

INSPECTION REPORT

**PEEL BROW FOUNDATION PRIMARY
SCHOOL**

Ramsbottom, Bury

LEA area: Bury

Unique reference number: 105368

Headteacher: Mr M Duce

Reporting inspector: Mr E Jackson
3108

Dates of inspection: 5th-8th March 2001

Inspection number: 197664
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, with Nursery
School category:	Foundation
Age range of pupils:	3-11
Gender of pupils:	Girls and boys
School address:	Fir Street Ramsbottom Bury
Postcode:	BL0 0BJ
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Appropriate authority:	Governing Body
Name of chair of governors:	Ms B Jack
Date of previous inspection:	23.09.1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
3108	Mr E Jackson	Registered inspector	Science Information and communication technology English as an additional language	What sort of school is it? The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9970	Mr J Acaster	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
28046	Mrs C Goodchild	Team inspector	Mathematics Geography History	How good are curricular and other opportunities offered to pupils?
30935	Mrs K McArthur	Team inspector	English Art and design Design technology Special educational needs	

7418	Mrs K Rollisson	Team inspector	Areas of learning for children in the Foundation Stage Music Physical education Religious education Equality of opportunity	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is now of Foundation status, having been a Grant Maintained school at the time of the last inspection. It is to the east of the town centre, and draws its pupils from a largely local authority housing estate and terraced housing close by. It is a popular school, and admits pupils from a wide area. The school is of average size, and there are 246 pupils on roll, 144 boys and 102 girls. This gender imbalance is most marked in the reception classes, where there are 30 boys and only 10 girls. Twenty-nine children attend the nursery full-time, and 3 part-time. Children's attainment on entry is broadly average. Nine of the school's pupils are of dual ethnic heritage, one of whom is learning English as an additional language. The number of pupils on the school's register of special educational needs is 43, and this is broadly average nationally. There are two pupils with statements of their special needs, which is about average. About 12 per cent of the pupils are eligible for free school meals, which is broadly average nationally.

HOW GOOD THE SCHOOL IS

Peel Brow is a very effective school, strongly supported by parents. It maintains high standards of attainment by 11, and has high expectations of pupils' behaviour, attitudes to learning, and achievement. The teaching is very good, promoting very good learning of basic skills in literacy and numeracy. However, classroom and behaviour management in one of the reception classes is occasionally weak. The headteacher is a very good manager and has clear vision for the school's progress. Other staff provide very effective support, and governors perform their duties very well. The system of linking governors and subject leaders is outstanding in giving governors very good understanding of the school's work, and in giving staff confidence that their work is monitored and supported. All pupils have equal access to the full range of opportunities offered by the school, and pupils learning English as an additional language receive good help from the staff. The school now gives very good value for money.

What the school does well

- Standards of achievement by 11 in English, mathematics and science are high, representing good progress for the pupils since entry to the school.
- The quality of teaching is very good. In many lessons the teachers provide exciting activities that grab the pupils' attention, and make them enthusiastic about their work.
- The headteacher and governors lead the school very well, ably supported by other key staff. This creates a very good atmosphere of educational endeavour throughout the school.
- The staff provide a rich set of learning opportunities for the pupils.
- The staff care for and about the pupils, and use what they know of the pupils' development to plan lessons and tasks that set new goals and ever higher targets for their learning.

What could be improved

- The management of pupils during activities shared by the reception classes.
- The co-ordination of the plans for teaching and learning between the nursery and reception classes.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The last inspection was in 1997, and all the weaknesses described then have been eradicated. Chief amongst the many improvements are the quality of leadership, and of the teaching at Key Stage 2. The headteacher creates a rich working atmosphere with a commitment to help the pupils achieve the school's high expectations, with more achieving at higher than expected levels now. The governors, staff and parents support him very strongly in this. From being heavily criticised in 1997, the teaching at Key Stage 2 is now very good, leading to very good learning for the pupils. Teachers now set the pupils tasks that increase their investigative skills. In science, for example, pupils test how sound travels, and how gravity and air resistance affect a falling object. Teachers use what they know about pupils' progress better to set them new targets for learning, and share these targets with the pupils. Provision for pupils with special educational needs has improved so that they know their learning targets. The curriculum

reflects the school's aims well, and pupils' personal development is good, with much better provision for spiritual and cultural development. Design technology (DT), and information and communication technology (ICT), now meet statutory requirements. Some of the work in both subjects is of a high standard. Staff have been trained in child protection procedures. The school building has been skilfully modified to create better learning areas, and is adequate now, although the hall space is still inadequate for all the activities that take place there. Budgetary planning and evaluation are now very good. The school is well placed to continue to improve.

STANDARDS

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

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

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

The table shows, for example, that compared to the national average, and to results in similar schools, the school's results in mathematics in 2000 were well above average. The school has maintained high standards by age 11 for a number of years, confirmed currently by inspection findings. Pupils' reading attainment is very high throughout the school, well supported by parents. The school's results have also kept pace with the national rise, even though already well above national standards. The teachers plan and teach pupils so that they also attain at least above average levels in the other subjects by age 11. This is particularly noteworthy in DT and ICT, as attainment in these subjects was low at the last inspection. In all subjects except art and design and music, where attainment is average, pupils also attain above average levels at seven currently. This is a good improvement on the results in last year's national tests in writing and mathematics, and maintains the high levels attained in reading. The seven-year-olds were assessed last year as attaining below average levels in science, but the current Year 2 attain above average levels. By five, the children attain as expected nationally in all the specified areas of learning. The school has set appropriate targets for the maintenance of these high standards, and exceeded the targets set last year. The pupils attain higher levels than might be expected based on their attainment at entry, showing good progress from five to 11.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils have very good attitudes to their learning, and really enjoy being in the school.
Behaviour, in and out of classrooms	Pupils' behaviour is generally very good in classrooms and around the school. Occasionally, some children in the reception classes do not behave well because proper routines have not been established.
Personal development and relationships	Teachers provide good opportunities for pupils to understand their own capabilities, and to learn how to relate well to other pupils and adults. The pupils thrive in the school's supportive ethos.
Attendance	Well above the national average.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good.	Good.	Very good.

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

The quality of teaching is very good overall because the teachers and support staff focus closely on the pupils' learning needs, based on what they know about their prior attainment. During the inspection, this led to good learning in most subjects and all stages of the school. The teaching seen was satisfactory or better in 98% of lessons seen, very good or outstanding in 32%, and unsatisfactory in only one lesson. Teaching is particularly strong at Key Stage 2. The teaching of English and mathematics, including literacy and numeracy, is very good throughout the school. Teachers use their good knowledge of English and the National Literacy Strategy to plan their lessons very effectively. They challenge the pupils' thinking and literacy skills by providing stimulating speaking, reading and writing activities, to build on their knowledge and extend their learning. In mathematics lessons, teachers show good mathematical knowledge, using the format of the Numeracy Strategy to challenge pupils with appropriate questions and tasks to increase their understanding. There is a good emphasis on developing basic skills and pupils are successfully encouraged to explain the methods they use for different calculations. Pupils with special educational needs receive good support, and those pupils identified as gifted or talented are increasingly provided with suitable work to stretch them.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good; the curriculum fully meets statutory requirements. The curriculum for children in the nursery and that for the reception classes are not yet closely linked, however. The pupils' experiences are enhanced by a good range of extra-curricular activities, and subject specialist teaching at Key Stage 2.
Provision for pupils with special educational needs	Good; early identification of pupils' needs leads to effective support, so that many of them are taken off the register quickly as their needs are fulfilled.
Provision for pupils with English as an additional language	Good; although there is only one pupil needing support, the co-ordinated help from school and the local authority staff ensures that progress in English is rapid.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good; this is an area of good improvement. Moral development is very good, and pupils not only know right from wrong but are helped to understand why. Pupils grow in personal responsibility, and willingly perform jobs, or act as members of the newly-formed School Council, for example.
How well the school cares for its pupils	Very well; all the staff show care and genuine concern for the pupils. They use assessment information very well to help the pupils improve in their learning.

The school works closely with parents, who are very supportive of the staff's commitment.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership, and closely monitors all that goes on. He is very well supported by staff with management responsibilities, who are committed to providing the highest quality of education they can for the pupils.
How well the governors fulfil their responsibilities	Very well, and in some aspects outstandingly; ably led by their enthusiastic and knowledgeable chair, they are mostly very involved in the school, and bring a range of useful skills to their role as 'critical friends'.
The school's evaluation of its performance	Very good; the headteacher is the motivator here, but the shared monitoring and evaluation of aspects of the school's work between staff and governors is in most cases very good.
The strategic use of resources	Very good; the school is entrepreneurial in its approach, and staff and governors are determined to get the best value they can for the pupils. For example, the ICT co-ordinator works voluntarily with parents in the new ICT suite every Thursday evening to help them develop their skills in order that they can help their children more effectively.

The level of teaching and support staffing is adequate, and all the staff are appropriately qualified. The school has good learning resources, and the accommodation is adequate overall. However, the demands on the use of the hall suggest that an extra large indoor space is needed. There are no separate changing rooms for older girls and boys.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • That the children achieve high standards in their work, and are expected to do well. • The teaching is good, and children make good progress in their learning. • That the school is well led and managed. • That behaviour is good, and teachers help children to grow in maturity. • That the school works closely with them, and that staff are very approachable. 	<ul style="list-style-type: none"> • A few parents felt that homework arrangements are unsatisfactory.

The inspection supports the parents' largely positive views of the school. From inspection evidence, homework makes a good contribution to pupils' learning.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Pupils are educated in the recommended six areas of learning in the nursery and reception classes and are expected to reach standards known as early learning goals by the end of the reception year. These areas of learning cover personal, social and emotional development; language and literacy; mathematical development; knowledge and understanding of the world; and physical development. Currently the attainment of most children on admission to the nursery is broadly average, but a few children have under-developed personal and social and speaking and listening skills. The positive impact of teaching, which is good overall, means that children are on track to meet the early learning goals in all six areas by the end of the reception classes. This represents a good rate of progress by the time children are admitted to Key Stage 1. In both the nursery and reception classes, children enjoy listening to stories and readily share books with each other and with adults. Some children in the reception classes read well for their age, although they do not develop their writing skills sufficiently. In the nursery, children make very good progress in early mathematics because the staff provide them an interesting and varied set of counting, matching and sorting activities. They also make good progress in the reception classes, and use such language as 'one more than', 'full' and 'empty' with confidence.
2. The performance of 11-year-olds in the National Curriculum tests in English in 2000 was above the national average, and above schools in similar circumstances. The percentage of pupils reaching the higher levels was also above that found nationally, and above that found in similar schools. Over the last five years, pupils' performance in the English tests has exceeded the national average, and has risen in line with the national trend. Current achievement matches this. In the national tests in 2000 for pupils aged seven, the school's performance in reading was well above that of all schools, and of similar schools. In writing, the school's performance was broadly in line with that of all schools, and of similar schools. When compared with all schools, and with similar schools, the percentage of pupils reaching the higher levels in reading was well above average, but below in writing. Over the last five years, the improvement in the performance of both boys and girls has exceeded the national trend. Standards in literacy have risen since the previous inspection, partly because the school has made good use of the National Literacy Strategy in developing and extending teaching methods. The school has set appropriate targets for future attainment.
3. The pupils' attainment in the national tests in mathematics in 2000 at the end of Key Stage 2 were well above the national average, and were also well above those in similar schools. This represents very good progress since the last inspection, when end of Key Stage 2 attainment was judged to be average. This high level of performance has been maintained for some years, and has seen a sharp rise in attainment in problem-solving activities. At the end of Key Stage 1 in 2000, results were average nationally, and when compared to results in similar schools. The school met the targets it had set for 2000 by age 11, and the pupils are on line to meet their current targets. The successful adoption of the National Numeracy Strategy has been influential here. There are no significant differences between the performance of girls and boys in either key stage. The pupils' attainment by 11 reflects very good progress overall since entry to the school. The current Year 6 pupils attain above average levels in numeracy and all other areas of the subject, and are on track to maintain the

school's high standards. Pupils with special educational needs make good progress towards the targets in their individual plans, and are supported well by teachers, support staff, and voluntary helpers.

