

INSPECTION REPORT

**ST. HILDA'S CHURCH OF ENGLAND
PRIMARY SCHOOL**

Bury

LEA area: Bury

Unique reference number: 105351

Headteacher: Mrs K Perry

Reporting inspector: Mr M Newell
10638

Dates of inspection: 5th – 8th February 2001

Inspection number: 198164

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary Aided

Age range of pupils: 4-11

Gender of pupils: Mixed

School address: Whittaker Lane
Prestwich
Manchester

Postcode: M25 1HA

Telephone number: 0161 253 7242

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Appropriate authority: The Governing Body

Name of chair of governors: Mr. M. Geelan

Date of previous inspection: September 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
M Newell 10638	Registered inspector	Equal Opportunities Foundation Stage English Information and communication technology Music	The school's results and achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
M. Hackney 15181	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with the parents?
T. Ford 13180	Team inspector	English as an additional language. Science. Art and design. Geography.	Pupils' attitudes, values and personal development.
P. Isherwood	Team inspector	Special educational needs. Mathematics. Design and technology. History. Physical education.	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St. Hilda's Church of England Primary School is situated in Prestwich, about 4 miles from the centre of Manchester but within the Local Education Authority of Bury. A significant percentage of pupils who attend the school do not live in the immediate locality. With 129 pupils on roll, the school is smaller than other primary schools. Assessment data shows that children's attainment on entry to the school is below average. Just over 13% of pupils are eligible for free school meals, a figure that is broadly in line with the national average. Approximately 35% of pupils are on the school's register of special educational needs, which is above the national average. However, no child has a statement of special educational need. 7% of pupils have English as an additional language and this is high in comparison to the national average. A significant percentage of pupils have not attended the school throughout their educational lives and in some year groups this can represent as many as 33% of the pupils.

HOW GOOD THE SCHOOL IS

This is a school where the strengths outweigh the weaknesses. Teaching is never less than satisfactory and good and sometimes very good in many lessons. Apart from a small minority of pupils, behaviour is good and pupils are keen to learn new knowledge and skills. The school caters well for pupils with special educational needs. Under the effective leadership of the new headteacher all staff are working together very well to help raise standards and to create an ethos in school where pupils are valued as individuals and an effective learning environment prevails.

What the school does well

- Teaching is good in the Foundation Stage and in English, mathematics and science at Key Stage 1 and for the older pupils at Key Stage 2. This enables pupils to make good progress in these subjects.
- Pupils have good attitudes to school and generally behaviour is good.
- The curriculum provided at the Foundation Stage is good.
- The school makes good provision for pupils' personal development.
- The school has put in place effective procedures to promote good behaviour and to support and guide pupils.
- The provision that the school makes for pupils with special educational needs and pupils for whom English is an additional language is good.
- The headteacher is providing good leadership. She has quickly, astutely and accurately identified areas for school improvement and drawn up effective strategies to tackle the issues.

What could be improved

- Standards in information and communication technology, design and technology and music.
- The challenge that is consistently provided for the higher attaining pupils in mathematics.
- Procedures to monitor the quality of teaching and learning.
- The standard of accommodation.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory progress since the last inspection in 1997. Standards have been maintained in most subjects of the curriculum and there has been an improvement in the quality of teaching and the standards of behaviour. There have been considerable changes in staffing since the last inspection and as a result not all the key issues identified have been addressed in a systematic manner. Improvements have been made in the provision the school makes for pupils' spiritual and cultural development and assessment is starting to be used in a more effective manner to guide and inform curriculum planning. As the quality of teaching has improved at Key Stage 2 so the progress that pupils make has become more secure, particularly for the older pupils. The school recognises that there is still work to be done in raising standards, providing more challenge for the higher attaining pupils in mathematics, improving procedures to monitor the quality of teaching and in continuing to seek ways of improving the standard of accommodation. Under the leadership of the new headteacher the school is well placed to tackle the issues identified in this inspection and to further improve the quality of education being provided.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	C	C	C	C	well above average A above average B average C below average D well below average E
mathematics	E	D	E	E	
science	C	C	C	C	

The above table shows the school's results at the end of Key Stage 2 in the National Curriculum tests over a three year period against all schools and similar schools. The data shows that the school has attained results broadly in line with the national average in English and science but well below the national average in mathematics. A similar picture emerges when the school's performance level is compared to similar schools. The school's results have improved over the last three years at a similar rate to that found in the majority of schools. Inspection findings show that the present Year 6 pupils are on track to achieve average standards overall in English, mathematics and science. A small but significant percentage of pupils are on track to exceed the average level expected of 11-year-olds in English and science, with a smaller number of pupils achieving this level in mathematics. The school recognises this as an issue and has already put in place procedures to address the situation. The school has set itself challenging targets for literacy in 2001 and 2002. The numeracy targets are not at the same high level. However, the school is to review these targets as a result of the growing impact that the National Numeracy Strategy is having within school, the sharper assessment and target setting procedures and the better quality documentation that is now in place to support the teaching and learning in mathematics. Standards in history, geography, physical education and art and design are in line with the nationally expected level by the end of Key Stage 2. Standards in information and communication technology, design and technology, and music are below the expected level and are, therefore, judged to be unsatisfactory.

Standards at the end of Key Stage 1 are at an average level in English, mathematics and science. The consistently good quality of teaching in these subjects, together with the positive attitudes that pupils have towards school, means that pupils are currently making good progress in these areas of the curriculum. Standards are at the expected level in geography, history, physical education, art and design, and design and technology. Standards in information and communication technology, and music are unsatisfactory at the end of Key Stage 1.

When children start school attainment levels are below average. As a result of the good quality of teaching and curriculum that is provided in the Foundation Stage many children are likely to attain the nationally recommended Early Learning Goals in all areas of learning by the time they are ready to start Year 1.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The great majority of pupils have good attitudes to school and are keen to achieve well. They show enthusiasm for the different learning activities that they are asked to take part in.
Behaviour, in and out of classrooms	Good overall. Most pupils behave in a sensible and mature manner both in class and in the playground. A small number of boys do not behave appropriately.
Personal development and relationships	The school is promoting pupils' personal development well and this is increasingly having a most positive impact on the ethos of the school. Relationships are good.
Attendance	Attendance levels are currently satisfactory with the school doing much to ensure that pupils attend school regularly and on time.

TEACHING AND LEARNING

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

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

During the week of inspection teaching was very good in 23% of lessons, good in 54% of lessons and satisfactory in the rest. No unsatisfactory teaching was observed. Teaching is consistently good and on occasions very good in the Foundation Stage and at Key Stage 1 in English, mathematics and science. Although teaching at Key Stage 2 is satisfactory overall, teaching for the older pupils at this key stage is of good quality. The school has implemented the National Literacy and Numeracy Strategies in an effective manner and the successful following of these strategies is having an increasingly positive impact on improving standards. In the majority of lessons the work is challenging and meets the demands of pupils of differing abilities. The quality of the teaching and the positive attitudes displayed by pupils form a strong partnership and have a positive impact on the progress that pupils make.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum provided at the Foundation Stage is good. The curriculum at Key Stages 1 and 2 is satisfactory overall, with some weaknesses in information and communication technology, design and technology and music.
Provision for pupils with special educational needs	The school makes good provision for pupils with special educational needs, which enables the pupils to make good progress.
Provision for pupils with English as an additional language	The school provides good support for pupils with English as an additional language and the pupils are fully integrated into the life of the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes good provision for pupils' moral and social development and satisfactory provision for their spiritual and cultural development.
How well the school cares for its pupils	This is a caring and supportive school where pupils are well supported and valued as individuals. The headteacher has put in place effective procedures to promote good behaviour and in doing so has helped to create a more effective learning environment. Assessment procedures are satisfactory and the school is making increasing effective analysis of the information to set targets for improvement.

The parents generally have positive views about the school and have commented on the improvement in communication since the new headteacher came to the school. The headteacher is seeking ways to further improve the links with parents so that the school and parents can form a more effective partnership for the benefit of the children.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher is providing good leadership and has set a clear and accurate agenda for school improvement. She is very well supported by the deputy headteacher and a committed staff who, with the headteacher, share a determination to improve standards. Procedures to monitor the quality of teaching and learning are not rigorous enough to have a significant impact on raising standards.
How well the governors fulfil their responsibilities	Satisfactory. The Governing Body is increasingly recognising the need to be actively involved in monitoring the quality of education that the school provides, but this has not consistently been the situation over time.
The school's evaluation of its performance	The headteacher analyses test and assessment data in an effective manner and is increasingly using the information to set targets for different groups of pupils.
The strategic use of resources	The school makes satisfactory use of available resources but difficulties in making the computer suite fully operative are having a negative impact on pupils' learning. Taking all factors into

	account the school is providing satisfactory value for money.
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The school has an appropriate number of teachers and support staff to meet the demands of the curriculum. The standard of accommodation is unsatisfactory and impacts negatively on pupils' learning. The school applies the principles of best value when purchasing goods and services.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The fact that their children enjoy school. • The good progress that children make. • The quality of teaching. • The approachability of the staff. • The high expectations that the school sets. • How the school is led and managed. 	<ul style="list-style-type: none"> • The amount of homework that is set. • More information about how their child is getting on. • A more interesting range of activities outside of lessons. • The standards of behaviour.

