The Tudors*, or when contrasting the United Kingdom and Barbados in geography. The use of computer skills to support work in other subjects is satisfactory. Year 4 and 5 pupils, for example, took arm and head measurements in a science lesson, successfully inputting this to complete computer-generated bar graphs. Pupils with special educational needs make sound use of ICT facilities, including word processing, to assist their progress in other subjects of the curriculum.
122. Pupils taking part in the residential visit have extensive opportunities to access most aspects of the ICT curriculum, but not all pupils chose to attend. Hence a significant minority of pupils have no experience of control mechanisms such as buzzers, motors or lights, or of programming a range of instructions to create, for example, geometric patterns. Overall, pupils have limited understanding of the potential of computers to

compose music, or the use of variables to model different scenarios. Pupils' understanding of the application of ICT, in industry and commerce, for example, is an area for further development.

123. No complete ICT lesson was observed during the inspection; therefore, no overall judgement on the quality of teaching and learning is possible. In the one demonstration observed, the teacher had good subject knowledge, gave clear instructions that built carefully in small stages, and gave an effective demonstration. As a result, at a later stage, pupils approached their work confidently, showing good levels of enthusiasm, and were supported effectively by a knowledgeable teaching assistant.
124. Leadership and management of the subject are good. The co-ordinator is knowledgeable and enthusiastic, and has a sound grasp of the subject and where it needs to develop. She has taken the appropriate decision to introduce new strands on a planned basis, ensuring that staff receives training and support as they introduce new learning. This is successful and is ensuring a positive whole-school response. These developments have led to improved learning and rising standards.

MUSIC

125. Standards are broadly in line with those expected nationally by the end of Years 2 and 6. This is not as good as the previous inspection when very good specialist music teaching produced standards above national expectations.
126. Music is now taught by class teachers, except in the Year 5 and 6 class, where a visiting teacher takes a weekly lesson on African drumming. Only one class lesson was observed, so it is not possible to give an overall judgement on the standard of teaching. Teaching in the Year 1 and Year 2 lesson observed, however, was good. The teacher made good use of correct musical terms such as *tempo* and *pitch*, and told a story well about a hare and a tortoise to introduce music with slow and fast *tempi*. Pupils, including those with special educational needs, listened well and spotted the music with high, medium and low *pitch*. They clapped rhythms with a steady pulse and used a range of percussion instruments effectively to represent different sounds such as heavy rainfall and a giant walking. Pupils listened to a variety of recorded music and were able to identify fast *tempi* and slower pieces such as Beethoven's *Pastoral Symphony*.
127. The African drumming lesson was a very well conducted rehearsal, followed by an electrifying performance for the whole school. The teacher made good use of two concentration exercises to focus pupils' attention on listening to the other performers before conducting an effective practice session with eight pupils. The pupils, including one with special educational needs, concentrated hard and maintained the changes in the tempo and rhythms well. For the performance in front of the whole school, the pupils changed into traditional African costume. This created an excellent atmosphere and produced a memorable multi-cultural experience for all the pupils. The standard of drumming is high and several performers have won prizes at the Rochdale Youth Music Festival. The drummers were joined by the school choir who sang an African song effectively, pronouncing the words clearly and varying the dynamics well. The choir also sang a contemporary song effectively as a three-part round.
128. Pupils develop their musical appreciation by listening to a range of music from different times and places. Opportunities to discuss the variety of music played when entering and leaving whole-school assemblies, however, are often missed. Pupils sing a

selection of modern hymns and songs during times of collective worship. They sing reasonably tunefully, but not all pupils join in the singing. Pupils attend a weekly singing practice led by a class teacher. They participate well and join in the actions enthusiastically, but could make more effort to improve the quality of their singing.

129. A newly qualified teacher currently provides enthusiastic leadership of the subject, assisted by the previous co-ordinator, but her role cannot be formally recognised until next term. In the meantime, there is no scheme of work to assist class teachers and there is not enough continuity and progression in teaching across the school. Nine pupils receive lessons on the violin from a visiting teacher. The school has a satisfactory range of untuned percussion instruments and recorded music, but there are insufficient tuned percussion instruments and few computer programs to assist teaching and learning. There is a regular weekly choir practice and a weekly recorder club, both of which are well attended by children of all ages. Pupils perform regularly in the Rochdale Youth Music Festival, take part in an annual charity concert, perform at the high school and sing carols at a local home for the elderly. This makes a major contribution to their social and cultural development.