4. Attainment for 11-year-olds in the national tests in science in 2000 was well above average nationally, and well above that in schools in similar circumstances. This maintained the school's high levels of attainment in recent years, and represents good improvement since the last inspection. A key factor here is the teachers' collective focus on investigative and experimental work, an aspect that was weak during the last inspection. This also captures the pupils' interest, and keeps them strongly motivated to learn. This improvement in pupils' performance matches the national improvement. At Key Stage 1, however, pupils' attainment as assessed by the teacher was below average, particularly at higher than expected levels. From the standards seen for this group of pupils now in Year 3, it is possible that their attainment was underestimated last year, as they now attain above average levels. Currently, Year 2 pupils' attainment is above average.
5. Given their broadly average attainment by the end of reception, pupils make good progress at Key Stage 1. They are making particularly good progress this year in Year 2. Because there is a good concentration on developing speaking and listening and reading skills at Key Stage 1, pupils make good progress. For example, pupils in Year 1 confidently expressed their opinions about a story from Africa, and Year 2 pupils read with fluency and understanding, using punctuation to affect the sense and meaning of the text. There is no significant difference in the achievement of boys and girls.
6. Progress is rapid currently at Key Stage 2 because the quality of teaching is so high. Pupils respond very well to the staff's high expectations, and apply themselves diligently to their work. By the time they reach Year 6, most pupils choose books freely from the library and read with confidence and pleasure. As they move through the school, pupils are introduced to an increasingly complex range of punctuation and grammar to assist their writing. The school's current concentration on improving writing is having good effects, although pupils in Year 1 need further opportunities to write independently. A very good aspect of this recent development is in pupils' writing in other subjects such as science and history, and in using information and communications technology (ICT).
7. A key aspect of improvement in pupils' learning and progress has been in investigative and problem-solving work in mathematics and science. The school was strongly criticised for weaknesses here at the last inspection. The adoption of the National Numeracy Strategy has reinforced work in learning and using mental strategies for computation and working out problems. Every lesson now includes rapid mental 'starters' where pupils work quickly to build their knowledge and understanding of tables and number facts. During lessons, teachers always provided a range of problem-solving activities for the pupils to work out. For example, pupils in Year 2 developed their own methods to put a series of numbers in order, and in Year 4 worked out 'square' numbers. In science, there is good experimental work, as in a Year 3 lesson, when the teacher insisted that the pupils work out how to reflect light using mirrors to create a number of different effects.
8. Pupils with special educational needs at both key stages make good progress in their learning in all lessons. This is due to good teaching, particularly when staff make weekly plans specifically to meet their needs, and to the good contribution to their learning made by support and classroom assistants. There is only one pupil learning

English as an additional language, but the support offered by the school and local authority staff ensures that progress in acquiring and using the new language is good.

9. Standards are also good in most other subjects, showing good improvement since the last inspection. This is most marked in ICT and design technology (DT), where the quality of teaching has improved, leading to good progress. In DT lessons, the teachers insist that the pupils follow the design process, and have regard for the quality of the finished product. Because the resources available, and teachers' skills have improved, the pupils have much better learning opportunities now. For example, Year 2 pupils have used a 'paint' program to create a winter scene using a variety of effects, and pupils in Year 6 have used spreadsheets to plan and cost a variety of holidays.
10. In geography, history, physical education (PE) and religious education (RE) standards are above average by seven and eleven. In art and design and music they are in line with expectations by seven, and above average by eleven. These standards represent a real success story for the school, and for the genuine commitment of staff, pupils, parents and governors to achieve the best that they can.

Pupils' attitudes, values and personal development

11. This is a very strong area of the school's provision. Attendance is very good. Pupils like their school very much and support its activities enthusiastically. They generally show respect for others, and relationships throughout the school are very good. Pupils generally act very responsibly and show good initiative in their work, and around the school. Pupils with special educational needs show good attitudes to the school. They are well integrated into each class.
12. Almost all pupils enjoy their school life very much. When asked what they like, they immediately name their favourite subjects, and speak about them with pleasure. The pupils accept that the general atmosphere is strict but fair. They generally show a high level of attention and interest in lessons, and many enjoy taking part in the additional activities provided for them by the staff. For example, the netball club held a very committed session during the inspection week despite a freezing wind. Almost all parents responding to the inspection questionnaire feel that their children have very positive attitudes towards school.
13. Behaviour is generally very good. Pupils are open and friendly, and they frequently show courtesy and consideration to other pupils and adults. They conform very well to the routines expected, for instance moving round school in an orderly way; they also respond promptly to instructions. Behaviour at lunchtime is pleasantly sociable. Playtimes are often vigorous but good-natured. Occasionally, when supervision or teaching is not well-organised, some of the younger pupils misbehave. No oppressive behaviour was seen or reported during the inspection week, and no pupils have been excluded for a number of years.
14. Relationships throughout the school are very good. Pupils enjoy working in pairs or groups, and co-operate very well together. They respect their teachers, and support staff get on very well with pupils, who are pleasant to deal with. There is a strong, shared ethos of purposeful endeavour. Accordingly, teachers generally take confident advantage of encouraging pupils to make choices for themselves in lessons. In a Year 3 science lesson, for instance, a boy's choice of an unusual angle for a mirror was selected by the teacher to show pupils how to reflect an underneath image, and the example was thereafter built upon to challenge the class to use three mirrors to

reflect all sides of an object. The pupils set about this enthusiastically, organising themselves and collaborating well to construct a reflecting system to produce the required effect.

15. Children's personal, social and emotional development is very good in the nursery, and satisfactory in the reception classes. Many children enter the nursery with immature skills in personal and social development. By the time they leave the reception classes, most children are exceeding the early learning goals for this area. In both groups, adults promote children's personal development by ensuring that equipment and resources are easily accessible to them and help them to become independent. They generally develop positive attitudes and their behaviour is usually good. However, during some sessions in reception, the management of pupils' behaviour is unsatisfactory, and this adversely affects their attitude to their work, and how they respond to the school's high expectations of how they should behave.
16. Pupils' personal development at the other key stages is very good. Sensible behaviour, allied to good listening and sharing habits are very well established in the nursery. Particularly through stories and assembly themes, pupils throughout the school are increasingly made aware of the moral and social consequences of their choices. By their responses, most show a very good understanding of the impact of their actions on others, and a respect for other peoples' feelings, values and beliefs. In most classes, teachers arrange opportunities for pupils to take responsibility for small individual tasks, which they like and do well. In Year 6, all pupils are expected to assist round the school. This may be, for example, by organising the physical arrangements for assemblies, or helping at play with younger and nursery children. These duties are intelligently and discreetly performed. A school council, composed of two pupils elected from each class, has recently been started. Pupils who comprise it are enthusiastic. When geared up and fuelled it could be a powerful vehicle for pupils' development of themselves and the school.
17. The school's attendance overall is much better than the national average. Unauthorised absence is negligible, and lateness is most often because of travelling difficulties.

HOW WELL ARE PUPILS TAUGHT?

18. The quality of teaching is very good overall, and leads to good learning for the pupils. There are particular strengths in the nursery, at Year 2 and at Key Stage 2, but there is good teaching for all year groups in particular lessons or subjects. This is a very good improvement since the last inspection, when 10 per cent of lessons at Key Stage 1, and 35 per cent of lessons at Key Stage 2 were unsatisfactory. During this inspection, under two per cent (only one lesson judgement) was unsatisfactory, which reflects some weaknesses in one reception class in the management of the pupils' behaviour and general classroom organisation. Teaching was very good or outstanding in 30 per cent of lessons, good in a further 46 per cent, and satisfactory in 20 per cent. The teaching of English and mathematics, including literacy and numeracy, is very good.
19. Key strengths in the teaching are the teachers' high expectations of the pupils' commitment to their work, and very good management of the pupils' behaviour, founded in very good working relationships. The pupils respond well to these positive relationships and high expectations with concentration and real interest in their work, leading to good progress in their learning. In a Year 3 history lesson, for example, the headteacher enthused the pupils by his own dynamic approach, and by the interesting

oral presentation and activities he had prepared. They responded imaginatively to his questions, and excitedly applied what they had learned from the lesson, and the research materials available, to produce a fascinating collection of pavement 'cave' drawings in the playground and on rough paper.

20. In the Foundation Stage, covering the nursery and reception classes, the teaching is good overall. The quality of teaching and provision for the pupils in the nursery is very good. Here the staff plan activities very well to cover the required areas of learning, and have very good organisational and management skills which keep the children interested and making good progress. For example, the staff have used a very good topic covering Holi as part of work on Indian and Hindu culture to develop children's skills in art and design, cultural awareness, dance and music. Similarly in the reception classes, the staff have encouraged the children to make and stock a pet shop which is used well to stimulate the development of their speaking and listening skills, their social development, and their knowledge and understanding of the world. However, the teachers' planning to ensure that pupils' learning builds effectively on their prior learning is not yet sufficiently co-ordinated between the nursery and reception classes.
21. The school makes good arrangements to ensure that pupils with special needs have equal access to the full curriculum. The special needs assistant, the classroom assistants or the class teacher, give good support to pupils with SEN in lessons. For example, the Year 6 teacher enabled pupils to participate during a literacy lesson by using carefully targeted questions. All pupils beyond Stage 1 on the register of special educational needs have Individual Education Plans (IEPs), as do some pupils at stage 1. Most IEPs cover language and/or mathematics, but some include targets for behaviour and physical skills, such as catching a small ball for example. The targets in each IEP are appropriate to the individual pupil, clear and well written by the class teacher in conjunction with the special educational needs co-ordinator (SENCO) and parents, and the outcomes are carefully evaluated. The information gained is used to set new targets for pupils' learning.
22. The local authority Curriculum Access Service gives good support in school to a Year 3 pupil who is in the early stages of English language acquisition, although the school is only allocated a limited amount of this specialist time. The class teacher also makes sure that she speaks clearly so that she is easily understood, and ensures that there are good opportunities for paired and group work, where discussion is required. This focused attention, allied to good support at home, leads to good progress in the acquisition of spoken and written English skills.
23. The standard of teaching in English is very good overall. Teachers use their good knowledge of English and the National Literacy Strategy to plan their lessons well. They challenge the pupils' thinking and literacy skills by providing stimulating activities, to build on their knowledge and extend their learning. Teachers promote high standards by sharing what the pupils are to learn from the lesson and reminding pupils of their targets. Effective organisational and pupil management strategies, good pace and humour ensure that learning is enjoyable and pupils remain interested and involved in all activities. Learning is not so successful in the very small minority of slower-paced lessons that do not provide enough challenge for pupils of different attainment. Pupils with special educational needs are enabled to make good progress by carefully planned work, support from classroom assistants and the class teacher. Appropriate homework is regularly set for all classes, and helps consolidate the work pupils do in class.

24. The quality of teaching in mathematics is very good overall; it is very good at Key Stage 2, and good at Key Stage 1. Teachers plan their lessons very well using the guidance from the National Numeracy Strategy. They emphasise the development of numeracy skills, and make good use of the recommended three-part structure. Basic skills are developed and used well to support other subjects. In both key stages, for example, data handling is used well in geography. Pupils use ICT skills to create graphs related to geographical data and use their mathematical knowledge and understanding to interpret the results. Teachers also teach pupils how to work with complex data using data-handling programs, and how to use spreadsheets effectively. Listening skills are used and reinforced particularly well, especially in the mental starters to lessons.
25. In science, teachers manage the pupils very well, and their very good relationships with them ensure that their learning is good, and sometimes very good at Key Stage 2. Teachers show the pupils how to work scientifically, and the pupils respond by carrying out complex and intricate work with due regard for safety and the care of materials. Because many of the activities are open-ended investigations, pupils of higher attainment extend their work successfully. Teachers also make sure that they or support staff offer appropriate help to pupils with SEN to enable them to take a full part in the investigations. For example, an outdoor lesson to test how sound travels was effective because the teacher had planned it well, given the pupils clear instructions, but left room for the pupils to adapt and interpret their experiments and findings in their own way.
26. At Key Stage 2, the deployment of teachers in specialist subjects is very effective. Because the staff all teach their own class for significant aspects of their work, such as English, mathematics, science and ICT, they maintain a good overview of each child's overall development. The use of subject expertise across the key stage then stimulates and broadens pupils' experiences significantly. The geography co-ordinator, for example, leads sessions in her major area of subject expertise with all the classes at Key Stage 2. Her knowledge and understanding were put to good use in a lesson with Year 5 pupils, where the pupils learned about the effects of rain and tides on river levels. These pupils identified accurately the upper, middle and lower courses of a river from photographs, and described well the river's water catchment area, and drainage basin.