A high percentage of parents are very supportive of the school and are happy with the quality of education that the school provides. Inspection findings generally concur with the positive views held by parents. A small percentage of parents expressed concern about the standards of behaviour. A small number of boys at Key Stage 2 behave in an inappropriate manner but the school recognises the problem and has effective procedures in place to tackle the issue. Elsewhere in school behaviour is good. The amount and range of homework that is set and the range of activities that are provided outside of lessons are similar to those found in the majority of primary schools and are, therefore, judged to be satisfactory. The school provides an appropriate amount of opportunities for parents to discuss their child's progress both formally and informally. The written reports on pupils' progress are judged to be helpful and informative.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Inspection findings show that attainment at the end of Key Stage 2 is at an average level in English, mathematics and science. A smaller but significant percentage of pupils are on track to exceed the level expected of 11-year-olds in English and science, with a smaller number achieving this level in mathematics. The fact that the higher attaining pupils in mathematics have not, over time, been provided with work and activities that have stretched and challenged them can explain this difference between the subjects. The school has already identified this as a weakness and has put procedures in place to address the issue. The older pupils at Key Stage 2 are generally making good progress in these subjects at the present time, with the younger pupils at this key stage making satisfactory progress. The rate of progress is directly linked to the quality of teaching. The school has set itself challenging targets for literacy for the years 2001 and 2002. The targets that have been set for numeracy are not at this same level and are not high enough. However, the school is to review these targets in light of the growing impact of the National Numeracy Strategy, the sharper assessment and target setting procedures that are in place and the better quality of subject documentation that is now used to support teaching and learning. Standards in English, mathematics and science have improved in the school over the last three years and at a rate similar to that found in the majority of schools.
2. By the end of Key Stage 1 inspection findings show that the pupils are attaining average standards in English, mathematics and science with again a smaller but significant percentage on track to exceed the level expected of 7-year-olds. Pupils at this key stage are making good progress in these subjects because of the consistently good and at times very good quality of teaching and standards continue to improve
3. Assessment data shows that when children start school attainment levels are below average. By the time that children are ready to start in Year1, the majority are likely to attain the nationally recommended Early Learning Goals in all areas of learning. The children receive a good start to their education in the Reception class. They are provided with a vibrant and challenging range of learning opportunities. These together with the consistently good and at times very good teaching ensure that children of all abilities make good progress.
4. The National Curriculum tests and assessments for 7-year-olds in 2000 showed that attainment in reading was below average and in writing, mathematics and science was well below average. The school's results were well below average when compared to similar schools. When the results over a three-year period are examined, pupils' performance was below the national average in reading and writing and above the national average in mathematics. These statistics do not tell the full story. Evidence clearly shows that there has been a fluctuating number of pupils with special educational needs over the years and the year groups in 1999 and 2000 had a higher than average percentage of pupils on the school's register of special needs. The school also suffers from the fact that not all pupils spend their full educational lives in the school and in some year groups this level of pupil mobility is as high as 33%. A closer examination of test data shows that the percentage of pupils exceeding the level expected of 7-year-olds in English, mathematics and science is often above and sometimes well above the national and similar schools' average. This indicates that

there is little underachievement by the higher attaining pupils - a fact fully supported by inspection findings at this key stage.

5. The National Curriculum tests for 11-year-olds in 2000 showed that pupils' attainment in English and science was broadly in line with the national average, but that attainment in mathematics was well below the national average. A similar picture emerges when the school's results are compared to similar schools. The data shows that a significant percentage of pupils exceeded the level expected of 11-year-olds in English and science but only a very small percentage of the same pupils achieved a similar level in mathematics. Standards across the three subjects have improved at a similar rate to that found in the majority of schools but over time pupils have achieved better results in English and science than mathematics. Inspection findings show that attainment in English, mathematics and science are at an average level overall with a good percentage of pupils on track to achieve or exceed the expected level in English and science by the end of the key stage. Standards have improved in mathematics and a higher percentage of pupils are on track to achieve the expected level by the time that they leave school. The percentage of pupils expected to achieve the next higher level (Level 5) in mathematics has increased but is still not high enough and does not match the percentages found in English and science. This is because, although the appropriate amount of challenge is now being provided, this has not consistently been the case over time and pupils have not systematically been taught the necessary skills to tackle more demanding work. The school plans to address the issue through more rigorous monitoring of teaching and sharper assessment procedures. These are appropriate areas to tackle if the attainment levels for the higher attaining pupils in mathematics are to improve.
6. The percentage of pupils on the school's register of special educational need is above average, although there are no pupils in school with a statement of special educational need. The good quality of support for these pupils and for pupils for whom English is an additional language enable them to make good progress as they move up through the school and to attain standards that are commensurate with their abilities. The individual education plans are of good quality and contain clear, concise, challenging but achievable targets.
7. Inspection findings show that standards in speaking and listening are at an average level at the end of both key stages. Most pupils listen attentively in lessons and are always ready to make contributions in class and group discussions. Teachers at both key stages provide many opportunities for pupils to discuss issues and the often good quality of questioning that does exist means that pupils are asked to justify their views and opinions. The weakness is that although pupils are confident to volunteer their opinions, the level of vocabulary used is sometimes limited in terms of its expressiveness. Reading standards are at an average level at the end of both key stages. At Key Stage 1 the pupils are directly taught the necessary skills and strategies to help them tackle unfamiliar words. They have a satisfactory knowledge of a range of authors and are aware of how to use contents and index pages to help them locate information. By the time that pupils leave school many are fluent and accurate readers, although not all are as confident at reading beyond the literal level or making accurate and succinct deductions from texts of increasing complexity. Writing standards are at a satisfactory level at the end of both key stages. A great strength is the fact that pupils throughout the school are provided with a wide range of opportunities to write for very many different audiences and purposes. At Key Stage 1 the pupils are taught writing skills well and this impacts positively on their attainment and the good progress that pupils are currently making. At the end of Key Stage 2 pupils are developing the ability to write extended pieces of work with appropriate attention given to the development of

presentation, spelling and grammar skills. The older pupils are currently making good progress across all elements of the subject, while the younger pupils make satisfactory progress. This is linked to the better quality of teaching at the end of the key stage.

8. Standards in mathematics are at an average level at the end of both key stages. By the end of Key Stage 1 the pupils have a secure grasp of number, shape, space and measures. The effective implementation of the National Numeracy Strategy has resulted in a greater emphasis being placed on the development of pupils' mental agility skills and evidence from the inspection shows that this is having a positive impact on pupils' confidence and ability in this area of mathematics. Standards at the end of Key Stage 2 have improved since the year 2000 but the school recognises that there is still work to be done in further challenging the higher attaining pupils, particularly the younger pupils. Although pupils have a satisfactory level of attainment across all elements of the subject, the work that is set does not always ensure that pupils are being asked to put their knowledge to the test in demanding and challenging learning activities that would require them to explore and investigate solutions using a range of different strategies. Standards in science are at an average level at the end of both key stages. Pupils have a satisfactory level of knowledge and understanding across most elements of the subject, although by the end of Key Stage 2 pupils are not as secure in their understanding of forces. When pupils are provided with opportunities to put their scientific knowledge to the test in practical and investigative activities they respond well. Such opportunities are not consistently provided in all classes and this prevents progress from being even better.
9. Standards in geography, history, art and design and physical education are at a satisfactory level at the end of both key stages and pupils of all abilities and those for whom English is not their first language make satisfactory progress.
10. Standards in design and technology are at an expected level at the end of Key Stage 1 but below average at the end of Key Stage 2. Standards in information and communication technology and music are below average at the end of both key stages. Where standards are unsatisfactory it is because pupils have not been taught the full range of skills and knowledge across all elements of the subjects and as a result pupils do not make satisfactory progress.
11. Under the astute and good quality leadership provided by the headteacher, the school has a clearer sense of purpose and vision. Standards have been maintained in most subjects since the time of the last inspection. There are, however, areas of weakness that have not been addressed in a rigorous enough manner. These relate mainly to standards in information and communication technology and design and technology. Great difficulties in getting the computer suite up and running have not helped the situation, despite the best efforts of the school and governors. The standard of accommodation restricts opportunities for effective practical work in subjects, such as science and design and technology. The headteacher has very quickly and accurately identified a range of strategies and procedures to help improve standards. This, together with the fact that all who work at the school show a real commitment to raising standards, means that the school is now better placed than in recent years to improve and provide an even better quality of education for all pupils.

Pupils' attitudes, values and personal development

12. Pupils' attitudes and behaviour are good and support teaching and learning well. Pupils respond well to their teachers and are willing to take an active part in all lessons. They listen attentively and this is particularly evident in question and answer sessions throughout the school. Pupils of all ages follow instructions and settle quickly to the planned tasks. Although the levels of concentration and application by some pupils in Years 3 and 4 are sometimes not at a satisfactory level, pupils generally concentrate well. When pupils' interest is not maintained through effective teaching, pupils become restless and learning suffers. Pupils respond well where teachers share clear objectives and have high expectations of them.
13. Pupils are often motivated, co-operate well in lessons and willingly share ideas and resources. This was particularly noticeable in Key Stage 1 as pupils worked on a range of tasks based on variations of the growing conditions of plants. Opportunities for independent work and research are not satisfactory across the school, though carefully designed questions encouraged pupils to demonstrate their understanding of particular scientific concepts through their written answers in Key Stage 2.
14. Relationships amongst pupils are good and during the inspection there were many instances when pupils assisted one other. For example, in a dance lesson one pupil assisted another who had not yet developed a sufficient understanding of English to complete an activity. Pupils from different cultures have developed good relationships with one another and pupils for whom English is an additional language are fully integrated into the life and community of the school. Pupils have been involved in the drawing up of a code of conduct and they respond positively to the merit and star system, which acknowledges the achievements of individuals. Positive values and attitudes are encouraged in classes. Pupils treat equipment with care, clear away after lessons and follow class and school rules well. Older pupils are involved with and look after younger pupils at break times. Pupils are caring and supportive, and the school councillors scheme and other initiatives are leading to improved relationships throughout the school. Pupils are helpful and polite and in discussions talked confidently about their school experiences.
15. Pupils have a good understanding of what is right and wrong. Behaviour in the dining hall and around the school is generally of a good standard with only a small percentage of boys behaving in an inappropriate manner. An example of aggressive behaviour during the inspection saw the school's routines and procedures being used effectively to provide a satisfactory outcome to the incident. Other occasional incidents are well-documented and appropriate action initiated. Whilst a small number of parents raised concerns about behaviour, pupils were very appreciative of improvements that had been made as a result of the new systems and procedures introduced by the headteacher.
16. The vast majority of pupils like to come to school and clearly enjoy their work. Older pupils are enthusiastic about the activities and tasks they undertake and they appreciate the opportunities provided for them, such as the forthcoming trip to North Wales. Younger pupils show enthusiasm for the tasks set for them and speak confidently and knowledgeably about the work they have covered. Year 2 pupils retained considerable knowledge from a museum visit based on their study of transport and they demonstrate a good appreciation of environmental issues within the school's locality.

17. Attendance has improved during this academic year and is now satisfactory at 94% although the level remains slightly below the national average. Unauthorised absence at 1.2% is above the national average. Most pupils arrive at school punctually and lessons start on time. In all classes there is an efficient and well-organised start to the day with pupils being fully involved and familiar with school routines. This has a very positive effect on their progress and personal and social development.
18. The standards of behaviour and the attitudes that pupils have towards school have improved since the time of the last inspection. The school has a small number of pupils that present challenging behaviour. The headteacher is to be commended for the way in which she has actively involved all members of the school community in addressing issues relating to inappropriate behaviour. Within a short time she has helped to create a more effective learning environment that has been recognised and welcomed by staff and pupils. This environment is now making a more significant impact on pupils' learning and the progress that they make.