PHYSICAL EDUCATION

130. Only a small sample of the aspects of physical education could be observed during the inspection and this did not include any gymnastics. As at the time of the previous inspection, standards within the activities seen are in line with national expectations at the end of Years 2 and 6. Pupils, including those with special needs, make satisfactory progress.
131. By Year 2, children devise individual ways of turning and carry these out with satisfactory control. They develop these movements in paired work and support each other's performances. They perform dance steps well with a partner, including skipping and turning, and follow a barn dance routine competently, with the majority keeping in time to the music. They have a satisfactory understanding of the effects of exercise on the body.
132. By Year 6, pupils' throwing, catching and striking skills are appropriate for their age and pupils apply them well in a team game situation such as rounders. They have a sound appreciation of the rules and tactics and co-operate well to run out the opposition. Pupils in Years 4 and 5 have a satisfactory knowledge of the sprint start and are competent in passing a relay baton. Pupils have an intensive swimming course in Year 3, or in a subsequent year if they join the school at a later stage. No records were available of how many pupils had achieved the expected 25 metres. There are no opportunities within the curriculum for pupils who have not yet attained the expected standard to have more lessons, and this is unsatisfactory. All older pupils have the opportunity to take part in a residential course at Winmarleigh, which introduces them to a good range of outdoor pursuits.
133. The quality of teaching is satisfactory, overall, and is sometimes good. Teachers use their subject knowledge well to develop pupils' skills and lessons take account of individual needs, ensuring that all pupils respond at their own level. Teachers are conscious of safety factors and use warm up and cool down sessions well. In a good games lesson with older pupils, the lively pace demanded commitment and energy from the pupils. There was a good emphasis on promoting individual skills and the level of challenge was appropriate to move pupils onto the next stage of development. There was a good balance in the use of time and the range of activities was very well

organised so that the lesson retained its momentum. Good use was made of a classroom assistant to split the class into groups and to give more intensive support. In another lesson in the school hall, good support from the classroom assistant enabled a pupil with special educational needs to join in all the activities effectively.

134. Relationships are very good and the encouragement received by weaker pupils helps them to raise their performance. As a result, most pupils enjoy their physical education and many participate enthusiastically. Most listen to instructions carefully and use equipment sensibly. They generally work well together in pairs or groups, though a few younger children sometimes show immaturity in this. Occasionally, the pace slackens when younger children are being organised into position and pupils spend too long waiting for their turn. As pupils progress through the school, they show an increasing willingness to persevere, to exercise concentration and control, and to follow advice about how performances might be improved.
135. The subject is well managed by the co-ordinator who has led training courses for staff. There is no scheme of work, but the co-ordinator discusses planning with teachers. Assessment is satisfactory, but is largely informal. There is a good range of extra-curricular sport activities including rounders, netball, football, athletics, short tennis and hockey. Pupils participate in inter-school competitions and sports festivals. The school benefits from links with local sports clubs and the skills of qualified coaches who volunteer their services to help with football and cricket. This range of activities helps to promote pupils' interest in sport as well as giving them additional practice and experiences. The quality and quantity of equipment is satisfactory. The accommodation for physical education places restrictions on some activities. The central hall, while of a reasonable size, is the main thoroughfare for the school. The small school playground is an awkward shape; the main section is narrow and other parts are on a steep slope. As a result, it is an unsatisfactory area for physical education. The playing field is five minutes' walk away and is open to the general public. Overall, this restricts the development of pupils' athletics and games skills, and has an adverse effect on standards.

RELIGIOUS EDUCATION

136. Standards in religious education do not meet the requirements of the local Agreed Syllabus at the end of Years 2 and 6, and are similar to those reported at the previous inspection. This issue has not been addressed, and pupils' standards are still below expectations. The school is failing to meet statutory requirements because it does not use the Rochdale Agreed Syllabus for Religious Education and does not have a suitable scheme of work and subject guidance that interprets this syllabus for class teachers. As a result, all pupils have an unsatisfactory understanding of Christianity and of the key figures and practices of the major world religions outlined in the local Agreed Syllabus.
137. Insufficient time is allocated to teaching religious education. Currently, a teaching assistant has responsibility for teaching groups of pupils from each class for one afternoon per week. This is unsatisfactory. The teaching assistant has comprehensive written plans for the activities covered by each group, but the very limited time available has resulted in insufficient learning and no written work in pupils' books. In addition, there is only one display of pupils' work in the school showing aspects of different versions of the Creation story, the Resurrection and Easter traditions.

138. Teachers occasionally tell bible stories, and during the inspection, pupils in Year 3 heard the story of *Noah's Ark* and thought about the consequences of good and bad behaviour. Pupils successfully identified a range of inappropriate behaviour and the impact of this on the lives of others, for example, when stealing a car. In all lessons, pupils are encouraged to care for others. They show respect, and are developing good moral attitudes. But pupils do not learn enough about the rich diversity of religious practices and customs, and the impact and importance of faith to a believer.
139. Resources to support the subject are inadequate. Pupils visit Saint James' church when studying topics such as buildings, but no visits are made to other places of worship. There is no subject co-ordinator, resulting in unsatisfactory management of the subject.