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

27. At Key Stages 1 and 2, the quality and range of learning opportunities provided by the school is good. For those pupils in the Foundation Stage the quality of the curriculum provision is good overall, with very good provision in the nursery. The curriculum meets all the requirements of the National Curriculum, including provision for health and sex education and the locally Agreed Syllabus for RE. At this early stage of development there is not yet a sufficiently well-linked planning system covering the nursery and reception classes in the Foundation Stage, however.
28. The previous report stated that the overall curriculum was broad but that there was a lack of balance in several subjects. Issues raised then regarding provision for, and teaching of, ICT and DT have been dealt with well. The lack of balance has been dealt with by careful and sustained curriculum development. Issues raised in the previous report about pupils' spiritual and cultural education have also been dealt with satisfactorily. Provision for pupils' spiritual, moral, social and cultural development is now good overall.
29. In the nursery, careful planning of the curriculum to cover the recommended areas of learning prepares children well for entry to the reception classes. All nursery staff have a thorough knowledge and understanding of the developmental and educational needs of young children and this contributes well to the quality of teaching and learning. Recent staff changes have prevented the Key Stage 1 co-ordinator from updating the curriculum plans, which do not yet take full account of the statutory early learning goals for children in the foundation stage. This restricts some aspects of the progress children might otherwise make.
30. At Key Stages 1 and 2, each subject and aspect is supported by effective documentation and a designated co-ordinator. All pupils have full access to the school's curriculum. The school has successfully implemented the National Literacy and Numeracy Strategies, and additional coaching or 'booster' classes operate during Year 6 in order to raise attainment further for targeted pupils. Curriculum time is suitably apportioned to subjects, with an emphasis on English, mathematics and science. Subject leaders monitor other teachers' lesson plans to ensure full coverage in their area of the curriculum. Subject teaching generally builds on existing knowledge, understanding and skills in a structured and systematic way. For example, the subject specialist teaching in Key Stage 2 is very effective in promoting pupils' knowledge and understanding.
31. There is good provision for health education, which is taught effectively through science and PE, and includes sex education and drugs awareness. Good procedures are in place to ensure early identification of pupils with special educational needs, all of whom receive an appropriate and balanced curriculum. Specific help from support assistants is concentrated on meeting the targets in the pupils' individual education plans, and teachers also offer direct help to them in lessons. This ensures that they have full access to the whole curriculum. The school maintains an up-to-date register of pupils with special needs. The number of pupils identified on the special needs register is low in comparison with the national average, and it is the stated aim of the school that pupils' learning needs are met by early intervention, which often prevents them needing to be placed on the register. Staff know and understand the procedures, and identify pupils who may have special needs on initial concern sheets.

32. The school makes great efforts to provide a rich variety of experiences for its pupils. Pupils' learning is enriched by a broad range of extra-curricular activities and clubs, including football, swimming, netball, badminton, cross-country, French and an After School Club. The contribution of parents and voluntary helpers is valued by pupils and teachers, and makes a significant contribution to pupils' progress. For example, a parent enabled all the Year 1 pupils in turn to practise using a simulation game using the class computer. Educational visits to places such as the Whitworth Art Gallery and the Manchester Museum of Science and Industry, and visitors to school, are an important and regular feature of the curriculum.
33. There are good relationships with the local secondary school and effective exchanges of information. The school has quickly re-established close links with the local authority through a series of network meetings. A significant and very effective aspect of these links is a regular meeting between the subject co-ordinators and the local authority advisers. Combined with the unusual but very effective link to the governing body through individual governor advocacy, the system ensures that each area of the curriculum is regularly reviewed and developed. Governor advocates meet the subject co-ordinator regularly, including with the local authority adviser, and present the subject action plan and requests for resources to the governing body.
34. Provision for pupils' spiritual development is good, and has improved markedly since the last inspection. Well-planned daily acts of worship make a strong contribution to pupils' spiritual development. For example, the story of King Midas and his greed for gold provided a good moral message during the inspection. Pupils participate actively, for example by delivering the reading. Religious education and PSHE help pupils to reflect on their own lives and those of others and opportunities are provided to think about the world in which we live. For example, pupils' work on a local quarry that is closing down demonstrated that pupils cared for their environment and wished to see it improved. During the telling of the Easter Story, Year 2 pupils were given the opportunity to identify happy and sad times in their own lives: they reflected on these in absorbed silence.
35. Provision for pupils' moral development is very good. The school provides a safe, happy and stimulating environment where pupils feel valued. Pupils are very good at listening to the views of others and show respect for views that are different from their own. Staff provide good role models here for pupils. The strong relationships in the school, and the staff's positive management of pupils, give a good basis for moral understanding. Pupils are carefully guided when considering their own rights and those of others less fortunate than themselves. This occurs, for example, through fund raising activities such as the Indian Earthquake Appeal. This was organised by the School Council, with help from the teacher member, giving them a very good insight into responding to a crisis.
36. The provision for social development is good. Very good relationships within the school help to form positive attitudes towards good social behaviour and self-discipline. Everyone is valued in the school, pupils are encouraged to work together in harmony and are encouraged to accept responsibilities, for example, Year 6 pupils assist with the nursery pupils in the playground and during the lunch period. The residential visit to Robinwood Outdoor Education Development Centre for Year 6 supports personal and social development well. The school council encourages responsibility and thoughtful decision-making, and also leads other pupils into an understanding of the democratic process through the elections held for its members.

37. Provision for cultural development is also good, and the curriculum fosters this aspect of pupils' learning well. For example, work on the Ancient Greeks in history highlighted important aspects of their culture, including the geographical importance of the sea to their everyday life. Younger pupils learn about their school environment, whilst older pupils discuss the impact of traffic in the local area. They learn about other faiths, beliefs and traditions through RE and a visit is planned to the Jewish Museum. Children in the nursery had been learning about Indian culture, and wore necklaces and beads they had made during a dance session. The wide range of good display enriches the curriculum and serves to reward achievement. The nature and quality of the displays contribute well to the cultural development of the pupils. However, insufficient emphasis is placed on helping pupils to understand the multi-ethnic and multicultural nature of British society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. The school cares for its pupils very successfully indeed, and is very systematic in promoting their overall welfare. This includes such aspects as fostering good behaviour and positive attitudes towards work. The progress of each pupil is very carefully assessed and monitored for both academic and personal development. Assessment information is generally used well to guide the day-to-day planning of what pupils are to be taught. This care also extends to the dietary arrangements for the pupils at meal-times. Working closely with the catering provider, the school meals staff provide a rich and varied set of meals which are very popular with the pupils. There is also a monitoring group of staff and pupils which meets regularly with the area manager to discuss the provision, and seek ways to extend and improve it. This arrangement makes a significant contribution to the overall care, and typifies the thoroughness with which all aspects of the school's provision are monitored and improved.
39. Procedures are very thorough regarding pupils' welfare. In relation to attendance, for example, parents are often reminded of the importance of ensuring that their children come to school regularly and on time. Registration is prompt, and the registers are monitored by the headteacher every evening. Parents usually contact the school quickly regarding absence, but teachers have a series of standard letters to remind parents of their responsibilities if necessary. The headteacher scrutinises the overall attendance and absence percentages monthly, and these are reported regularly to the governing body.
40. Similarly, in relation to behaviour, the school has a clear policy and overall procedures that are followed consistently. At the start of each year, pupils in each class consider what rules they think appropriate for them, and a class code is adopted. Some classes also have their own system of incentives in addition to the house points used throughout the school. Teachers and support staff generally manage pupils well. Inappropriate behaviour is picked up swiftly. Sanctions are used very effectively. There have been no exclusions for a number of years, and bullying is not considered by pupils or parents to be a problem. There are good procedures in place to deal with any incidents that might arise, however.
41. Teachers and support staff know the pupils very well and generally provide very good role models. In relation to personal development, children in the Nursery are well assessed, encouraged and guided in becoming sociable and confident learners. Parents of all pupils throughout the school receive an annual profile of their child's personal, social and emotional development. When pupils reach Key Stage 2 this forms the basis of a smart 'Achievement Profile'. Each Spring, a five point scale is

used to record the teacher's assessment of each pupil under a series of academic, social and personal categories. Pupils consider their achievements during the year with their teacher before completing their own profile in their individual Record of Achievement folder. Parents consider the outcomes. They are discussed at the Spring parents' meeting and a few clear annual targets are agreed. These are then reviewed by the same process 12 months later, and fresh targets set. Pupils are thus well aware of what they are good at, or need to improve upon, and teachers have a clearly recorded account of how each child is developing in overall terms. This practical system, with the commitment shown by teaching and support staff, is very effective in raising pupils' self-awareness and achievement.

42. Academic assessment is also very well managed. In the nursery, children are formally assessed on entry and those who require specific help are given regular additional support. Subsequently, reading tests are carried out throughout the school, and progress is monitored on a regular basis. Those in Year 2, for example, who are found to have a lower reading age than they should, are paired with adult 'reading buddies' for additional support. Tests are used to assess attainment in the core subjects of English, mathematics and science. Weaker areas revealed within these subjects are noted so that they are included in future lesson planning. Testing is also done annually in other subjects such as DT. In Key Stage 2, testing includes specific assessment of the progress of individuals within groups, for instance, in relation to writing targets. Through termly review, pupils may be moved to a different group, and the targets of each group may be raised. On a daily basis, teachers modify their lesson plans to suit the progress made, and generally plan to meet the academic needs of the pupils well. Marking is thorough and accurate. However, whilst some teachers make developmental comments to help the pupils improve their work further, this is not consistent between classes. Careful oversight of assessment and target-setting is maintained by the headteacher, and the governing body is kept well informed.
43. The school recognises that pupils with special needs may be those who have learning difficulties, or pupils with high ability. The school makes good use of all sources of support for the pupils with special needs, both within school and from the local authority and outside agencies. The school values its good, constructive relationship with the educational psychologist (EP), including the staff training provided, particularly work on behaviour management. This well-targeted use of staff, resources and outside agency support, means that pupils with special needs make better progress than might be expected. There is well established liaison with the secondary school to which most pupils transfer at age 11. One pupil in Year 6 has been involved in this liaison to help design his personal education plan for transition. Assessments are carefully made, and subsequent evaluations used in teachers' medium term and weekly planning. Annual reviews set clear targets, and the school may hold reviews at shorter intervals according to the individual pupil's needs.
44. The general welfare of pupils is very carefully safeguarded. The school has effective arrangements in place for child protection. All staff and governors have been trained in the procedures, and new teachers have been made aware of the Bury guidelines. Pupils' awareness of health and safety is very well promoted, principally through science, and also through a lively personal, social, and health education curriculum which makes frequent use of appropriate outside specialists. The premises committee of the governing body regularly monitors safety checks and overall risk assessment. First aid is supervised through the capable and qualified hands of the headteacher. The premises are maintained extremely well by the very committed attentions of the school caretaker, which ensures a clean, safe learning environment.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. The school is very effective in promoting partnership with parents. Parents rightly have a very high opinion of the school, centred on its reputation for strong promotion of their children's academic and personal development. The school regards the support of parents at home to be a very important factor in maximising their children's success. It similarly values and encourages the resource of parental and community support for its activities. Parents and members of the community respond very well, and make a very beneficial impact on the work of the school.
46. The overwhelming majority of parents are very pleased with the school. A very high percentage strongly recognises that pupils are expected to work hard. The teaching is recognised as very good, and most parents confirm very positively that their child is making good progress and becoming more mature. The school is regarded as being very approachable. The great majority also think that the school is well led and managed. The inspection team agrees with these very favourable opinions.
47. Consultation with parents raised a variety of individual points, but statistically the largest area of doubt, and that not large, concerns the adequacy of activities outside lessons. The inspection team considers that the school's provision for extra-curricular activities is better than that found in many other primary schools.
48. Information for parents is very good. The prospectus and governors' annual report are well-written, set the tone for the school, and fully comply with statutory requirements. Very informative newsletters are sent out every two months. They are in an unusual format, vigorous and practical, demonstrating a high level of expectation and order. All staff have the opportunity to contribute to them. The nursery also designs and runs its own series of bi-monthly newsletters. They encourage parents to take a sense of ownership in the topics of the term. However, much valuable contact on a daily basis takes place by informal conversation between teacher and parents, and parents value this very 'open door' policy. They enjoy, for instance, the informality of being able to come in for class assemblies. They report that the school generally responds very well to any suggestions made. The school, indeed, actively solicits parents' views by means of an annual questionnaire, and acts on the results.
49. Information concerning pupils' progress is very good overall. Most parents are very pleased by the arrangements. Through the frequent reading and other homework, logged by record books in which parents may make comments, there is much opportunity to keep an informal track of how their child is doing. Any concerns may readily be raised. Parents' evenings to discuss pupils' progress are held each term. Personal targets are discussed in the spring meeting. The summer meeting and written report reflect on the progress seen. The quality of reporting on personal development is unusually thorough. Written academic reporting is satisfactory overall. Comments are succinct. In the core subjects they are well framed towards indicating what each pupil needs to do to improve. They do not, however, always reflect what work has been covered, and in the foundation subjects it is sometimes not clear from the text which subject is being reported on, unless reference is made to the subject heading.
50. Parents support their children and the school very well. Most parents fully subscribe to the school's homework expectations set out in the home-school agreement. They act as partners in their child's education, and enable learning at home and at the local library. They ensure their children arrive regularly and on time. Many parents, and

some grandparents, help directly in school in a wide range of activities. These include being 'reading buddies', demonstrating cooking or craftwork, supervising the school library, or accompanying visits. Parents are helpful in providing materials, and support their children's charitable fund-raising. The school special educational needs policy stresses the importance of involving parents in partnership with the school as an essential part of the process. Parents are involved from the early stages, when initial concerns are identified. Parents attend review meetings, and contribute to the individual education plan for their child, and are kept well informed about their child's progress. Parents believe that the school responds effectively to their concerns.