HOW WELL ARE PUPILS TAUGHT?

19. During the inspection the quality of teaching in the Foundation Stage and at Key Stage 1 was good with examples of very good practice. Although teaching at Key Stage 2 was found to be satisfactory overall, it was good for the older pupils in the school. Teaching was very good in 23% of lessons seen, good in 54% and satisfactory in the remaining lessons. No unsatisfactory teaching was observed. It is clear that the quality of teaching seen is having a positive impact on pupils' learning and makes a significant contribution to the good progress that was observed in many lessons. However, the fact that standards are below average in information and communication technology, design and technology and music results from the fact that pupils have not been systematically and progressively taught the skills and knowledge of these subjects in sufficient depth. The school recognises these weaknesses and better quality schemes of work, sharper leadership and management and the introduction of more rigorous procedures to monitor the quality of teaching and learning are planned or already in place to tackle the issues. The quality of teaching has improved since the last inspection with a higher incidence of good and very good teaching and an eradication of the percentage of unsatisfactory teaching.
20. The school has introduced the National Literacy and Numeracy strategies in an effective manner and they are increasingly having a positive impact on standards. At Key Stage 1 the basic skills of reading and writing are taught well. The teacher ensures that the pupils are taught a range of strategies to tackle unfamiliar words and this means that pupils are confident to tackle new text. A strength across the school is the wide range of writing opportunities that are provided for the pupils. This, together with the fact that pupils are directly taught how to build up a story line or character and older pupils are taught how to sustain a plot or character over a sustained period of writing, is the main reason why pupils are currently making good progress in their writing. In numeracy lessons, the increasing emphasis that teachers give to enhancing pupils' mental agility and to encouraging pupils to explore different ways to solve problems of increasing complexity is having a positive impact on standards. In both subjects the teachers are using sessions at the beginning and end of lessons to evaluate what pupils know and can do and are then using this information to guide and inform future planning. The weakness in this area of teaching is that in mathematics the higher attaining pupils have not over time been provided with sufficient challenge. This results in some pupils not achieving at a level of which they are capable. This is reflected in National Curriculum test results at the end of Key Stage 2 where the percentage of

pupils exceeding the level expected of 11-year-olds is far less in mathematics than it is in English and science. Evidence from the inspection shows that tasks that are now being set more accurately reflect the needs of the higher attaining pupils, although there is still a closer match needed for the younger pupils at Key Stage 2.

21. The quality of teaching and learning at the Foundation Stage is consistently good and at times very good. The quality of planning is high and takes full account of the nationally recommended Early Learning goals. The great strength in the teaching is the vibrant range of learning opportunities that are regularly provided. Each activity has a specific learning focus and, through incisive questioning, children's numeracy and literacy skills are enhanced at every opportunity. Very good relationships exist and the enthusiasm of the teacher impacts most positively on children's learning. Resources are always well prepared and the attention to detail gives lessons an added spark. When reading a story that made reference to exotic fruits, the teacher actually brought the fruits out of a "special bag." The children could hardly believe their eyes and they were hooked for the rest of the lesson. The quality of support staff is very good and makes a valuable and valued contribution to children's learning.
22. The school has a higher than average number of pupils that are on the school's register of special needs. These pupils are supported well in class and teaching is at its best when the work relates closely to the targets that are set for pupils in their individual education plans. Support staff make an effective contribution to pupils' learning. The deputy headteacher has reviewed the provision that is made for these pupils and it is now a strength of the school. The quality of individual education plans is good because they contain clear and specific targets that provide a realistic challenge. The teachers ensure that pupils are fully involved in discussions and take a full and active part of all aspects of school life. These factors play a pivotal role in the good progress that pupils make.
23. When compared to the national average, the school has a high percentage of pupils for whom English is an additional language. Pupils are well supported by their class teachers with well-developed differentiated tasks. Teachers ensure that the pupils take a full and active part in all activities. Where direct support is provided it impacts well on pupils' academic and personal development. This was noted in a literacy lesson where Chinese characters with phonic translations alongside months of the year enabled a pupil to make very good progress towards the development of language skills. Further good examples were seen in Key Stage 1 when a pupil's writing about plant growth was of a high quality and in a dance lesson where additional visual materials were provided in support of specific activities.
24. The teachers teach with a sense of enthusiasm in most lessons. This has a positive impact on pupils who in turn are then keen to learn. The quality of relationships is often very good and teachers are effective in the way that they handle pupils' misconceptions so that there is never a knocking of pupils' confidence. In a very good physical education lesson at Key Stage 1, the teacher used praise in a very effective manner to get the best out of the pupils. The careful selection of pupils to demonstrate good practice resulted in the level of performance of the whole class improving. In geography lessons at both key stages the teachers used their own subject knowledge to impact on pupils' learning. Whether it was desert climate or pollution, the knowledge was used to enthuse the pupils and to generate a good level of discussion and debate. Teachers are effective in the way that they question pupils and adapt the questioning to suit the needs of the individual. By doing this, all pupils are fully involved in discussions and are kept on their toes by the incisive level of questioning. The pace of lessons is usually good but there are occasions when it is not brisk enough and pupils do not make the

progress of which they are capable. Good practice that is used across the school is the sharing of the lesson objectives with the pupils as this more actively involves the pupils in their own learning and reinforces the point that they too have responsibility for how they learn. When teaching is not as effective, it is usually because work is not challenging enough or the management of the pupils and the planned activities are not at a satisfactory level and pupils' learning is hindered. This is more apparent for the younger pupils at Key Stage 2.

25. The school is becoming increasingly effective in the way that it develops and enhances pupils' literacy and numeracy skills in other areas of the curriculum such as history, geography and science. The weakness is that computers are not being used to support work in different subjects of the curriculum and that opportunities are not being grasped to enhance pupils' learning through independent study and research using books or computers. Although teachers' subject knowledge is used well in most areas of the curriculum, there are some weaknesses in information and communication technology and music, which means that not all elements of the subjects are taught in sufficient depth. The school accommodation is unsatisfactory and makes teaching in the practical subjects such as science, art and design and design and technology far more problematic because of a lack of space making it difficult for pupils to move around. The difficulties that the school has encountered, through no fault of its own, in getting the computer suite up and running has had a detrimental impact on the quality of teaching and learning in this subject.
26. The teachers give plenty of verbal praise and constructive comments within lessons to improve pupils' self-esteem and to provide pointers for improvement. Teachers mark pupils' work on a regular basis and, at its best, the marking clearly outlines what pupils need to do to improve. This very good practice is not consistent across the whole school and in some instances the quality of marking is unsatisfactory. The school is currently developing strategies to more actively involve pupils in setting their own targets for improvement. This is good practice. About 83% of parents who responded to the questionnaire sent out before the inspection were happy with the amount of homework that is set. The perceptions of the majority of parents are correct, as the amount and range of homework tasks that are set are similar to those found in the majority of primary schools.
27. There are areas of teaching that can be improved, but the strength of the school is that it is aware of these and has already put in place procedures to tackle the problems. The readiness of all teaching and support staff to reflect critically on what they do in order to improve, together with the measures to improve teaching and learning in the school, means that the school is well placed to improve further the quality of teaching and ensure that it has an even greater impact on pupils' learning and the standards that are achieved.

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

28. The school has made satisfactory progress overall in addressing curriculum issues raised in the last inspection report but there are still deficiencies in the information and communication technology curriculum which does not meet statutory requirements. Aspects of the music curriculum are not fully met and accommodation as well as curriculum issues limit the provision for design and technology. Good improvement has been made in the personal, health and social educational curriculum. In other areas of the curriculum the school has made satisfactory progress. Appropriate schemes of

work have been introduced throughout the school and these are increasingly ensuring a consistency of approach, but the fact that they have not yet been fully embedded in school practice for a long enough time means that their full impact on standards is yet to be made.

29. The curriculum for children in the Foundation Stage is good in all areas except outdoor play. The learning opportunities provided ensure that all children in Reception make good progress towards the Early Learning Goals. The lack of an enclosed outdoor play area limits children's opportunities to climb and use large play equipment. The school does ensure that there are opportunities for physical development in the formal physical educational lessons.
30. The school has introduced the National Literacy Strategy effectively and this is having a positive effect on raising standards in the school. The teachers use literacy well across the curriculum. For example, in a Year 5/6 geography lesson on care of the environment, the teacher asked the pupils to write letters after talking about the layout and content of an informal letter. The Additional Literacy strategy is used effectively to give support to pupils, helping to raise their attainment. The National Numeracy Strategy has been introduced satisfactorily. In mathematics lessons, the teachers ensure that the basic skills of number are taught well and the strategy is beginning to have a greater impact on helping to raise standards. There are some good examples of using mathematics across the curriculum, for example, in science, design and technology and geography.
31. The school has improved planning of lessons well since the last inspection. The teachers produce plans, which are evaluated and changed if necessary. There is some monitoring of the plans but this is not carried out systematically by the subject co-ordinators. The curriculum for personal, health and social education is good. There are regular lessons in which the pupils are given opportunities to develop their self-esteem and think about issues such as school rules and the effects of bullying. The curriculum ensures that appropriate attention is paid to drugs awareness and sex education.
32. The school ensures that all pupils with special educational needs receive their full entitlement to a broad and balanced curriculum and this has a positive effect on learning. Individual education plans are of good quality and contain clear, succinct targets that provide a good degree of challenge for the pupils and help them to make good progress. The special needs 'Code of Practice' is fully implemented by the school. Boys and girls have equal access to the curriculum and the school ensures that pupils with English as an additional language are fully involved in all lessons. The school has rightly recognised the need to ensure that the higher attaining pupils consistently benefit from learning opportunities that challenge and stretch them, as this is not always the case, particularly over a longer period of time.
33. A satisfactory range of extra-curricular activities is provided by the school, although a significant number of parents are concerned that opportunities for pupils to take part in out-of-school activities are limited and have dwindled recently. The school is aware of its limitations, and is endeavouring to extend the range of activities on offer. Pupils have the opportunity to sing in the choir, play recorders, and to join a gymnastics club. Those in Key Stage 2 take part in sporting activities such as football, netball and rounders. The choir helps to develop pupils' singing skills, and physical skills are developed in the gym club. The school makes good use of the local area to develop the curriculum. Younger pupils have carried out shop surveys and traffic counts on Whittaker Lane. The nearby Heaton Park is used in science and environmental work.

34. The provision for pupils' spiritual, moral, social and cultural development has improved since the last inspection when it was satisfactory overall. It is now good. In the last inspection report it was said that opportunities for spiritual development were limited. The new headteacher has worked hard to develop an awareness of opportunities to develop spirituality and provision is now satisfactory. Collective acts of worship are used to develop a sense of spirituality and fully meet statutory requirements. The pupils are given opportunities to think about special people. In prayers, the pupils are sometimes given time to reflect. There are times, however, when opportunities to reflect at prayer time are missed. In personal, health and social education lessons the pupils have chance to think about their 'inner-self' and the qualities they possess. There are some opportunities for pupils to develop a sense of awe and wonder but these are not usually planned systematically.
35. The provision for moral and social development is good. There is an expectation of good behaviour in school and all, except a small minority of pupils, respond well to this. The school has a Mission Statement that is known and understood by the pupils. The Code of Conduct and school rules are clear and understood by pupils. A recent local education authority survey of pupils showed that all pupils, who were surveyed anonymously, had a clear understanding of the rules and almost 100% thought they were fair rules. At the start of the school year the pupils in each class discuss and draw up the rules for their own classroom. In personal, health and social education opportunities are provided for the pupils to discuss moral issues such as bullying and they consider the effects of their actions on others.
36. The pupils are encouraged to take responsibility in the school. A recently formed 'School Council' gives pupils opportunities to be involved in putting forward their ideas on how to improve the school. Discussion with older pupils shows that this is working very well and other pupils feel confident in confiding in council members. Older pupils volunteer to be 'Infant Helpers' at lunchtime and this develops their social skills well. The pupils set out the hall for assemblies and take equipment in to the church for the weekly service. In all classes pupils carry out monitorial tasks. The school 'house' system is used well to develop a sense of being in a team. The regular awarding of certificates in assembly helps to develop pupils' self esteem. The opportunities for pupils to initiate activities are not well developed and this prevents their learning from being even stronger. In all classes the pupils are given opportunities to work together in pairs and groups, for example, when passing a ball in a Reception/Year 1 class games session in the hall. Playing team games and singing in the choir enhance social development. The residential trip for older pupils is an important part of their social development.
37. The previous report stated that provision for cultural development was not well developed. The school has made good progress in addressing issues raised and provision is now satisfactory. Pupils learn about the festivals and cultures of the major faith groups. Work on 'One World' gives pupils an insight into a wide variety of different cultures. In dance lessons the pupils perform to music from South America and Asia, and this helps to develop both physical skills and cultural understanding. In art and design the pupils learn about Asian patterns.
38. History lessons are used to teach pupils about the great cultures of the past including the Ancient Greeks and Romans. The pupils learn about the culture of Britain in their work on the Victorians and Britain since the 1930's. The use of music to aid cultural development is limited. There are some opportunities, for example, visiting the Halle Orchestra, but pupils' knowledge of great composers is limited. In geography the pupils are given opportunities to learn about other cultures when they study the Indian village

of Chembakolli. The opportunities to discuss the effects of living in a multi-ethnic society are not fully developed. The school has started to address this. For example, a class book in Year 3/4 is used to illustrate that Britain contains people who originated in many different parts of the world.

39. The school makes satisfactory use overall of links within the local community to extend pupils' learning and to enrich the curriculum. There are some areas of particular strength. Strong links are well established with the church and the Vicar is a regular visitor in school involving pupils in regular church services and local events. Occasional visitors into school, such as a theatre company, musicians and members of the Fire Brigade, make a valuable contribution to specific topics. Visits to Manchester Museum of Science and Industry develop pupils' historical knowledge. Cultural development is enhanced by visits to listen to the Halle Orchestra. Throughout the year pupils are involved in a number of local community events, for example, the Millennium Tapestry concerts at Prestwich Carnival and The Young World Concert at the Manchester Evening News Arena. Pupils in the choir go out to sing carols at the local nursing home, and others help to distribute harvest gifts to the elderly in the community. The school supports a number of local and national charities and is currently collecting blankets and clothing to support the Indian earthquake appeal. At present the school's links with other schools is limited, and this is seen as an area for development. Satisfactory links have been established with local secondary schools, but these mainly relate to preparing pupils in Years 5 and 6 for their transfer to secondary education.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. As at the time of the last inspection, all pupils, including those with special educational and medical needs, continue to receive good pastoral care and support from staff. Most parents speak highly of a caring school that has the welfare and wellbeing of pupils at heart. All adults in the school know pupils well and respond positively to their individual, physical and emotional needs. The good provision made for personal and social development through assemblies and circle time has a very positive effect on the ethos of the school. This helps to raise pupils' self esteem and encourages them to make progress.
41. Although the school's procedures for monitoring Child Protection issues are satisfactory, the policy is in need of being updated to ensure that procedures are clearly understood and followed by all staff. The headteacher is the named designated person with responsibility for this area of pupils' welfare, and all staff are aware that any concerns should be immediately referred to her. The new Child Protection Handbook prepared by the Local Education Authority is available to staff, but at present no specific training has been undertaken. The school works closely with the education welfare officer who visits the school regularly. Good and up-to-date personal records are kept for all pupils and these are amended regularly to ensure their accuracy. Procedures to monitor health and safety issues are satisfactory with risk assessments recently completed by the governor responsible for health and safety and the Local Education Authority. The caretaker and staff are vigilant in their informal monitoring of any safety hazards and steps are taken quickly to ensure that these are dealt with. In classrooms and outside in the playground pupils are reminded of safe practices and the safety of others. Good procedures are in place for First Aid with a number of qualified first aiders on site. Regular fire drills are organised when the building is evacuated and the alarms tested.

42. Satisfactory procedures are followed to monitor and promote attendance. The school has recently installed additional computer software and is developing this to provide a more efficient approach towards the monitoring of individual pupils' attendance and unauthorised absence. Parents are contacted on a weekly basis where pupils are absent without authorisation but this is insufficiently prompt to ensure good monitoring. The education welfare officer checks registers regularly and assists the school well in making home visits where attendance is unsatisfactory. The completion of registers meets the statutory requirements. Good and consistent procedures are followed by all staff to monitor and promote good behaviour, and the outcome of this can be seen throughout the school. Pupils are rewarded with certificates, 'special mentions' in assembly, and stickers for good work and behaviour. There is a positive culture of praise and encouragement in all classes. Since the arrival of the new headteacher, the school has worked hard to develop its anti-bullying policy, and in line with its Mission Statement, to create an environment where pupils behave well and care for each other. All pupils, including those children in the Foundation Stage, are well supervised in the playground and good procedures are followed to ensure their safety and welfare. Satisfactory arrangements are made to support children and parents at the time of their induction into the Reception class. Older pupils are supported well in their preparation to transfer to secondary education.
43. The school identifies pupils with special educational needs at an early stage. Teachers complete a concern form and consult the special educational needs co-ordinator and set targets for the pupil. If the action taken is not successful, an individual education plan is put in place. The special educational needs co-ordinator and class teacher regularly review the plans to ensure that pupils are making progress towards their targets. Recent changes introduced by the special educational needs co-ordinator ensure that these reviews are used effectively to ensure that pupils are correctly placed on the register and receive appropriate support. The school has contact with the educational psychologist, learning support services and behavioural support service. The school uses the advice and support from these services well, for example, when working with pupils with emotional and behavioural needs in Key Stage 2.
44. Arrangements for Baseline and end of key stage tests meet statutory requirements. Assessment procedures have been improved since the last inspection. Detailed records are kept of pupils' academic development and their progress in foundation subjects is being recorded against level descriptors. Under the guidance of the headteacher, the school is now analysing test and assessment data in a more effective manner and identifies strengths, weakness and trends. Results of tests are used effectively throughout the school to identify and set targets for cohorts, groups and individuals to secure appropriate support and increased rates of progress. The school recognises that there is a need for an even sharper analysis of test and assessment data and the setting of more challenging targets in some areas of the curriculum. This is particularly the case for the higher attaining pupils in mathematics. Less able pupils are well supported through well-constructed individual education plans with clearly identifiable targets, which are reviewed regularly
45. Academic targets are being identified and recorded in pupils' books in some subjects though the system is in its early stages of development and its impact has yet to be fully evaluated. Teachers know their pupils well and are quick to acknowledge examples of work or levels of involvement which indicate particular progress. In one class, behaviour and organisational targets are guiding pupils in the way they work and interact, although they are not universally applied.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. The overall quality of links with parents is satisfactory. Most parents are satisfied with the education that their children receive and feel that the school is working closely with them, particularly since the arrival of the new headteacher. A small number have expressed concerns about standards and pupils' behaviour, and a few still do not feel that the school is sufficiently approachable if they need to discuss problems. The inspection confirms that the school is working hard to promote a good partnership and is doing all it can to welcome parents and to encourage them to be involved in their children's learning. A small number of parents help regularly in classrooms, and those helping in the Reception class receive a 'helper's sheet' to assist them when working with pupils on a variety of activities. Helpers are then invited to write an evaluation on the session to assist the teacher's own recording of pupils' progress during the lesson. This is very good practice and contributes much to pupils' learning. Other parents help when pupils are taken out on visits, and many provide good support for social and fundraising events. This helps to strengthen the partnership between home and school.
47. Many parents make a satisfactory contribution to their children's learning at school and at home by listening to them read and assisting with homework tasks. This extra help and parental interest make a positive contribution to pupils' progress and achievements. Parents of those pupils with special educational needs meet with the special needs co-ordinator and receive clear information about progress, and ways in which they can help at home. Parents are invited to attend all formal review and assessment meetings, and the school constantly seeks to involve them in their children's individual education plans.
48. The quality of information for parents is good, and most parents agree that the information they receive is helpful and has improved recently. The headteacher sends out a regular monthly newsletter, which is helpful and friendly, and provides parents with a good amount of information about activities and organisation. Parents receive letters informing them of pupils' successes, and the headteacher contacts them quickly about any concerns regarding pupils' social, health or academic progress. Although at present there is some inconsistency in practice between classes, some parents also receive a class newsletter providing them with good information about topics for the term and work in literacy and numeracy. Prior to children starting school, parents receive a very helpful and welcoming booklet from the Reception teacher entitled 'My Starting School Book' and the tasks and activities involve the whole of the child's family. The new headteacher has made every effort to seek out parents' views on a number of policies under review. These have included the school's development plan, policies for behaviour and pastoral care, homework, anti-racism, anti-bullying and special educational needs. The response from parents has been limited but the school is taking good account of all comments from parents to be included in the final versions of the policies. A number of consultation meetings have been held for parents including a meeting to discuss the problem of bullying in the school. A recent mathematics week and an opportunity for parents to discuss National Curriculum test results attracted very little response. All pupils have a home/school reading record and many of these are being well used as a communication between home and school. The Parents' Association is a supportive group, which raises a significant amount of money each year for the school, and this provides pupils with a number of additional resources.
49. The prospectus meets the statutory requirements and provides a helpful amount of information about the school including its Mission Statement. The annual reports to parents are good and meet the statutory requirements. Reports contain individual