51. Friendly opportunities for social life within and around school are very well promoted by both staff and parents. During the inspection week, invitations were being sent out by the catering supervisor for a Mothers' Day afternoon tea, with their children, in a choice of three sittings. This is one of a series of such pleasant events through the year. In return, some parents serve on the school meals monitoring committee, offering feedback to the caterers. The school's Parent-Teacher Association is very active socially, involving parents, teachers and children in a variety of fund-raising and cultural events, which bring significant benefits to the school's ethos and educational resources. Parents serving as governors also give very valuable service, with considerable impact on the school's direction. An outstanding example of the link between parents and the school is provided by an ICT workshop for parents held for two hours every Thursday evening by the teacher responsible for ICT. Parents attending this session covered a wide variety of skills, including shadowing their children's learning, developing word-processing and work with spreadsheets to re-enter employment, to a parent artist using a children's paint program to create beautiful and imaginative graphics.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. The headteacher is a very good manager, and his clear vision for the school's progress ensures that its aims are largely met. He has been in post for a number of years, and has recently overseen the school's transition from Grant Maintained to Foundation status very effectively. He leads from the front, and is very active in all aspects of the school's work. Parents overwhelmingly support his leadership, and the governors work closely with him in a trusted but evaluative partnership. He teaches history very effectively for all the junior classes, which also provides staff release time. In his teaching as well as his overall management, he sets out clearly the standards he expects: these are consistently high. He provides an outstanding vision for the educational direction of the school, and fosters a very high ethos for learning. Because of this, and the dedicated commitment of the staff, governors and pupils, he has overseen considerable improvements in the quality of teaching, pupils' standards of attainment, and the overall quality of educational provision since the last inspection.
53. The deputy headteacher provides a good role model for staff and pupils. She is very well-organised, and leads the teaching in the school well. She has overseen the adoption and implementation of the National Literacy Strategy, leading staff training, and evaluating teachers' lesson planning and pupils' progress. As part of her role, she also ensures that staff training is focused on the pupils' needs, and the priorities in the School Improvement Plan. The Key Stage 1 and Key Stage 2 leaders also have significant responsibility for oversight of major aspects of the school, which they manage well. The Key Stage 1 leader also oversees the Foundation Stage, and has been closely involved in the adoption of new national guidance for this area. This work should be accelerated so that the teachers' planning in nursery and reception classes dovetails effectively in all the recommended areas of experience, to promote a

seamless transition between classes and stages of education. The headteacher, deputy, and key stage leaders comprise the senior management team. Together, they formulate ideas and strategies to drive the school forward. They have worked closely with other staff in improving the school substantially since the last inspection. This has included inducting many new staff effectively, and helping them to appreciate and work towards the achievement of the school's aims.

54. Other staff with management responsibilities make an important contribution to the school's success in helping the pupils to make good progress. This is mainly through subject leadership. The rapid improvements in subjects such as DT and ICT, whilst relying on the whole staff to pull together, also reflects the determination and subject skills of the key co-ordinators. However, there have also been impressive developments in other subjects such as English and mathematics, with the national strategies for their improvement well-organised in the school. The link between subject co-ordinators and governors is an exciting development which works well in almost all cases to promote the development of the subject, and governor understanding. Those staff involved in this make a very good contribution to the governors' overview of the school.
55. The two administration staff oversee the general routines of the school very well, and the school proceeds very smoothly on a day-to-day basis. Financial management is currently being transferred to a computer system, but all appropriate financial accounts and controls are in place.
56. The headteacher is also the special educational needs co-ordinator (SENCO). The school has developed an 'Enhanced Learning Department' (ELD), run by the headteacher working collaboratively with the Special Needs Assistant, to monitor pupil progress and support pupils and parents. They have built up a good range of specialised resources, and organised access to extra material from the local authority to help pupils with special needs make progress in their learning. Monies allocated to the school budget are fully used to benefit pupils with special needs: an area of particular interest to the special needs governor advocate.
57. Arrangements for the pupil's annual review of their special needs are satisfactory, and these reviews take careful account of parents' views. The governor with responsibility for special needs plays a very full role as an advocate. He attends planning meetings, has developed a good working relationship with the educational psychologist, ensures that funding is available and used effectively, and attends local governors' forum meetings. The governing body, through his active participation, has a very good view of provision for special needs in the school.
58. The governors perform their duties conscientiously in the main, and their fulfilment of their statutory duties is exemplary. The chair of governors is very able, and provides both a knowledgeable and trusted friend, but also a critical eye over all the school's work. She rightly has full confidence in the headteacher, and works with him very closely in developing the school against the agreed targets. Recent high quality staff appointments that have brought a rich set of competencies to the school testify to the skill and commitment of the governing body to provide the best education possible.
59. The overall monitoring and evaluation of the school's work between the staff and governors is very good, and allows governors to have an excellent understanding of its strengths and weaknesses. Here, the role of governor advocate is progressing well, working alongside the co-ordinator in planning meetings, and liaising with the local authority adviser for that area of the curriculum. The teachers who have been

involved in these planning meetings find them both useful in taking the subject forward, and in reassuring them that their work is recognised, and properly represented at governing body meetings. In the current planning round, governors are well-informed to both represent their subject in meetings, but also to have good overview from discussions and visiting the school of what is required to improve the whole quality of education further. The governors have agreed to plan from the perceived needs identified from their monitoring and evaluation of standards and the quality of education. They are rightly dissatisfied with the format of the current school improvement plan, and are developing a three-year planning cycle, with particular focus on the next 12 months. This is a good example of how the governors continually review their own processes in order to be as efficient as they can.

60. There is a good match of staff to the pupils' needs in the main, and they are successfully deployed to raise standards. Recently appointed staff complement the other staff's skills well. A current weakness, however, is in the deployment of a teacher new to the school to an age group where she has no teaching experience. This is slowing these children's progress. However, the development of ICT in the school largely stems from her commitment and skills.
61. The accommodation is adequate. It has been increased creatively since the last inspection, but the hall is inadequate for the number of activities that take place there. The governors have an ambitious but worthwhile plan to build a sports hall over the car park in order to deal with this problem. The caretaker takes a great pride in his work, and ensures with some extra help that the school is kept immaculately clean, and safe for the pupils.
62. Resources for learning are generally very good, and the school carefully seeks the best value it can achieve in purchasing new ones. The headteacher again sets the tone here, as he insists that all the school's resources are of high quality, meet the pupils' needs, and represent good value for money. The other governors make a good contribution to securing the best value possible, and receive regular and comprehensive reports comparing the standards achieved in the school with other schools nationally, and in similar circumstances.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. (1) Continue to improve classroom and behaviour management for reception pupils, particularly during activities that are shared between the two classes. (Paragraphs 13; 58; 64; 68; 79, 89)
- (2) Ensure that planning for teaching and learning in the Foundation Stage is more closely co-ordinated between the nursery and reception classes so that learning opportunities for all children build effectively on their earlier achievement. (Paragraphs 20; 27; 29; 53; 66)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	61
Number of discussions with staff, governors, other adults and pupils	26

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	30	46	20	2	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR-Y6
Number of pupils on the school's roll (FTE for part-time pupils)	30.5	214
Number of full-time pupils eligible for free school meals		25

FTE means full-time equivalent.

Special educational needs	Nursery	YR-Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	1	42

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	4.3
National comparative data	5.2

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	16	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	14	15
	Girls	13	13	13
	Total	28	27	28
Percentage of pupils at NC level 2 or above	School	97 (91)	93 (94)	97 (94)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	15	10
	Girls	13	13	13
	Total	27	28	23
Percentage of pupils at NC level 2 or above	School	93 (91)	97 (94)	79 (78)
	National	84 (82)	88 (86)	90 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	14	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	12	13
	Girls	14	14	14
	Total	25	26	27
Percentage of pupils at NC level 4 or above	School	89 (85)	93 (85)	96 (93)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	12	12
	Girls	13	14	14
	Total	25	26	26
Percentage of pupils at NC level 4 or above	School	89 (78)	93 (85)	93 (89)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	165
Any other minority ethnic group	9

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR-Y6

Total number of qualified teachers (FTE)	10.3
Number of pupils per qualified teacher	23:1
Average class size	27

Education support staff: YR-Y6

Total number of education support staff	4
Total aggregate hours worked per week	84

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	30.5

Total number of education support staff	2
Total aggregate hours worked per week	64

Number of pupils per FTE adult	10.2
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FTE means full-time equivalent.

Financial information

Financial year	99/00
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	£
Total income	485,424
Total expenditure	469,708
Expenditure per pupil	1,921
Balance brought forward from previous year	39,404
Balance carried forward to next year	55,120

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	245
Number of questionnaires returned	80

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	24	4	0	0
My child is making good progress in school.	74	20	5	0	1
Behaviour in the school is good.	58	40	2	0	0
My child gets the right amount of work to do at home.	51	35	9	1	4
The teaching is good.	70	24	0	1	5
I am kept well informed about how my child is getting on.	54	38	8	1	0
I would feel comfortable about approaching the school with questions or a problem.	78	20	3	0	0
The school expects my child to work hard and achieve his or her best.	81	18	0	0	1
The school works closely with parents.	53	45	3	0	0
The school is well led and managed.	63	33	1	1	1
The school is helping my child become mature and responsible.	69	28	1	0	3
The school provides an interesting range of activities outside lessons.	48	39	6	3	5

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

64. There is good overall provision for children under five, and provision in the nursery is very good. Pupils are educated in the recommended six areas of learning and are expected to reach standards known as early learning goals by the end of the reception class. Currently the attainment of most children on admission to the nursery is broadly average, but a few children have under-developed speaking and listening skills. The positive impact of teaching, which is good for each area of learning, means that children are on track to meet the early learning goals in all six areas by the end of the reception classes. This represents a good rate of progress by the time children are admitted to Key Stage 1.
65. Children are admitted to the nursery at the beginning of the year in which they turn four, a year before they are due to enter the reception class. Currently most children attend full time in the nursery. Purpose built nursery accommodation is in a separate building, whilst the two reception classes are in the main building. This creates some practical difficulties for joint planning and communication. There are currently two reception classes to accommodate a larger than usual intake.
66. In the nursery, careful planning for the early learning goals, very good teaching, positive relationships and day-to-day assessment of children's progress, prepare children well for entry to the reception classes. All nursery staff have a thorough knowledge and understanding of the developmental and educational needs of young children and this contributes to the quality of teaching and learning. In the reception classes, teaching is satisfactory overall with some good features. In one class, however, there are some shortcomings in classroom and pupil management. Recent staff changes have prevented the Key Stage 1 co-ordinator from updating the curriculum planning in line with recent national guidance. This does not yet take full account of the statutory early learning goals for children in the foundation stage. This restricts some aspects of the progress children might otherwise make. It is important that teachers work together more closely in planning and teaching for the whole foundation stage, as recommended in the statutory guidance. This should enable children to make a smoother transition into reception and build more effectively on the good foundations laid in the nursery.
67. Resources for teaching are good overall. The quality of support provided by teaching assistants is very effective and has a significant, positive impact on teaching and learning in both the nursery and reception classes.