targets for improvement and achievement to be addressed at home and at school. Most parents feel that they are well informed about their children's progress.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The recently appointed headteacher provides good leadership. In a short time she has carried out an accurate assessment of the areas that the school needs to address in order to improve the quality of education that the school provides. She has set a clear vision for school improvement and the areas that she has specifically targeted include improving standards, ensuring that higher attaining pupils are consistently challenged and the need for more rigorous procedures to monitor the quality of teaching and learning. These areas closely match the main areas of weakness identified by the inspection. The headteacher has helped to create a real sense of team spirit in the school, and staff, pupils, governors and the vast majority of parents already recognise and value the quality of leadership the headteacher is providing in order to help the school to move forward. The headteacher has formed a strong partnership with a capable and committed deputy headteacher who has provided valuable and valued support to the headteacher during her first few months at the school.
51. The headteacher has a real commitment to raising standards and is supported in this desire by a dedicated and equally determined teaching and non-teaching staff. The headteacher is developing a management structure and style where all staff are actively involved in discussing and then prioritising areas for development. The headteacher has carried out limited observations of teaching and also has worked alongside teachers in a team teaching situation. The head has rightly recognised the need to set up a regular and formal programme of lesson observations alongside the regular scrutiny of pupils' work and teachers planning. Plans are already in hand for these initiatives to happen and are to include opportunities for subject co-ordinators to be actively involved in the process of monitoring and evaluating teaching and learning. These are important initiatives and should help to play a significant role in raising standards, disseminating the good practice that clearly exists in the school and tackling weaknesses when they occur.
52. The school makes satisfactory provision to ensure that teaching and non-teaching staff attend training courses that match both the needs of the individual and the school. The headteacher is increasingly making sure that the priorities identified in the school development plan are matched by a programme of training that will assist in increasing teachers' knowledge and expertise and in turn have an impact on standards. A good example is the training that is planned in information and communication technology whereby all staff will receive training that will enable them to make more effective use of the computers in the computer suite once it is fully operational. The headteacher is also reviewing the job descriptions of all staff members so that all staff are aware of the contribution that they can make in helping to bring to life the renewed aims of the school's Mission Statement.
53. The Governing Body of the school is increasingly recognising the role it needs to play in shaping the direction of the school and in holding the school to account for the quality of education it provides. This has not been the case over a sustained period of time. The Governing Body meets on a regular basis and has an appropriate committee structure in place. All these committees have appropriate terms of reference to guide their work. Policy documents are discussed by governors before ratification. The Chair of Governors visits the school on a regular basis and has regular meetings with the headteacher to discuss the development of the school. Other governors use their

professional skills for the benefit of the school. The weakness is that not enough governors carry out formal visits to the school to see first hand the quality of education that the school provides. Such visits would enable governors to make better-informed decisions regarding the issues the school needs to address to improve. This has been recognised as a weakness and the headteacher has already developed a training pack for new governors. Procedures to enable governors to carry out more focused and effective visits and observations are under discussion by the full Governing Body.

54. The school has made satisfactory progress since the last inspection in 1997. Standards have been maintained in most subjects of the curriculum and there has been an improvement in the quality of teaching and the standards of behaviour. The considerable changes in staffing since the last inspection have meant that not all the key issues identified have been addressed in a systematic manner. Improvements have been made in the provision the school makes for pupils' spiritual and cultural development and assessment is starting to be used in a more effective manner to guide and inform curriculum planning. As the quality of teaching has improved at Key Stage 2 so the progress that pupils make has become more secure, particularly for the older pupils. The school recognises that there is still work to be done in raising standards. Under the leadership of the new headteacher the school is well placed to tackle the issues identified in this inspection and to further improve the quality of education being provided.
55. The headteacher has carried out an accurate assessment of what is needed to move the school on. These priorities are to form the thrust for school development planning, where costings, timescales, succinct success criteria and monitoring procedures become embedded in school practice. The headteacher has already started to actively involve staff, governors and pupils in the process so that all share responsibility and accountability for the work of the school and what it achieves. This is good practice.
56. Since her arrival at the school the headteacher has started to carry out a more rigorous analysis of test and assessment data. Although analysis of data has taken place in the past, the results have not always been sufficiently shared with all members of staff. This is not the case at present. The head has prioritised the need for using test data to set challenging targets for the school, for individual pupils and to establish good quality procedures to track pupils' progress as they move through the school. She is also doing much to inform governors and involve them in the process so that the whole concept of target setting is used to its fullest potential in order to have the biggest possible impact on the raising of standards. The school has set itself appropriate targets for literacy but the numeracy targets are not at a high enough level. In light of the impact of the National Numeracy Strategy and the improving standards in the subject, the school has rightly recognised the need to review these targets.
57. The management of special educational needs and English as an additional language is good. Under the guidance and expertise of the deputy headteacher the management of special educational needs provision has improved significantly over the past twelve months and is now a strength of the school. Support and provision are managed well, monies are targeted to appropriate priorities. These factors linked to the good quality of teaching and support staff result in the pupils making good progress.
58. The day-to-day finances of the school are managed well and the school secretary carries out her duties in a most effective manner and helps to ensure that the school runs smoothly. The finance committee of the Governing Body meets on a regular basis and is instrumental in helping to set the school budget and in monitoring patterns of spending. The school applies the principles of best value in a satisfactory manner when

purchasing goods and services but does not rigorously assess the impact on standards of any major spending decisions. All the recommendations of the latest auditor's report have been acted upon. Taking all factors into account, this is a school that is providing satisfactory value for money.

59. After continual movement of staff over recent years, the school has now reached a satisfactory level of stability with regard to staffing. The headteacher has been in post since September 2000. There is a satisfactory complement of suitably qualified teachers and an appropriate balance of experienced and more recently qualified staff. All teachers have responsibility for a class and there are designated co-ordinators for each subject including special educational needs and the Foundation Stage. The provision of support staff is satisfactory, with a classroom assistant in both key stages after a recent appointment for an assistant to work in Key Stage 2. The caretaker and lunchtime supervisors make a strong contribution to the efficient day-to-day running of the school. The school makes satisfactory use of staff, accommodation and resources and this has a positive impact on pupils' learning. A good example is the way in which the headteacher supports teaching in some classes in school and this has a significant impact on pupils' progress. Later in the term she is to help the oldest pupils in the school in preparation for the National Curriculum tests.
60. Since the last inspection there have been some improvements made to the accommodation, but the quality and quantity of facilities remain unsatisfactory. Some redecoration has been completed and the accommodation is kept in a clean and hygienic state through the commitment of the caretaker. The recent completion of a new classroom in Key Stage 1 using the converted stage area of the large hall has provided a good additional teaching area, but space is still limited for the number of pupils on roll. The Reception classroom is satisfactory and provides adequate space for children to move around and to involve themselves in a variety of activities. In Key Stage 2 the cramped classroom facilities and lack of space for the number of pupils are having a negative effect on teaching and learning. Practical work in science and design and technology is hampered, and the lack of facilities means that the school is unable to guarantee hygiene standards resulting in pupils missing out on food technology as part of the curriculum for design and technology. The recent development of a classroom to create a combined computer suite and library area is not yet being used to its full potential. The high shelving that has been fitted to house books and displays in the library and to make use of the limited space does not provide pupils with sufficient accessibility to browse and select books or for personal study. Outdoor facilities comprise the two hard surface play areas but the lack of any grassed surfaces limits facilities for sporting activities. Since the last inspection no provision has yet been made for a secure play area for those children in the Foundation Stage and this restricts their physical development. Throughout the school there are attractive displays of pupils' work, pictures and artefacts, which help to create an interesting and stimulating learning environment.
61. Overall, the resources for learning are satisfactory, and have improved since the last inspection. The library contains a good range of fiction and non-fiction books. With the creation of the new computer suite the provision of computers for the teaching of information technology is satisfactory. There are insufficient artefacts to support teaching and learning in history and music. The resources for design and technology are poor and this has an adverse effect on the standards achieved.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve the quality of education that the school provides the Governing Body, headteacher and staff should:

1) improve standards in information and communication technology, design and technology and music by:

- directly teaching all the necessary skills and knowledge across all elements of the subject in a progressive and systematic manner ; (*paragraphs 10, 19, 117, 121, 123*)
- ensuring that all staff attend effective in-service training courses that will enable them to develop appropriate levels of knowledge, confidence and expertise in all subjects: (*paragraphs 25, 52*)
- making sure that every opportunity is taken to use computers to support pupils' learning across all subjects of the curriculum. (*paragraphs 75, 85, 89, 115*)
- improving resources where necessary. (*paragraphs 25, 28, 60, 61, 104*)

2) ensure that the higher attaining pupils in mathematics achieve their full potential by:

- planning work and setting tasks that consistently provide a high enough level of challenge; (*paragraphs 5, 8, 20, 44, 50, 80, 83*)
- providing sufficient opportunities for the pupils to undertake investigative and problem solving tasks that put their mathematical knowledge to the test. (*paragraph 8*)

3) ensure that the senior management team and curriculum co-ordinators have the maximum impact on helping to raise standards by:

- the regular supporting, monitoring and evaluating of teaching and learning in all classes ; (*paragraph 51*)
- regularly scrutinising pupils' work and teachers' planning ; (*paragraph 51*)
- the continued detailed analysis of test and assessment data and the setting of challenging targets for individual pupils, year groups and the school. (*paragraphs 44, 56, 70, 79, 94*)

4) seek ways of improving the standard of accommodation so that it provides a more attractive and effective learning environment for pupils and staff.

(*paragraphs 25, 28, 60, 96, 101, 104*)

In addition the school should consider including the following less important weaknesses in the action plan:

- make sure that the Governing Body continues to develop its ability to act as a critical friend to the school and in turn improve its effectiveness in holding the school to account for the quality of education that it provides. (*paragraph 53*)
- improving the quality of the marking of pupils' work so that the opportunity is consistently used to outline to pupils what they need to do to improve. (*paragraphs 26, 78, 84, 94, 109, 115*)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	25

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	23	54	23	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR-Y6
Number of pupils on the school's roll (FTE for part-time pupils)		129
Number of full-time pupils eligible for free school meals		26

FTE means full-time equivalent.

Special educational needs	Nursery	YR-Y6
Number of pupils with statements of special educational needs		0
Number of pupils on the school's special educational needs register		47

English as an additional language	No of pupils
Number of pupils with English as an additional language	7

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	6.2
National comparative data	5.2

Unauthorised absence

	%
School data	1.4
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	7	11

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	5	5	5
	Girls	9	9	8
	Total	14	14	13
Percentage of pupils at NC level 2 or above	School	78(58)	78(74)	72(79)
	National	83(82)	84(83)	90(87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	5	5	5
	Girls	10	10	10
	Total	15	15	15
Percentage of pupils at NC level 2 or above	School	83(74)	83(74)	83(84)
	National	84(82)	88(86)	88(87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	9	9

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	5	7
	Girls	7	6	7
	Total	14	11	14
Percentage of pupils at NC level 4 or above	School	78(78)	61(61)	78(78)
	National	75(70)	72(69)	85(78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	4	7
	Girls	7	7	7
	Total	11	11	14
Percentage of pupils at NC level 4 or above	School	61(61)	61(61)	72(78)
	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	1
Black – African heritage	
Black – other	
Indian	
Pakistani	3
Bangladeshi	
Chinese	2
White	103
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	1	
Other minority ethnic groups		

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)	5
Number of pupils per qualified teacher	25.6
Average class size	32

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	53.5

Qualified teachers and support staff: nursery

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

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

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

Financial information

Financial year	1999-2000
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	£
Total income	199910
Total expenditure	199618
Expenditure per pupil	1560
Balance brought forward from previous year	5895
Balance carried forward to next year	6187

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	128
Number of questionnaires returned	54

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	35	2	0	2
My child is making good progress in school.	69	26	3	0	2
Behaviour in the school is good.	56	33	9	0	2
My child gets the right amount of work to do at home.	39	44	9	8	0
The teaching is good.	65	26	5	0	4
I am kept well informed about how my child is getting on.	59	31	8	2	0
I would feel comfortable about approaching the school with questions or a problem.	76	19	0	5	0
The school expects my child to work hard and achieve his or her best.	70	30	0	0	0
The school works closely with parents.	56	35	4	5	0
The school is well led and managed.	63	28	2	5	2
The school is helping my child become mature and responsible.	56	37	0	2	5
The school provides an interesting range of activities outside lessons.	20	41	17	6	16

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

62. Children enter the school with below average levels of attainment. This is confirmed by the initial assessment that is conducted with these young children. During their time in the Foundation Stage the children make good progress and receive a good start to their educational lives. By the time the children are ready to start Year 1 they achieve well and are likely to attain the nationally recommended Early Learning Goals in all areas of learning. This good progress that children of all abilities make is a direct result of the good and on occasions very good teaching and the vibrant and challenging learning opportunities that are consistently provided.
63. The quality of provision in the Foundation Stage has been maintained since the time of the last inspection, with a higher incidence of good and very good teaching. Assessment is used well in this stage to first of all assess children's attainment and then to use the information in an effective manner to guide curriculum planning. Good links have been established with parents who are very comfortable about approaching staff should they have any issues of concern. Planning is of a high standard and all adults who work in the classroom have a good knowledge of how young children learn. Support staff and the classteacher work very well together. Good liaison procedures are in place to ensure that children's learning is carefully tracked. Parent helpers are made to feel very welcome. A very good system is in place whereby parent helpers are provided with a printed sheet by the classteacher, which outlines what strategies the parent can use for different activities. This enhances the confidence of parents and also impacts positively on childrens' learning.

Personal, social and emotional development

64. Children make good progress in this area of learning. Relationships between the staff and the children are very good. From the start all the staff set high expectations in terms of children's behaviour and the children respond well. The teaching is good because it consistently draws children's attention to the impact of their actions on others. The classroom has lots activities set up that encourage children to play together in harmony and to share resources. In the "Travel Agent's", the construction area, and the listening centre, children can be seen entering into role play, helping each other solve a particular problem and helping to return equipment at the end of the lesson. The staff encourage the children to be independent and the careful labelling of resources and equipment means that children know exactly where to collect resources from and where to return them after use. The good quality of teaching means that there is a good range of stimulating activities provided in every lesson. This often results in children showing good levels of interest and concentration and persevering even when tasks are challenging. The children develop good levels of personal independence when they get ready for physical education lessons and take turns well, when, for example, working on the computer or at the water area. The fact that the children are educated alongside older classmates works well because these older classmates provide good role models. The way in which the children are taught about other faiths and beliefs establishes in them from an early age a respect for the feelings and beliefs of others.

Communication, language and literacy

65. Children make good progress as a result of the good and on occasions very good quality of teaching. The children are provided with many opportunities to develop their early writing skills through both formal and informal activities. The writing, listening and reading areas that are set up in the classroom provide an attractive and stimulating focal point for the children and they are physically drawn there. The teacher reads stories with great enthusiasm and the children are eager to predict what is going to happen next. The early skills of reading and writing are taught in a very effective and direct manner. Many children write their own names and a number of familiar words and are beginning to use correctly formed letters. The writing of lists, invitations and stories all enable the children to recognise the different purposes of writing. The teacher constantly uses incisive questioning which encourages the children to express themselves in an appropriate manner using a satisfactory level of vocabulary. When using the book "Handa's Surprise", the teacher brought in the exotic fruits that were described in the book. Not only did this bring gasps of surprise and delight from the children, it also was very effective in developing children's descriptive vocabulary. The use of a puppet in the literacy lessons does much to hold children's attention and they respond with great enthusiasm. Children are developing their reading skills well and are often found either reading or listening to stories in the reading corner. Children link letters and sounds in a satisfactory manner and the higher attaining pupils already use words such as author and illustrator. There are good role-play activities provided and all staff encourage the children to explore different experiences and develop their ideas and vocabulary.

Mathematical development

66. Children make good progress in this area of learning and the majority are on track to achieve the Early Learning Goals. The staff work hard to promote mathematical skills, understanding and vocabulary through structured play activities as well as more formal numeracy sessions. The classroom has lots of number prompts and number lines and these provide children with important learning aids. In formal numeracy lessons the quality of teaching is good and the introduction concentrates on the children developing their mental agility by counting backwards and forwards and adding numbers together to make a new number. Most children count to 20 confidently and recognise numbers up to 10, with the higher attaining children recognising numbers higher than this. The teacher and support staff are very adept at providing a range of fun activities that consolidate and then extend children's learning. This is often done through practical mathematics games. In water and sand play the children explore different mathematical ideas by filling and emptying containers. When looking at the environment where they live the children recognise simple two- and three-dimensional shapes and when reading the story of "Jack and the Beanstalk" the children use language such as tall and taller and small and smaller. Staff are very supportive and constructive when working with children and encourage them to investigate different ways of making numbers and to recognise and name shapes in construction and artwork. The manner in which staff promote numeracy skills in much of the children's work has a most positive impact on children's learning.

Knowledge and understanding of the world

67. The teaching is of a good standard and provides good opportunities for children to explore and investigate the world around them. Children name different objects that are made of plastic and through studying the local environment the children know the different materials that are used to build houses. When presented with photographs of

the school playground the children talk animatedly about the features that they either like or dislike. Through the study of plants, the children gain an early insight into what plants need to grow. The strength of the teaching is that staff are always making the children aware of the world in which they live. The children are asked to compare localities, to compare the town mouse with the country mouse and the teacher uses the locality very effectively to draw children's attention to the facilities that are advantageous and disadvantageous. Children are developing a sound sense of time through good quality discussions about their families and landmarks in their life so far. Children learn about famous people in history, such as Guy Fawkes. They build and construct different objects using a range of materials and readily select the resources they need. They build different vehicles from construction toys and incisive questioning from staff encourages the children to explain how their model works. Children use the computer in a satisfactory manner and have sound keyboard skills. The children use the computer to consolidate their numeracy and literacy skills.

Physical development

68. In physical education lessons the children benefit from very good teaching and as a result develop their physical skills at a good rate. Many children are on track to achieve the nationally recommended Early Learning Goals by the time that they start in Year 1. The school does not have an outdoor enclosed play area with access to large wheeled toys or climbing equipment, and this prevents progress from being stronger. The teacher makes every effort to make up for this deficiency by high quality teaching in physical education lessons in the hall. A good range of activities is planned that enable the children to develop throwing and catching skills and to work together co-operatively. The children move with control and confidence and show good awareness of space and one another. The children are already aware of the impact that exercise has on their bodies. The children throw and catch with reasonable accuracy and the teacher uses the opportunity to reinforce children's numeracy skills by asking them to count the number of times they throw and catch. The opportunities that are provided for children to cut, stick and to build using a range of tools and materials means that children can enhance their manipulative skills in a satisfactory manner. The children benefit from the direct teaching of skills such as cutting and shaping and as a result develop safer working practices as well as better finished products.

Creative development

69. Children are provided with a good range of opportunities to learn about colour and texture. Many children sing a range of simple songs from memory and recognise repeated sounds and sound patterns. The high quality story sacks and imaginative role play areas provide golden opportunities for children to use their imaginative skills. The good quality of teaching ensures that adults enter into character alongside the children and this leads to a greater level of imagination from the children. Children's lack of expressive vocabulary sometimes leads to a lack of confidence in expressing their feelings. However, the sensitive and astute manner in which adults deal with this leads to a growing confidence as the year progresses. The children are encouraged to experiment with colour to try and produce a desired effect and the opportunities to work with a wide range of materials enhance children's levels of creativity and originality. All these factors make an important contribution to the fact that many children attain the Early Learning Goals in this area of learning.