Personal, social and emotional development

68. Teaching is good overall and in the nursery is sometimes very good. Many children enter the nursery with immature skills in personal and social development. By the time they leave the reception classes, most children are exceeding the early learning goals for this area. In the nursery, children are confident in speaking to adults. They know how to take turns and wait patiently during a hand painting activity in the Mendhi style linked to a topic on Hinduism. In the reception classes, children take off their own shoes, socks and jumpers ready for physical activity and lay them neatly in place. They set out small items of apparatus in the hall with independence and confidence. They select instruments and join with other children in accompanying a piece of music and show empathy when joining in with humorous songs such as 'The

brave, brave mouse who is not afraid of anything - except a cat'. In both groups, adults promote children's personal development by ensuring that equipment and resources are easily accessible to them and help them to become independent. Children enjoy learning throughout the Foundation Stage. They generally develop positive attitudes and their behaviour is usually good. However, during some sessions in reception, the management of pupils' behaviour is unsatisfactory, and this adversely affects their attitude to their work, and how they respond to the school's high expectations of how they should behave.

Communication, language and literacy

69. This area of learning is well taught. In both the nursery and reception classes, children enjoy listening to stories and readily share books with each other and with adults. Most adults are active listeners and use talk to good effect. For example, in the nursery children listened attentively and with interest as the teacher told them the story of Holi using model figures and other relevant resources. Occasionally, in reception, children's inattention and lack of concentration is linked with weak classroom management and organisation and this affects the development of their listening skills. Children in both groups are encouraged to think of themselves as readers and writers whatever their stage of development. Good opportunities for role-play, which is used well throughout the Foundation Stage, extend children's vocabulary and stimulate independent writing. For example in a flower shop, nursery children develop early writing skills, as they fill out order forms for flowers using an abundance of the letter 'f'. In the reception classes, as part of their play in the pet shop, children write their own labels and posters and talk readily about animals and their young, reflecting a developing awareness of words and structures. Most children in the reception classes have made a start with reading and some read well for their age. The commercial scheme has been used successfully in helping children to acquire a knowledge of phonics. As a result, a few children write by building letters into a few words for themselves. However, opportunities are missed by teachers in guiding higher attaining children who are good readers to gain more confidence in developing their independent writing skills further.

Mathematical development

70. Teaching in this area is good throughout the Foundation Stage, and children make good progress. A range of mathematical activities ensures that children know and understand the simple concepts of number, shape, weight, volume and money. For example, children in reception combined coins to buy an item costing 12 pence. They use mathematical language with confidence and use terms such as 'one more than', 'full' and 'empty'. They understand the elements of a simple graph of favourite pets. Most children count to 100 and add numbers to 10 accurately.
71. In the nursery, provision for this area is very good. Children count money and give change in the flower shop. They explore size, sequence and shape, and knew how to judge by size and shape which numbered box was likely to contain 'Spot' the dog. Children place boxes of different sizes in sequence and understand positional language such as 'in front of the green box'. A topic on symmetry had involved children in looking at reflections and some made symmetrical patterns skilfully using pegboards. Children have also explored the use of number in the environment, for example on doors, buses, and in telephone directories. The staff have created an attractive classroom display to stimulate their interest further.

Knowledge and understanding of the world

72. The quality of teaching for this area is good. Children enter the nursery with basic general knowledge. Teachers build on this by making very good provision for children to use their curiosity, and become confident in investigating and exploring living things and events. For example, as part of a topic on the Hindu festival of Holi, pupils find out about the customs of a different culture compared with their own. They observe and examine Indian clothes, food and art. They prepare and cook Indian foods and talk about their preferences for sweet or spicy tastes. They explore the intricacies of hand painting and try this out for themselves, producing attractive designs which replicate the style effectively.
73. In the reception classes, children visited a local pet shop after which they drew up good plans based on their experience to design their own pet shop in the classroom. They selected appropriate materials to construct animal cages, for example for a hamster and a parrot. They talked knowledgeably about animals and the correct names of their young. In a study of the Chinese New Year, they produced colourful collages and learned about the similarities and differences between the celebration of the new year in two cultures.
74. By the end of the foundation stage, children are familiar with simple computer skills such as using a keyboard, a cursor and a mouse. There is some computer software to support learning, but this is limited: indeed, the resources for ICT in the nursery are inadequate. They also begin to understand the difference between the past and the present, and compare what they could do as babies to what they can do now, for example.

Physical development

75. Children make good progress across the foundation stage in this area of learning as a result of good teaching that recognises the importance of healthy physical development. Children learn to move with increasing confidence, balance and control. The good provision for outdoor play in the nursery has helped this. Resourceful provision of a good range of equipment enables the physical skills of running, jumping and climbing to develop, with good use of space. Children pay attention to the quality of the movement as they use streamers for twirling movements and as they sway like an elephant in a lesson linked with their Hindu topic.
76. The outdoor play area is shared by reception children at lunchtimes, but these children have less opportunity for play outdoors at other times. Reception children enjoy PE and dance lessons in the hall. They moved imaginatively in response to descriptive language and an animal poem, for example when representing the range of movements associated with the change from a caterpillar to a butterfly. Children produced some effective sequences of movement, some of which were very expressive. In PE lessons, children develop their movements from floor work to small apparatus with increasing levels of co-ordination and balancing skills. Attention to health and safety issues is appropriate at all times, including the careful use of scissors and other tools to help children gain safe control of these finer movements.

Creative development

77. Again, teaching in this area of learning is good overall and is very good in the nursery. Children are set to reach the early learning goals at the end of reception and make good progress across the foundation stage.

78. In the nursery, children select and use a variety of different materials such as threads, fabrics, paints, inks, sequins, collage materials and feathers and explore their properties to create attractive pictures, patterns and designs. Much of the work observed during the inspection was linked to the Hindu topic. For example, children enjoyed dancing, using instruments and wearing Indian necklaces they had made from a range of materials sprayed with gold and other coloured paints. Provision in the flower shop is excellent, as it contains a range of artificial and real flowers, wrapping paper, quality paintings by a local artist, gift cards and other writing accessories. Children had used the style of the artist to produce pictures of poppies of a very good standard using paint mixed with icing sugar, and their imaginations are stimulated well by the high quality of this learning area.
79. Children in the reception class sang tunefully and with enjoyment during a music lesson. They accompanied taped music and songs rhythmically using untuned instruments. In role-play, children display imagination and ingenuity as they take the part of different characters in the 'pet shop'. They had decorated the area with their own posters and labels and designed and made effective models of animal cages. Provision for creative development is satisfactory in the reception class, but sometimes, activities offered to children lack a clear purpose or are insufficiently challenging, because they have been repeated too often. This occasionally causes children to lose concentration and sometimes results in disruptive behaviour.

ENGLISH

80. The performance of 11-year-olds in the National Curriculum tests in 2000 was above the national average, and above schools in similar circumstances. The percentage of pupils reaching the higher levels was also above that found nationally, and above that found in similar schools. Over the last five years, pupils' performance in the English tests has exceeded the national average, and has risen in line with the national trend. Current achievement matches this.
81. In the National Curriculum tests in 2000 for pupils aged seven, the school's performance in reading was well above that of all schools, and of similar schools. In writing, the school's performance was broadly in line with that of all schools, and of similar schools. When compared with all schools, and with similar schools, the percentage of pupils reaching the higher levels in reading was well above average, but below in writing. Over the last five years, the improvement in the performance of both boys and girls has exceeded the national trend. Standards have risen since the previous inspection.
82. By Year 1, pupils' attainment is in line with that found nationally for their age in reading, writing, speaking and listening. All staff work hard to build and develop pupils' skills in these areas, and towards the end of Year 2 pupils have made good progress and their standards in reading are above those found nationally. To improve and develop standards in writing, the school has added extra lessons in creative writing in addition to work in the Literacy Hour. Each year and ability group has targets for writing, shared by staff with the pupils, particularly in the older classes, who know what standards they are aiming to achieve. This helps them to focus on particular aspects of their work that need improvement.
83. The school has fully addressed criticisms of standards in speaking and listening made in the previous inspection report by giving pupils good opportunities to develop

their skills in a variety of ways. Pupils of all ages speak clearly and with confidence, achieving above average standards by seven and 11. Year 1 pupils confidently give their opinions when they read a story from Africa, 'The Hunter', during a literacy lesson. Year 2 pupils concentrate fully during a class reading of the story, 'Stella Lunar', and answer questions about the text enthusiastically. Pupils listen well when others read out their stories, and suggest the parts they find most interesting. The speakers present their work expressively, and higher achieving pupils use a mature range of vocabulary. Pupils are encouraged to read their work to their partner, to discuss and share ideas, to evaluate and support each other. Year 5 pupils enjoy reading aloud and listening to the rhythm in their limericks. When Year 6 pupils write poems in the form of a diary, the teacher's careful questioning encourages pupils of all abilities to express their ideas, and to support their choices with reasons. They build on these skills when they explore the features of a balanced argument for and against keeping animals in the zoo, for example. They support their opinions with valid reasons, quoting their own experience where possible. Older pupils had the opportunity during the inspection to take part in the BT workshop 'Future Talk', about improving communication skills. Through role-play, pupils worked in situations that involved planning, discussion and co-operation, and all groups offered sensible suggestions about improving communications, including using and interpreting body language. Pupils' skills are further developed in class drama lessons, and in assemblies. A nationally developed scheme of work for speaking and listening is being built in to the school's scheme of work to further extend the pupils' skills in this area.

84. By the end of Year 2, pupils' attainment in reading is well above average. Higher achieving pupils in Year 2 have developed a wide range of reading strategies and use information in the text to predict the outcome of a story. They read with fluency and understanding, and take careful note of how punctuation affects the sense and meaning of the text. Teachers use all opportunities to help the pupils to build and develop their skills. In the Literacy Hour, teachers select good texts to encourage pupils to read from a wide range of material. They research information from their reading to support their answers and opinions, and enjoy reading. Younger lower attaining pupils use the pictures to help them understand a story and remember frequently seen words. By Year 1, pupils use their knowledge of letter sounds well when they sort the names of wild animals into alphabetical order, and know that if the first letters of the words are the same, they must look at the second letter. This is good understanding for their age. By Year 2, pupils develop firm knowledge of how to sound clusters of letters. For example, they sort words that begin with 'ch' into three different sound categories, suggesting words from 'chocolate' to 'Christmas' to 'Charlotte'.
85. Older pupils' reading shows that they have been taught a good range of reading skills, and their attainment in reading is good. They scan text swiftly for meaning or for information, and read between the lines to find hidden meanings, or predict what might happen next. If they meet an unfamiliar word, such as 'vehemently', they know how to look it up in the dictionary (and say they may need to ask the teacher how to pronounce it!) By the time they reach Year 6, higher and middle achievers choose freely from the books in the school library, and read with confidence and pleasure. They know which type of book they prefer, and make informed choices from the range available, including from the local library. The high standards achieved by the pupils in their reading are greatly helped by parents hearing their children read at home. Parents comment regularly in the useful home-school reading record, and take their children to the library, encouraging a love of books. Many parents help in school as part of the 'Reading Buddies' initiative, which encourages parents and grandparents

to come into school regularly to spend 15 minutes with particular pupils who need extra help. This is a very effective strategy, helping the pupils involved to develop their skills well.

86. The school has targeted writing, and in particular creative writing, as an area that needs improvement. Space has been found on the timetable to allow each class to have a creative writing lesson every week, and older pupils benefit from working with the English co-ordinator. Teachers set termly writing targets for their class, designed to take account of pupils' needs and abilities. These targets are carefully evaluated at the end of each term, and new targets set. The targets are shared with the class, and older pupils have them pasted into their books as reminders. Teachers remind pupils to be aware of their own targets whilst completing a piece of work. In Year 1, most pupils write letters and words unaided, and begin to write short sentences, with good attempts to spell correctly. However, they do not have enough opportunities to write independently, to create their own stories and accounts. By Year 2, pupils know that a story needs a beginning, middle and end, and express themselves freely. Lower achieving pupils begin to use full stops correctly, whilst higher achievers introduce speech and question marks, and a range of adjectives into their work. All pupils write for a range of purposes, such as lists, narratives, descriptions and stories, and have opportunities to use the computer for writing and redrafting. This work is above average.
87. As they progress through school, pupils are introduced to an increasingly complex range of punctuation and grammatical conventions. High quality displays of 'prompts' around the classrooms help pupils with different aspects of their writing. Year 3 pupils are taught to use paragraphs to organise their writing, and to generate compound words, such as 'book+shelf': higher achievers also research texts to extend their work. Pupils' writing in Year 4 shows a more mature choice of vocabulary and expression. Year 5 and 6 pupils enjoy writing poetry when they create humorous limericks or write poems in the style of a diary, with good use of alliteration and rhyme. Standards of presentation are very good throughout, and pupils finish their work with care. By Year 6, pupils make effective notes to use when they write a balanced argument for or against keeping animals in zoos. There are good opportunities to use the computer to write, to practise spelling or improve their work after checking. Pupils use their literacy skills well across the curriculum, to write the results of scientific investigations, or in other subjects such as history, when they write a first-hand report from the battle between the Greeks and the Persians.
88. The standard of teaching is very good overall, leading to above average levels of attainment in literacy by seven, and well above average levels by age 11. The teaching of pupils aged 5 to 7 ranges from satisfactory to very good, and the teaching of pupils aged 7 to 11 is always very good overall. Teachers use their good knowledge of English and the National Literacy Strategy to plan well. They challenge the pupils' thinking and literacy skills by providing stimulating activities, to build on their knowledge and extend their learning. In most classes, work is carefully planned to meet the learning needs of pupils of all abilities. Teachers promote high standards by sharing what the pupils are to learn from the lesson and reminding pupils of their targets. They also provide high quality displays and learning materials to reinforce their teaching. Effective organisational and pupil management strategies, good pace and humour ensure that learning is enjoyable and pupils remain interested and involved in all activities. In the very small minority of slower-paced lessons that do not provide enough challenge for pupils of all abilities, learning is not so successful. Pupils with special educational needs are enabled to make good progress by carefully planned work, support from classroom assistants and the class teacher. Teachers

make separate weekly plans for these pupils. Appropriate homework is regularly set for all classes, and helps consolidate the work pupils do in class.