ENGLISH

70. Inspection findings show that pupils' attainment at the end of both key stages is at an average level across all elements of the subject. An appropriate number of pupils are on track to exceed the levels expected of 7 and 11-year-olds nationally. Pupils of all abilities at Key Stage 1 and the older pupils at Key Stage 2 are currently making good progress. The progress for the younger pupils at Stage 2 is satisfactory. The difference in progress rates is directly linked to the quality of teaching. Pupils for whom English is an additional language make progress that is similar to their classmates. The effective implementation of the National Literacy Strategy is having a positive impact on the raising of standards. The work that is set in the majority of lessons is challenging and this helps to ensure that the needs of the higher attaining pupils are met and that pupils achieve the standards of which they are capable. The commitment of all who work at the school to raising standards, the increasingly effective analysis of test and assessment data, the more focused leadership of the school and the planned introduction of sharper procedures to monitor the quality of teaching and learning are all factors that are impacting positively on pupils' progress and attainment. Standards have been maintained since the time of the last inspection.
71. The results of the National Curriculum tests in 2000 at the end of Key Stage 1 show that standards in writing were well below average and below average in reading and speaking and listening. The school has a higher than average percentage of pupils with special educational needs, a high percentage of pupils for whom English is an additional language and a high level of pupil mobility. This group of pupils had a particularly high percentage of pupils with special needs which helps to explain why test results were also well below average when compared to similar schools. The percentage of pupils, however, that exceeded the level expected of 7-year-olds compared favourably with the national average and similar schools. This supports inspection evidence that there is little underachievement. Inspection findings paint a more positive picture because of the natural ability differences between the groups of pupils and the sustained good and on occasions very good teaching that pupils at this key stage have benefited from.
72. The results of the National Curriculum tests at the end of Key Stage 2 in 2000 showed that pupils' attainment was at an average level when compared to all and similar schools. When the results over a longer period of time are analysed, pupils' attainment slightly exceeded the national average for their age group. The standards in the school are rising at a similar rate to that found in the majority of schools. Again, the interesting feature is the fact that the percentage of pupils exceeding the level expected for 11-year-olds is well above that found in all schools nationally and for similar schools.
73. Standards in reading are satisfactory at the end of both key stages. Pupils make a good start to reading early in Key Stage 1. The pupils benefit from the fact that they are directly taught strategies to help them tackle unfamiliar words. They enjoy reading, and build up a sight vocabulary and knowledge of letter sounds and phonics. By the end of the key stage many pupils read with accuracy and understanding, but not all pupils read with a good level of expression. Many pupils know the difference between fiction and non-fiction and describe the work of author, publisher and illustrator. Pupils have a limited knowledge of authors but the higher attaining pupils use the contents and index pages of non-fiction books to locate information. By the end of Key Stage 2 most pupils are reading at a level that is appropriate for their age and ability. They read with an appropriate level of understanding and recognise the importance of punctuation in helping text come to life. The pupils have a satisfactory knowledge of authors such as Jacqueline Wilson and Dick King-Smith and enjoy reading. The pupils locate

information using the contents and index pages and use a thesaurus in their written work. The pupils are not as adept at skimming or scanning or in reading beyond the literal level and teasing out hidden viewpoints or emotions in fiction and non-fiction text, because they have not been taught the necessary skills in a systematic way over time.

74. Standards in writing are at a satisfactory level at the end of both key stages. A strength in the teaching is the wide variety of audiences and purposes that pupils are asked to write for at both key stages. At key Stage 1 the pupils are asked to re-tell stories such as "Mr. Gumpy's Outing" in their own words, to write up a visit to a science and industry museum, to write a list of instructions to follow to make a sandwich and are given creative writing opportunities. Most pupils write sentences using full stops and capital letters correctly, with the higher attaining pupils recognising the function of speech, exclamation and question marks. Pupils are already developing the capacity to produce extended pieces of writing. The weakness is that pupils do not always have possession of an expressive or expansive vocabulary that would help their writing to come to life. Spelling and presentational standards are at a satisfactory level.
75. Teachers continue to provide a wide range of writing stimuli at Key Stage 2. Pupils write articles in a journalistic style, write plays and autobiographies, examine the story of Cinderella from the stepmother's viewpoint, and design a questionnaire to name but a few. Pupils rise to the challenge and produce pieces of work with appropriate regard to spelling, vocabulary and grammar. There is some variability in how pupils present their work and this is often linked to the level of teacher expectation. The fact that the pupils are directly taught the skills of extended writing, building up characters and scene setting means that pupils are currently making good progress in the development of their writing skills. The pupils are asked to examine the emotions that an author is attempting to evoke but again the pupils' lack of expressive vocabulary means that they are not always able to articulate in their written responses their level or depth of understanding. The teachers provide many opportunities for pupils to enhance their writing skills in other areas of the curriculum. For example, in religious education when the story of a miraculous healing is told from the viewpoint of the sufferer, or in history when pupils write emotive pieces about the Jarrow March or more factual accounts of the differences in society between life in Britain in the 1930s and now. However, the use of computers to support pupils' work is unsatisfactory and not enough opportunities are provided for pupils to undertake personal study and research, more particularly at Key Stage 2.
76. Standards in speaking and listening are at an average level at the end of both key stages. At Key Stage 1 the pupils enjoy stories and listen and follow instructions and explanations well. They confidently take part in question and answer sessions and offer their views and opinions in small and large groups as well as in assemblies. The level of vocabulary that pupils use is not particularly strong. At Key Stage 2 the pupils are provided with many opportunities to discuss and debate issues such as bullying, pollution and the need for laws in society. The pupils take a full and active part in these discussions and take on board the comments made by classmates before making or modifying their own contribution. Again, the weakness is the level of vocabulary that sometimes prevents the pupils presenting their well thought out and reasoned views in an articulate manner.
77. The pupils have good attitudes to the subject. The vast majority of pupils listen attentively and are always ready to offer their views and opinions. When provided with opportunities to discuss issues, they respond with maturity and enjoyment. When teachers are working with a particular group of pupils, the rest of the class shows good levels of concentration and perseverance as they get on with their work. Behaviour in

most lessons is of a good standard and only occasionally do pupils behave in an inappropriate manner. This is usually linked to ineffective teaching or pupil management strategies.

78. The quality of teaching is good for the pupils at Key Stage 1 and for the older pupils at Key Stage 2 and satisfactory for the younger pupils at this key stage. Planning is often of a good standard and provides a good range of activities that match the learning objectives of the lesson. The choice of shared text is often good, whether it be poetry, a newspaper report or the introduction to a book. Teachers show enthusiasm for literature and this is often transferred to the pupils. Although teachers generally set high expectations in terms of attainment, this is not always the case in terms of how pupils should present their work. In most lessons the summing up session at the end of the lesson is being used well to assess what pupils have learned during the lesson. In the best teaching this information is then used to guide and inform future curriculum planning. This is particularly effective at Key Stage 1. In most lessons there is an appropriate balance struck between pupil and teacher talk and teachers use questioning well to elicit responses from the pupils. Pupils of all attainment levels and pupils for whom English is an additional language are involved in all class and group discussions because teachers skilfully modify the phrasing of the questions. In most lessons teachers use praise effectively. It is not gushing and where appropriate it gently guides pupils as to how their contributions could be improved. In the most effective lessons there is a real sense of pace. Time limits are set. Clear explanations are given and pupils are under no illusions as to what is expected in terms of application and attainment. Although in most lessons pupils are managed well, when teaching is less effective it is usually linked to inappropriate management of pupils or work that is set is not accurately matched to the individual needs of the pupils. Evidence of this was seen in Years 3 and 4. There are occasions when the level of expectation as to how pupils present their work is not high enough. Teachers mark pupils' work on a regular basis but the opportunity is not always used to outline to pupils what they need to do to improve and this hampers pupils' progress. Support staff work well with the teaching staff and make a valuable contribution to pupils' learning. This helps to ensure that pupils with special educational needs and pupils for whom English is not their first language make progress that is similar to their classmates.
79. The subject is led by a knowledgeable and enthusiastic co-ordinator who has a good grasp of the strengths and weaknesses of the subject and has a very clear vision for what is needed to improve standards. She has started to carry out a detailed analysis of test and assessment data and has recognised the need for this data to be used in its most effective manner to set targets for individual pupils and for different year groups. The co-ordinator has also recognised the need for a more rigorous approach to the monitoring of teaching and learning so that the good practice that is clearly evident is disseminated across the school and weaknesses tackled. The range and quality of books in the school library are good but the high shelving makes it almost impossible for pupils to select the book of their choice and reduces the opportunities for pupils to use the library for independent study and research.

MATHEMATICS

80. The National Curriculum Test results in 2000 showed that the attainment of pupils at the end of both key stages was well below the national average and well below average compared to similar schools. Standards have varied over time. Inspection findings show that the majority of pupils are now attaining at the expected level at the end of both key stages. The improvement is linked to the increasingly positive impact of the National Numeracy Strategy and better teaching, although there is still room for further improvement. The number of pupils attaining above the level expected of 11- year-olds is below average at the end of Key Stage 2. Pupils with special educational needs and English as an additional language are supported well by the staff and make good progress. The lower and average attaining pupils are achieving satisfactorily overall and achieving well in developing the basic skills of number. Although the older pupils at Key Stage 2 are presently making good progress and the younger pupils satisfactory progress, this has not been the situation over time, because the higher attaining pupils have not been provided with enough challenge. There is still some evidence that teaching does not consistently expect enough of the higher attaining pupils and when this is the case pupils do not achieve the levels of which they are capable. Standards have been maintained since the time of the last inspection and the school has made positive efforts to address the issue of raising standards. A new scheme of work has been introduced to ensure that there is step-by-step development of the subject, there has been analysis of assessment data to identify areas for development and a numeracy consultant has worked alongside teachers to improve teaching methods.
81. By the age of seven, most pupils have a satisfactory knowledge of place value to 100, but not many solve problems using numbers to 1000. They add and subtract two digit numbers confidently. A small number of lower attaining pupils find subtraction difficult unless they are using number aids. The average and higher attaining pupils apply their knowledge well when they answer money problems, for example, 'If a book costs 80p and a rubber costs 10p, how much do you spend?' The pupils identify a wide range of two- and three-dimensional shapes but do not distinguish between straight and turning shapes. Both non-standard and standard measures are used with confidence, for example, when pupils measure a desktop using their hand span. Almost all pupils, including the lower-attainers measure lines accurately in centimetres using rulers.
82. By the age of 11, most pupils show an understanding of place value to five figures. The lower-attaining pupils are not yet at this level and work with numbers below 1000. Most pupils multiply and divided by 10 and 100. They have a sound understanding of fractions and identify proportions and percentages when solving problems. Knowledge and understanding of co-ordinates is good with the majority of pupils able to plot on a grid with both positive and negative numbers. The pupils are not all confident in identifying multiples, factors and squares. The pupils of all attainment levels recognise a range of two- and three-dimensional shapes with most able to measure the perimeter of a regular shape. The pupils' skills in gathering and interpreting data are not well developed. There are some opportunities to record information, for example recording the frequency of vowels in a group of words but this is limited. The presentation of work by pupils is sometimes unsatisfactory and it is difficult to follow how an answer has been worked out
83. The quality of teaching and learning over time is satisfactory, although during the inspection period there were examples of good and occasionally very good teaching. The close scrutiny of previous work shows that there is evidence that the work set for the average ability and higher attaining pupils is very similar and as a result the higher attainers are not stretched enough. In an example of very good teaching seen during