89. The management and leadership of English are good, leading to good improvement since the previous inspection. The co-ordinator has a clear vision for development and improvement, in particular raising standards in writing. Evaluation of national and school administered test results, and the analysis of the outcomes of targets are carefully used to define areas for future improvement. The co-ordinator monitors teachers' planning, but has not yet had the opportunity to monitor the quality of teaching and learning in English. This is the next stage of development in her Action Plan. As well as attending subject training sessions, providing training and leading staff meetings herself in school, the co-ordinator has regular meetings with the local authority adviser, who gives good support and help to the school. The Governor Advocate works in the school as a classroom assistant. She meets formally with the co-ordinator each term, and also on a day-to-day basis, and is therefore very aware of all issues in relation to English. She liaises with parents and helps with meetings arranged to inform parents about various aspects of reading and literacy. There is also a good range of high quality resources that are used well throughout the school.

MATHEMATICS

90. The pupils' attainment in the national tests in 2000 at the end of Key Stage 2 were well above the national average, and they were also well above those in similar schools. This represents very good progress since the last inspection, when end of Key Stage 2 attainment was judged to be average. This high level of performance has been maintained for some years. At the end of Key Stage 1 in 2000, results were average nationally, and when compared to results in similar schools. The school met the targets it had set for 2000 by age 11, and the pupils are on line to meet their appropriately challenging current targets. There are no significant differences between the performance of girls and boys in either key stage. The pupils' attainment by 11 reflects very good progress overall since entry to the school. The current Year 6 pupils attain above average levels in all areas of the subject, and are on track to maintain the school's high standards. Pupils with special educational needs make good progress towards the targets in their individual plans, and are supported well by teachers, support staff, and voluntary helpers. Standards in numeracy are above average by seven, and well above average by age 11.
91. At Key Stage 1, pupils learn to use mathematical vocabulary accurately, understanding language such as 'more than', 'less than', 'total' and 'equal to'. They order numbers, 'round up' to the nearest ten and halve numbers to 20 accurately. All pupils count up and down in twos and tens and order numbers to 100 confidently. They also describe some of the properties of simple two and three-dimensional shapes correctly. They learn strategies for solving problems in figures or words. For example, pupils in Year 1 time an activity either by using a sand timer or by counting orally, and Year 2 pupils learned and used new vocabulary in devising their own methods to order different sets of numbers. Higher attaining pupils remember number facts and use them to answer questions very quickly. Lower attaining pupils usually work out the answers correctly, but take longer.
92. By the end of Key Stage 2, pupils have developed good mental arithmetic skills and their number skills are secure. Pupils grow in confidence with both mental and written methods of calculation as they progress through the school. In Year 3 they use patterns of similar calculations to interpret answers to new problems, and pupils in Year 4 work on squared numbers. By Year 5 they have good mental recall of their multiplication tables. In Year 6 pupils round up to 1000 and find the difference between

two large numbers, using a calculator where appropriate. They also perform division and multiplication of decimals accurately, showing a secure understanding of place value. All pupils have good data handling skills and read and interpret tables well. All pupils' written work and diagrams are neatly and accurately presented.

93. The previous report stated that progress in both key stages was satisfactory. Progress at both key stages is now good. The good use of the three -part lesson structure and the focus on using and applying mathematics is giving pupils the opportunity to learn and consolidate new skills and concepts.
94. The quality of teaching is very good overall; it is very good at Key Stage 2, and good at Key Stage 1. Teachers plan their lessons very well using the guidance from the National Numeracy Strategy. Basic skills are both developed in, and used well to support other subjects. In both key stages, for example, data handling is used well in geography. Pupils use ICT skills to create graphs related to geographical data and use their mathematical knowledge and understanding to interpret the results. Teachers also teach pupils how to work with complex data using data-handling programs, and how to use spreadsheets effectively. Listening skills are used and reinforced particularly well, especially in the mental starters to lessons.
95. Pupils enjoy mathematics lessons and respond positively to the tasks set for them by their teachers. Their attitudes and relationships with each other and their teachers are very good. They listen attentively to each other and to adults and concentrate well on their work. Behaviour is very good because the teachers manage the pupils well, both when working with the whole class or when the pupils work independently.
96. Teachers have good mathematical knowledge, which they use well in challenging pupils with appropriate questions and tasks, and to encourage them to explain the methods used for different calculations. For example, the teacher used a game as a mental warm-up, which required the Year 5 pupils to move rapidly between tenths and hundreds of thousands. Because her own number skills were of a high order, she could push the pupils further and faster as the game progressed. The staff also create a pleasant working environment and use positive, firm discipline and a friendly and supportive manner with pupils. Within this, they use practical resources consistently well to help pupils develop their understanding of mathematical ideas. For example, the teacher helped Year 1 pupils to develop their understanding of fractions by relating this to quarters of an hour, and let them prepare their own divided circular clockface to reinforce this.
97. Teachers reinforce the language of mathematics and make the objectives of the lessons clear to pupils. For example, in a Year 4 lesson the teacher had told the pupils that they were working on the relationship between multiplication and division. She had written key words such as 'product' and 'factor' on the whiteboard, and insisted that the pupils use these in answering her questions. All the staff demand a good quantity of written work to be completed in the time allocated. On-going assessment is often good, due to careful questioning and monitoring of pupils during lessons. Satisfactory use is made of marking to recognise and help pupils improve, although there was little evidence of marking that sought to explore the pupils' thinking. Homework is given regularly and has a significant impact on pupils' learning.
98. The subject is well co-ordinated. External advice is sought and used appropriately and teachers have undertaken suitable training to update and extend their skills. The co-ordinator is enthusiastic, and pleased with the improvements in teaching and learning since the introduction of the Numeracy Strategy. She monitors medium term

planning, and there is a programme for monitoring the teaching of mathematics. The governor advocate identified for mathematics works closely with the co-ordinator, auditing provision and bidding for funding.

SCIENCE

99. Attainment for 11-year-olds in the national tests in 2000 was well above average nationally, and well above that in schools in similar circumstances. This maintained the school's high levels of attainment in recent years, and represents good improvement since the last inspection. A key factor here is the teachers' collective focus on investigative and experimental work, an aspect that was weak during the last inspection. This also captures the pupils' interest, and keeps them strongly motivated to learn. This improvement in pupils' performance matches the national improvement. At Key Stage 1, however, pupils' attainment as assessed by the teacher was below average, particularly at higher than expected levels. From the standards seen for this group of pupils now in Year 3, it is possible that their attainment was underestimated last year, as they now attain above average levels.
100. Currently, pupils' achievement towards the end of Key Stage 1 is above average, and towards the end of Key Stage 2 is well above average. From entry to the school to leaving at 11, progress in learning is very good. This reflects the high quality of the teaching, which was consistently good, and occasionally very good, during the inspection. Pupils with special needs receive good support in the subject, and make good progress, particularly in supported investigations.
101. Year 2 pupils have conducted tests using ramps on the way different surfaces affect the speed of toy cars rolling down them. The teacher has helped them to consider how the test could be carried out fairly, and how to record and compare their results. Much of this work is at higher than expected levels for a good proportion of the pupils, and is very neatly presented. Pupils have also learned how food and exercise contribute to a healthy lifestyle, and considered how materials are affected by heat and cold. They have looked at how water changes from liquid to solid when it freezes, and how it becomes a gas when it boils, using the appropriate vocabulary. This work is at a high level for their age, and clearly understood by a significant minority of them.
102. Year 6 pupils have developed good skills in how to conduct tests and experiments, which they used well during a lesson to tests how sound travels through air, and how it appears louder when focused from the mouth or into the ear by a cone of cardboard. The pupils conducted these tests in mixed groups with great enthusiasm, excellent behaviour, and in a spirit of positive enquiry. Recording their results in the classroom, they showed that they have a good grasp of how to record scientific findings, and use research materials to help explain them. One boy was so keen to finish his work that he stayed in during playtime to label his ear diagram, trying to establish for himself how all the parts interact to transmit the sound from the eardrum to the brain. From scrutiny of their work, it is clear that they have good understanding of how food chains work, and what effect even a simple change might make, and have covered the required elements of the curriculum at a good level.
103. The quality of teaching is good at both key stages, and is sometimes very good at Key Stage 2. Teachers all manage the pupils very well, and the very good relationships they have developed with them means that the pupils carry out complex and organisationally intricate work with proper concern for safety, care of materials, and in good co-operation with other pupils. At Key Stage 2, the teachers' very high expectations of the pupils' use of their prior learning also leads to effective

development of new knowledge and understanding. For example, in a very good Year 3 lesson, the teacher set the pupils a series of challenges in their work on reflected light, working in groups using mirrors and a series of objects. She expected them to remember that light travels in straight lines, and to use this knowledge to create appropriate angles eventually to reflect all sides of a toy car using three mirrors. She asked one boy to demonstrate an unusual angle he had found, and challenged the rest of the class to recreate it. This work was at above average levels for their age.

104. The staff ensure that all pupils have access to the full curriculum, and either deploy their classroom support assistants to work with pupils with special needs, or position themselves close by to be able to help if necessary. Because many of the activities are open-ended investigations, there is room for pupils of high attainment to extend their work successfully. For example, in a good Year 1 lesson where pupils described the changes in their appearance and capabilities at different stages of their life, the teacher prompted a group of higher attaining girls to test whether their friends could order by stage of development the images they had made of themselves. This lesson also provided very good evidence of links between history, science, English and mathematics through a well-planned topic on 'change'. It also included good links with home in the collection and use of effective supportive resources, such as photographs and clothes.
105. The co-ordinator is new to the school, but has already established an effective action plan to develop the subject further. Although the school's resources for the subject are generally very good, she has identified the need to supplement those for children in the Foundation Stage. Regular tests keep the teachers well-informed about the pupils' progress. Teachers also mark the pupils' work regularly, and in the best examples, give the pupils guidance as to how they might improve. Often, however, marking only says, 'Well done' or 'This is very good work', without saying what specifically the child has done well in science.

ART and DESIGN

106. The attainment of pupils aged seven is as expected for their age, and their achievement is satisfactory. For pupils aged 11, attainment is generally above that expected for their age and their achievement is good. Art and design lessons give pupils with special needs the opportunity to work in mixed ability groups where they make good progress and receive good support and encouragement from the teacher, their fellow pupils, and the special needs assistant.
107. Pupils in Year 2 work on fabric collages to represent the different seasons of the year. They recognise that each season has its own particular colours and features, as when one pupil quickly identified the winter scene, 'Because I can see snow'. They do not, however, spend sufficient time planning how to make the best use of space in their representation, or selecting the fabrics to represent more closely the texture or profile of features in their scene. In Year 3, pupils improve their ideas and skills when they combine visual and tactile materials to create a coastal picture. They cut and shape the materials well, select appropriate textures and build up their picture using tools and scissors well. They discuss their ideas with other pupils and the teacher to clarify what they are aiming to create. By Year 6, pupils' knowledge of colour and texture has progressed well, enabling them to produce very subtle blends of tone in their tissue paper collage of autumn leaves, for example.

108. The subject is given a broader dimension when pupils use ICT as a tool to extend their creative ideas and experience. Working in the pointillist style of Seurat, Year 4 pupils make good use of the splatter paint effect in the 'Paint' program to achieve the effect of 'dots' of colour, and found that using ICT made the process much quicker! Year 6 pupils demonstrate increasing competence on the computer when they develop a design for a repeating pattern. They use all the features of the program very well to repeat, resize the image and to achieve a variety of colour effects. One higher achieving pupil had planned his design carefully to produce a very striking black and white repeating pattern.
109. Work displayed in school, and kept in class portfolios shows that teachers show pupils how to make careful observational drawings. Pupils draw their shoes, inspired by 'Les Souliers' by Van Gogh, and include lots of careful detail and good use of shading, developing from soft pencils to charcoal. Year 4 link their observational drawing to history when they look closely at jewellery from Saxon times, and reproduce the fine detail on brooches. Year 5 study a 1630 picture, 'Breakfast Still Life' by Clara Peeters, and use the style to produce their own well-drawn images of breakfast cereals, which they develop into brightly coloured paintings. Their painting techniques improve when they investigate the style of Monet and paint subtly coloured versions of his garden at Giverny. There is good teaching about colour mixing, in Year 3, when pupils explore the colour wheel to create images of the rainforest. Pupils in Year 5 make subtle use of monotoners and shading in their geometric designs. Pencil drawings of buildings around the school show very careful shading and good pencil control.
110. Pupils use the skills learned in art and design well to support other curriculum areas, for example to produce 'cave paintings' using chalks on the paving stones outside the building in a Year 3 history lesson, in linking with literacy in Year 2 to illustrate writing about 'The Rainbow Fish' story, and using geometric shapes in mathematics in Year 1 to create vehicles and figures.
111. Teaching is good overall. Teachers plan their lessons well, and teach pupils the full range of knowledge and skills, giving them good opportunities to explore and evaluate their own and other's ideas. They also encourage pupils to investigate and make patterns and designs using a range of tools and materials, including ICT, and give them good opportunities to study the work of great artists from a variety of cultures. As yet, only pupils in Year 2 have sketchbooks in which to practise their drawing skills and record personal ideas. This practice should be extended to all year groups. Work in the subject makes a good contribution to pupils' spiritual, moral, social and cultural development. This is because teachers help them to study the work of artists in different times and cultures, and to consider environmental issues, as when they created sculptures from wood, straw and feathers with the ranger from the local 'Millennium Wood Project'.
112. The art co-ordinator, newly in post since January, has prepared the curriculum action plan for art and design, which includes further development of three-dimensional work and further study of famous artists. There is no formal assessment system to track pupils skill development. ICT is used well, and there are plans to research national galleries and collections via the Internet. The co-ordinator monitors teachers' planning, and liaises regularly with the local authority adviser and with the governor advocate. She manages a small budget, and is formulating a bid to extend the existing art resources, which are adequate but not extensive. There has been satisfactory improvement in the subject since the last inspection.

DESIGN AND TECHNOLOGY

113. There has been very good improvement in design and technology since the last inspection, which found that pupils' attainment in the subject was lower than expected nationally, and their progress was unsatisfactory. Improving the teaching and provision of design technology became a key issue. During the current inspection, it was possible to observe only one design technology lesson. Close scrutiny of pupils' work displayed in school, portfolios of work and photographs showing how the policy and scheme of work are used, discussions with the pupils and the subject co-ordinator provided most of the evidence. This shows that standards in the subject are now above those expected nationally for pupils aged seven and 11.
114. The quality of teaching in the lesson observed was very good. The teacher had previously given the pupils a design brief to create a hand puppet using paper plates, and they had drawn up their plans before the lesson, which meant they were well prepared. The teacher used her very good subject knowledge to give the pupils very good guidance through small developmental steps that enabled them to carry out the practical task very well, and to make good progress in their knowledge, skills and understanding. The pupils were provided with a range of quality materials and the teacher had enlisted the help of six parents to assist her during the lesson, which meant that pupils of all abilities were given very good support to complete the task to a good standard.
115. All pupils' designs are intended to have a practical use, and teachers put constant emphasis both on the progressive acquisition of skills, and on making quality products. Year 3 pupils have made high quality free-standing picture frames, for example, completing their design briefs with evaluations of the finished article. They use the frames for family photographs. The torches made by Year 4 from card, plastic and paper use detailed and effective control mechanisms to switch them on and off. Pupils also make attractive and useful instruments for music lessons. There are also examples of pupils using resistant materials well when they design and make a variety of bookmarks using wood, twigs or metal.
116. Throughout the school, teachers place great emphasis on the importance of producing a good working design brief, completing the practical task to a high standard, and evaluating the success and suitability of the finished product. In linked history work, pupils have made excellent hand-axes using authentic materials – one superb axe made with a flint is not kept on permanent display as it is too accurate a representation for safety! For this project, many pupils have also made stunning cave models.
117. Work in the subject makes a good contribution to the pupils' spiritual, moral, social and cultural development. Year 3 pupils designed special hats to be worn when they invited their parents to lunch in school. Year 6 pupils celebrated links with the local slipper-making industry by designing and making a range of attractive slippers. As part of food technology, Year 1 pupils consider healthy eating. Staff insist that materials and equipment are shared and used with care. All pupils are given equal opportunities to participate in design and making activities. Pupils with special needs make good progress and may be given extra time and support in order to complete their work.
118. The subject is very well led and managed. The co-ordinator introduced a nationally recognised scheme which gives clear guidance about what should be taught and when, and has received good support from the local authority adviser. Staff subject

knowledge and confidence have improved through in-service training and the introduction of the new scheme of work. The co-ordinator monitors teachers' planning, and has been able to complete some monitoring of teaching and learning in both key stages. Assessments of pupils' achievements record which pupils have met the learning objectives for each topic on medium term sheets. The co-ordinator's action plan includes developing ICT as a research tool, and the extension of industry links, for example the local slipper factories. Resources are much improved since the last inspection.

GEOGRAPHY

119. The last time the school was inspected, standards in geography were average at both key stages. Standards have improved, and are now above average at seven and 11 because the teaching is improved.
120. By seven, the pupils have good knowledge of the differences between a contrasting locality and the local area. Pupils achieved well when using secondary sources to distinguish between human and physical features at the seaside. They were able to classify their findings and drew the conclusion that in the locations studied there were more human than physical features. On a political map of the United Kingdom they can locate and name the capital cities of each of the countries. They locate Ramsbottom, and seaside towns such as Blackpool, Skegness and Gt. Yarmouth. This work is successful because the teacher asks perceptive questions which challenge the pupils and sustain their interest level.
121. The good standards and teaching are built on well in Key Stage 2 where all the teaching is undertaken by a subject specialist teacher. By the end of the key stage, pupils have an extensive geographical vocabulary, use ICT successfully to assist geographical investigations, and make good use of a range of source material. In Year 5, for example, pupils identify the upper, lower and middle courses of a river. During an observed lesson, they examined aerial photographs of parts of different rivers and engaged in lively discussion whilst matching the images to pre-printed statements. They understand that rain and tides affect river levels and how flooding can take place. Pupils used and understood terms such as 'erosion', 'ox-bow lake', 'meander' and 'tributary'. Pupils show a high level of interest in the subject and enjoy opportunities to research a topic.
122. Pupils' attitudes to the subject are good. They are interested and show a high level of enthusiasm. They take pride in their work, which is always neatly presented. Pupils' behaviour in lessons and the relationship between the teacher and pupils are good. Older pupils work well independently, and co-operate sensibly when working in groups, sharing resources.
123. The co-ordinator leads the subject well and monitors other teachers' planning effectively. Assessment of pupils' learning is carried out at the end of a blocked period of work. Oral tests are carried out in Years 3 and 4, with written tests in Years 5 and 6. This is good practice, and keeps the teacher informed about pupils' progress well. Effective subject documentation enables staff to plan appropriately to cover the required content, and to meet pupils' needs. Areas for development are identified in the co-ordinator's action plan and bids are formulated in partnership with the advocate governor.

HISTORY

124. Most pupils make good progress, including those with special needs, and attain higher than expected standards at seven and 11, an improvement since the last inspection. Pupils' work throughout the school shows imaginative and systematic development of historical knowledge and understanding. For example, pupils in Year 1 compare old and new houses and the differences between a Victorian washday and a modern living room. In Year 2, the pupils begin to develop an understanding of time through a seaside timeline and what the seaside was like one hundred years ago. They learn key vocabulary including 'then', 'now', 'old', 'new' and 'time-line'.
125. Good standards and teaching are further developed in Key Stage 2 where all teaching is carried out by the headteacher as subject specialist. The teacher concentrates very effectively on developing the pupils' skills of historical enquiry, and how judgments are made by historians based on the available evidence. Year 3 children focus on a study of the Stone Age and investigate how people lived and worked during that period of time. They investigate characteristic features of Stone Age dwellers and put their knowledge into practice by producing excellent 'cave paintings' both on paper and on the outside pavement. Pupils' work shows excellent enthusiasm and interest in history, and they are beginning to grasp how some information is difficult to interpret. In Year 5, they discuss the reasons for the wars between the Greeks and Persians and apply this knowledge as they write a report from the front extolling the Greek victory. The teacher helps the pupils to compare how past events are represented and interpreted in different ways according to different views. They understand the difference between fact and opinion and between primary and secondary sources.
126. Pupils' attitudes to history are very good. They are interested and enthusiastic because the teaching grabs and holds their attention. Pupils respond particularly well to opportunities for investigating the past. They listen attentively, are keen to respond to questions and concentrate well on set tasks. Behaviour in lessons is very good.
127. The co-ordinator has very good subject knowledge, extremely enthusiastic and motivated about the subject, and provides excellent leadership. Monitoring of planning and standards is good. The skills progression document is reviewed and evaluated regularly by the co-ordinator. Pupils' are tested at the end of a topic and assessment for pupils' learning is carried out at the end of a block period of work. Bids for funding are submitted in partnership with the advocate governor and areas for development are highlighted in the co-ordinator's action plan. There are good library resources for the subject and good use is made of resources within the local environment.

INFORMATION and COMMUNICATION TECHNOLOGY

128. At the time of the last inspection, ICT was not well developed, and was a key issue for improvement. That situation has now been reversed to become a success story recently. The quality of teaching is good, and sometimes very good, the pupils achieve as expected by the end of both key stages in most aspects of the subject, and they unanimously cite ICT as a favourite subject, which shows in their very good attitudes and behaviour when involved in this work. This is because a great deal of time, effort and resources have been invested in hardware, software and staff training. A new co-ordinator with highly developed skills has been appointed, and the staff have worked very hard as a team and individually to increase their own understanding and skills in order to better help the pupils. Added to this, many pupils now have access to personal computers at home, which allows them to practise the skills taught in school, and to use e-mail and internet resources. The co-ordinator is full of praise for the commitment shown in the school, but recognises that there are still issues to address, and further progress to be made. A particular need currently is

to upgrade the computer facilities in the nursery, for example. However, the school is now well set to take further development in its stride.

129. At seven, pupils attain as expected for their age in how to find out what they need to know, and how to present their findings in different ways. They learn to give instructions to make things happen, such as in using a tape player, and how to evaluate what they have done, and how they might alter things in the future. They have competent control of the mouse in working on a computer, use the keyboard with increasing confidence, and work with screen menus using the cursor. They have used a word-processing program to create 'My Christmas Wish List', entering text in a numbered sequence, and have compared the characteristics of town and country, some highlighted in bold text. In composing poems, pupils also use the word-processor to reorganise and redraft what they have written. Using a 'paint' program, they have produced a winter scene, using a variety of techniques to create the shiny effect of snow at night-time on rooftops. They have satisfactory understanding for their age of the uses of ICT, and use the controls on such equipment as tape players competently.
130. By 11, standards are already approaching what is expected nationally in most aspects of the subject, which represents good progress and achievement for these pupils. Standards are average in collecting, manipulating and interrogating data, and in working with a range of information from a variety of sources. For example, Year 6 pupils entered information they had gathered on a geography field trip about traffic in the local area into a data-handling program. With skilled help from the teacher, they produced graphical representations which they modified and re-presented. Most of the pupils worked at the expected level in this lesson, and some at higher levels. These pupils also used another drawing and 'painting' program skilfully to produce a repeating pattern, previously planned as a homework exercise. They were fully confident in using different aspects of the program to create the effects they wanted, and modifying their design as they progressed. Much of this work was at expected levels, and one boy's black and white repetition was outstanding. High level work using spreadsheets to plan and cost a variety of holidays has been produced, linking well with work in mathematics and geography. The school has only recently been fully equipped with a newly installed ICT suite, so that these pupils have only had access to it for a relatively short time. They have so far had little opportunity to develop skills in control technology to simulate the sequence of traffic lights, for example, or to use sensing equipment, for example to monitor variations in temperature. However, the development of these skills features in the school's planning, and the Year 5 pupils achieve the levels recommended for their age currently. The school needs to develop its resources for control and sensing using ICT further.
131. Teachers place strong emphasis on the pupils' development of skills in line with the adopted nationally recommended subject scheme of work. They teach skills specifically, such as in the Year 1 class when a parent worked with pupils individually using the class computer to dress a teddy bear on screen. Here, the pupils learned to use the mouse with good control, to move the cursor accurately on screen, and to drag and drop items of clothing in order. The teachers also use ICT well to improve pupils' learning in different subjects. Because they have all worked hard to develop their own skills, they confidently use the hardware and software as learning tools, using their growing understanding to reinforce ICT skills whilst teaching another subject. For example, in a very good Year 4 art lesson to use pointilliste techniques in the style of the artist Seurat, the teacher used the computer projector very well to demonstrate different possibilities available in the program. The pupils then built on their previous understanding, and were rapt in concentration as they used the newly

learned skills to create their own images on screen. Similarly, Year 1 and 2 pupils rewrote text on the theme, 'Who do you love', using a word-processing program. The teacher insisted that they follow the routine of logging on themselves, and entering their own name and password. They consolidated previously taught skills in changing font size and style, and the older pupils began to introduce punctuation into their work well. This lesson also exemplified the school's very effective use of classroom support staff and parent helpers in giving focused help to individual pupils, particularly those with SEN. In ICT lessons, this focused help ensures that pupils with SEN make good progress in their use of the computer.

132. Teachers also teach specific skills well during dedicated subject sessions in the ICT suite. In a very good Year 3 lesson, the teacher built well on the pupils' developing skill in using a game style simulation program to make choices, identify patterns, and record their decisions. She had carefully chosen the working pairs to ensure boys and girls and pupils of different prior attainment worked together. This worked well, as the pupils discussed their options when presented with new challenges, and the teacher moved round the room, skilfully prompting and helping so that the pupils themselves were guided to decide for themselves what they should do next. Similarly, in a good Year 5 lesson, the teacher extended the pupils' skills in finding and sorting information from a data-base using more than one criterion, using the 'and' prompt. She demonstrated the technique well, and had prepared a good worksheet that led the pupils through a series of practices to reinforce their learning. Some of the pupils found this difficult, and used previously learned on-screen visual scans to find the information instead. The teacher stopped the whole group to remind them that they were learning a new skill, and then went to pairs of pupils still having difficulties to help them directly.
133. The wider aspects of the subject also feature in the teachers' planning, and in the pupils' work. Pupils across the school learn to present information in a variety of ways, and explore the use of a variety of ICT tools. For example, although this was not observed during the inspection, pupils use a floor robot to learn how to give programmed instructions, and older pupils regularly use calculators to check their work in mathematics, or to work with complex numerical data. Most subject co-ordinators' current action plans include further development of the use of ICT as a learning tool. The ICT co-ordinator's own plan for the subject includes the further development of control technology, the use of sensing equipment to collect and record data, links with other schools and such places as art galleries using the internet. These plans point in the right direction, and should expand the subject horizons so that pupils use the full range of the subject's resources, including digital cameras, the preparation of multi-media projects, with music and video input, and e-mail and internet connections.
134. The subject receives very strong support from the governors and the senior management team. The co-ordinator also has very good influence on its rapid improvement in the school. A particularly effective part of her commitment involves the open-house workshop for parents she runs every Thursday. This is very effective in helping parents to keep up with their children's rapid progress in the subject, and extends the already good use of the ICT suite. This resource is used well, although it is cramped for a full class to use, particularly older juniors, and the pupils' chairs are 'one size fits all', which is also inappropriate.

MUSIC

135. Pupils reach standards in music by seven that are in line with those expected nationally. By the age of eleven, standards are above average, particularly in singing. This represents an improvement on the last inspection.
136. Seven-year-old pupils sing tunefully and with expression and develop good control, pitch and rhythm. They listen well and play their own homemade instruments and untuned percussion instruments to create a range of dramatic effects and to accompany familiar songs. They know how to make musical sounds quicker, louder and quieter, and to reach a crescendo. Composition skills are less well developed, however.
137. By the age of eleven, pupils sing with confidence, enjoyment and technical skill from a wide repertoire of songs from a variety of cultures and traditions. In the large school choir, which brings together pupils of all ages, they sing difficult rounds with precision and clear phrasing and diction. They listen well, and manage to capture the mood and expression of the lyrics and music to produce a high standard of performance for pupils of their age. Year 5 pupils have composed interesting short group sequences of music or 'sound pictures' based on Holst's Planets Suite, using tuned and untuned percussion instruments. During a lesson, they used a range of instruments to produce accurate and musically pleasing accompaniments.
138. Pupils enjoy music and this is apparent in their attitudes during lessons and choir practices. There is a school wide interest in singing and pupils made good or very good progress across the school in this aspect. The behaviour of older pupils in lessons is very good. The teacher keeps them fully involved and they collaborate well in musical tasks. High levels of attention and concentration enable junior pupils to make very good progress. Progress for younger pupils is satisfactory. They occasionally become restless, and do not listen carefully to the teacher, but that is rare.
139. The part-time specialist teacher brings enthusiasm and skill, and a good knowledge and understanding of the subject, to interest and even excite the pupils. The quality of teaching is good overall with some good and very good features in lessons for older pupils. When working with a Year 2 class the teacher's lesson planning is effective in providing appropriate breadth and balance across the music curriculum. Suitable emphasis is placed on the importance of how the combined musical elements such as duration, dynamics, tempo and silence can be used and organised expressively within simple structures. For example, pupils were reminded, 'How could you start if you didn't have silence first?'
140. The music teacher's role as co-ordinator is difficult because of the limited time she has available. Management of the subject is satisfactory, however, and music makes a strong contribution to the life and work of the school. The school choir takes part in local festivals and has received trophies and awards for successful performances. All pupils learn to play the recorder and a range of musical instruments including keyboards is taught by a visiting specialist. There has as yet been no formal monitoring of the teaching of music to identify weaknesses and areas that could be improved in order to raise standards further.

PHYSICAL EDUCATION

141. Standards achieved by pupils at seven and eleven are above average. This represents an improvement on those found at the last inspection.

142. In Year 2, pupils are able to talk about the purpose and importance of active movement and how their bodies feel during different activities. They move with developing co-ordination and control during warm-up sessions. When working in groups, pupils follow instructions carefully and make good progress in skills using balls and beanbags, including throwing, rolling and catching, and hitting a target. They know how to organise, field and score in small group games and use simple tactics for attacking and defending.
143. Video evidence was used to make judgements about outdoor, adventurous activities and gymnastics. No swimming lessons were seen. Pupils in Year 3 transfer their ideas effectively into movement using a machine as a stimulus. They improvise freely to produce a simple dance sequence using a variety of levels, directions and speeds. Year 4 pupils capture the mood and feeling of a piece of music to produce a sequence with a partner, some of which are very expressive. In outdoor games lessons, older pupils continue to improve and develop their skills and become aware of the importance of warming up and cooling down. They sustain vigorous activity easily for an extended period of time. In volley ball and hockey Year 4 and 5 pupils refine and extend the skills of attack and defence by controlling balls, finding spaces, passing accurately to partners and team members. They show a clear understanding of the rules of a game of hockey, passing the puck in a variety of ways and shooting at the goal. Year 6 pupils develop a range of problem-solving and orienteering skills when they undertake outdoor activity challenges in unfamiliar environments at a nearby outdoor pursuits centre. They successfully sailed a raft they had constructed, and acquired the skills associated with keeping a canoe afloat and moving forward.
144. The quality of teaching across the school is good and in some lessons seen, at both key stages, teaching was very good. The influence of the co-ordinator, who teaches all lessons in the juniors, contributes to this. Teachers manage pupils well and have a good understanding of physical education for the age and ability of the pupils. Lessons are carefully planned to make sure there is a good balance in explanation, demonstration and practical activity for trial and improvement. Teachers have high expectations and make sure that higher attaining pupils and those who have special educational needs make suitable progress. Teachers use assessment well and give appropriate feedback to help pupils to improve their skills. Teachers group pupils well and make sure that they compete enthusiastically, display good sporting behaviour and follow safety procedures carefully. Lessons have a good pace and pupils are encouraged to work hard.
145. Pupils enjoy a good range of physical activities and respond with enthusiasm and keenness. They collaborate well when asked to work as a group, sharing ideas and respecting the efforts of others. Pupils listen well to instruction, take pride in their work and are confident in demonstrating their work to others. Attitudes and behaviour in competitive games are sometimes very good and in one dance lesson, they were excellent. Progress and the development of the necessary skills are good across the school. Pupils with special educational needs make good progress.
146. Physical education is well led and managed by an enthusiastic and knowledgeable co-ordinator. Planning is thorough, with detailed guidance for teaching the subject across the school. Good strategies are in place for improving performance. Video recordings are used for teachers and pupils to evaluate performance. Gymnastics is the current focus for improvement and the co-ordinator has organised future staff training in this aspect of the subject. There are effective links with the local authority, and a games project, 'Top Sport', has been successfully introduced.

147. Pupils take an active part in both inter-school and inter-house competitions in netball, football and swimming, and have won several trophies. There is a wide-ranging extra-curricular sports programme during the year including, netball, football, badminton, handball, rounders, swimming and cross-country. These activities all contribute positively to the enthusiasm pupils have for the subject and the progress they make in developing their skills.

RELIGIOUS EDUCATION

148. During the last inspection, limited time was spent on RE, and older pupils, particularly, were given insufficient opportunities to discuss their feelings about religious issues. This is no longer the case. By the age of seven and eleven pupils knowledge and understanding of religious education are above the expectations of the locally agreed syllabus. Older pupils display a grasp of religious concepts and discuss sensitively and with appropriate moral and spiritual awareness, the similarities and differences between the Jewish and Christian faiths, for example.
149. At the age of seven, pupils have a good knowledge and understanding of the detail of Bible stories and the teachings of Jesus. These are linked to opportunities for pupils to explore Christian symbols, for example how the bread and wine at the Last Supper represents the body and blood of Jesus. Pupils reflect and discuss thoughtfully, sharing their feelings sensitively about why the Easter story is both happy and sad, and the role of the Apostles as Jesus' friends. In a study of Hinduism, pupils knew about Hindu symbols and know that there are alternative places of worship for people of different beliefs.
150. Junior pupils explore religious education in greater depth. They display an appropriate understanding of some of the major beliefs, symbols and observances of Christians, Jews and Hindus, using the relevant terms and vocabulary. They study the place of Moses in Christian scripture and illustrate examples of the Ten Commandments and their relevance to their own lives. In one lesson, pupils demonstrated their interest in a study of Judaism by examining artefacts such as the Torah, asking relevant questions of the teacher and using research to gain further information. Discussion reflects sensitivity and tolerance to beliefs other than pupils' own.
151. The quality of teaching across the school is good. All classes at Key Stage 2 are taught by the co-ordinator who has a high level of enthusiasm and interest in religious education. This is reflected in discussion with her and also in the quality of teaching observed in lessons, which is good. Planning is thorough, and informal assessment takes place through observation and discussion with pupils. The use of skilful and sensitive questioning helps pupils to reflect on Bible stories and the issues raised. They are expected to think for themselves and to make connections between these issues and everyday life. Teaching contributes strongly to the high standards achieved. Teachers recognise that successful teaching of religious education promotes more than well-presented work in books and a knowledge of facts, but is also about the quality of attitudes and values pupils develop, not least their spirituality.
152. Pupils of all abilities, including those with special educational needs, make good progress. They are interested in the subject and its implications for their own lives. Pupils concentrate, apply themselves and behave well in lessons. They enjoy discussions, which provide opportunities for them to share their own thoughts and views and listen to those of other people.

153. The subject is well managed and led by an enthusiastic co-ordinator who has a good grasp of religious education and the wider issues. Planning is monitored and advice provided to teachers of younger pupils. There are plans for the co-ordinator to share and work alongside infant teachers during lessons. A local vicar visits the school and recently talked to pupils about the season of Lent. His visits are popular with pupils and teachers because of his non-judgmental style and because he encourages pupils to express their own opinions.