the inspection, the lesson was very well planned and very good use was made of the support assistant and on going assessment to find out if pupils had grasped the concept that was being taught. As a result there were significant advances in pupils' learning. In a lesson on time in Year 1/2 the teacher encouraged pupils to work together in pairs and to devise their own questions on time. The work was set at different levels to meet the needs of all the pupils and, as a result, all pupils including the lower attainers made good progress. There was particularly good support for a pupil with English as an additional language. Working with a helper, the pupil wrote the months of the year in her first language and in English using a bi-lingual chart. There are times in lower Key Stage 2 when pupils are not given enough time to consolidate what they are learning and too much time is spent on the final session discussing what groups have done. Support is well-used in lessons. In a good lesson on co-ordinates, the class teacher worked well with the headteacher who supports a lower attaining group. The head reinforces what the teacher has said and as a result these pupils make good progress in the lesson. The pupils respond well to the teaching. They are all keen to improve their skills. In all mental mathematics sessions the pupils are eager to answer questions and they listen well to each other. When given opportunities to work together they do this well. Most pupils enjoy mathematics. The good attitudes allow the teachers to concentrate on giving help to the pupils who need support. There is a little restlessness in lower Key Stage 2 lessons when the pace of the final session is slow.

84. All teachers are confident in teaching the basic skills of number and this, together with the implementation of the National Numeracy Strategy, is having a positive effect on improving standards. The oral or mental mathematics sessions at the start of lessons are used well and pupils are eager learners and keen to develop their mathematical skills. Teaching is at its best when pupils are encouraged to investigate and explore different ways of solving problems. Mathematical vocabulary is developed well throughout the school with displays of relevant words and symbols in classrooms. Occasionally the lists of words are too long and the pupils with special educational needs find them complicated. The use of marking to develop learning is unsatisfactory. Teachers miss opportunities to develop learning by asking questions such as "Is there another way to answer this problem?"
85. Mathematics is used in a satisfactory manner to help learning in other subjects. For example, in a geography lesson at Key Stage 1 pupils carried out a traffic count in the local area and older pupils in Key Stage 2 plot co-ordinates. In science the pupils record the circumference of skulls on charts and graphs and measure temperature. The use of information and communication technology in mathematics is unsatisfactory. There are no opportunities for pupils to record and analyse data using computers. The computer suite is not yet up and running and the small size of classrooms limit opportunities to put computers in classrooms.
86. The headteacher has recently taken over the co-ordination of the subject. She is committed to raising standards in the subject. There are satisfactory procedures in place to assess levels of attainment and the headteacher has rightly identified the need for sharper target setting procedures and more rigorous strategies to monitor the quality of teaching and learning across the school. The school has made satisfactory progress since the last inspection. There is now a scheme of work in place, assessment procedures have improved and the quality of teaching has improved in Key Stage 2.

SCIENCE

87. In the National Curriculum tests for 2000 the results at the end of Key stage 2 show that standards are average compared to the national average and to similar schools. The inspection findings paint a similar picture with attainment being at an average level with a small percentage of pupils on track to exceed the level expected of 11-year-olds. This level of attainment has been maintained over a prolonged period of time and standards have improved at a similar rate to that found nationally. The introduction of booster classes and the targeting of specific groups of pupils mean that the school is well on track to achieve the targets it has set itself. Teacher assessments at the end of Key Stage 1 in 2000 showed attainment to be below average. Inspection findings show a more positive picture with standards being at an average level. The different ability levels of the groups of pupils can explain the differences in attainment. Pupils of all abilities, including those with special educational needs and pupils for whom English is not their first language, are currently making good progress mainly as a result of the good quality of teaching. The progress is more consistently good at Key Stage 1 and for the older pupils at Key Stage 2. The level of challenge is usually appropriate for the higher attaining pupils, with only limited evidence of pupils not consistently achieving the level of attainment of which they are capable. Standards have been maintained since the last inspection with the availability and range of resources much improved.
88. By the end of Key Stage 1 pupils know the source of materials, for example, that paper comes from trees and that they have identifiable properties. In discussions pupils explain that some items are suited for particular purposes, for example, waterproof materials such as plastic that provide us with protection from the rain. From their study of deserts they explain that white materials reflect heat and dark colours hold heat. All pupils know from their observations that plants need water and light to grow as shown by practical experiments on varying growing conditions. This was particularly evident in Class 2 where pupils were growing beans under different situations and conditions. Pupils could identify, draw and name the parts of the plants such as roots, petals, flowers and shoots. Pupils have a satisfactory knowledge of forces. Although pupils carry out investigative tasks, their ability to use their scientific knowledge to make accurate predictions is not secure.
89. By Year 6, many pupils have appropriate knowledge of living things and can describe, for example, how the heart and lungs work. They know about the effect of exercise, unhealthy food and good and 'bad' drugs on the body. Their knowledge of the eye and how sound is transmitted and received is good and pupils can describe the effects of light and how shadows are created. Although they talk confidently about magnetism and electricity, they are less sure when talking about forces. They show satisfactory knowledge of the properties of materials, including different methods of separating substances and that some materials cannot go back to their original state. They use scientific terms, such as gases, liquids and solids but there is too little use of information and communication technology to fully support independent inquiry and investigation. There are insufficient opportunities provided for pupils to design and undertake their own experiments but the concept of fair testing and predicting is well embedded throughout both key stages as was seen in Years 3 and 4 where rates of melting of ice cubes were being compared.
90. The quality of teaching in science is good overall with some very good practice at Key Stage 1. Teachers plan well for the mixed age classes and tasks for high and low attaining pupils are clearly identified. Where teaching is very good it is characterised by good subject knowledge, careful planning, the sharing of learning objectives and high expectations. Very successful lessons feature the delivery of key concepts at a good pace that retains pupils' interest, the thoughtful use of open ended questions and well managed summing up sessions which secure learning. Teachers revise previous

work, identify links with current activities and maintain pupils' interest by sharing some future objectives with them. This has a most positive impact on pupils' learning.

91. Good support for lower attaining pupils at both key stages is provided through writing frames, word banks and well-briefed classroom assistants who guide pupils' learning successfully. This results in pupils being able to take a full and active part in all lessons and to record their work in an appropriate manner. The independent writing of experiments is not well developed in all classes, although cleverly designed questions cause pupils to consolidate their ideas and this reinforces their learning. Pupils are encouraged to consider variables, predict outcomes of activities and use appropriate scientific vocabulary. The teachers of pupils at Key Stage 1 plan their work through linked topics and pupils appreciate the connections between what they learn in one lesson, and apply it in another. Where there is good class control it allows teachers to give additional help and guidance to pupils in order to further their learning. However, the large classes and space restrictions in some classrooms sometimes make it difficult for teachers to move round and to provide a suitable range of investigative work, tailored to the wide range of abilities in the classes.
92. Overall, pupils respond well and are well motivated especially where there is a brisk pace to lessons and clearly identifiable objectives are shared with the class. All pupils respond very well to questions and value the responses of others. They readily share resources and collaborate well on shared tasks. Where some unsettled behaviour was seen, less effective management of pupils and less well structured learning activities were the root causes. Throughout the school pupils' good attitudes to work and application to the task in hand have a positive effect on learning.
93. Pupils use their mathematical skills in recording and presenting numerical data, for instance, plotting temperature changes on a line graph. Numerical skills supporting the recording and graphing of information were well demonstrated in lessons on rates of growth of beans and comparing the length of limbs. Pupils were able to measure accurately and calculate the changes to the height of a plant by subtraction and counting on.
94. Pupils make good use of charts and tables to record information and praise is used to encourage them in their written tasks. However, the presentation of work in Key Stage 2 is inconsistent and not enough guidance is given to pupils to tell them what they need to do to improve. Where marking is more constructive, the pupils readily take on the comments and there is an improvement in the quality of work. The use and analysis of test and assessment data to identify targets is well established at senior management level and the headteacher has rightly recognised the need to more actively involve all teachers so that accurate and challenging targets can be set for all pupils, particularly the higher attaining pupils. The headteacher has also identified the need for more rigorous procedures to be put in place to monitor the quality of teaching and learning so that the good practice that clearly exists can be disseminated and any weaknesses tackled.
95. National guidance is used as a basis for the scheme of work and this is helping to ensure the systematic delivery of an effective science curriculum. Planning is monitored and the co-ordinator is aware of what needs to be done to raise standards even further. More opportunities for practical work are being created, although teachers in Key Stage 2 are hampered by a lack of space.

ART AND DESIGN

96. By the end of both key stages pupils' attainment in art and design is in line with national expectations. Pupils of all abilities and those for whom English is an additional language make satisfactory progress, though limited accommodation and insufficient storage space to retain a wide range of resources hampers further progress in the development of the subject throughout the school. The school has made satisfactory progress since the last inspection. Judgements on standards were not made but documentation to support teaching and learning is now of a better standard and impacts positively on teaching and on pupils' learning.
97. Pupils in Key Stage 1 demonstrate a good knowledge of colour and are aware that careful mixing can create different colours and shades. They know how to lighten and darken colours and this is reflected in their finished work. Pupils know about artistic styles and appreciate the work of other artists, such as Van Gogh. Opportunities are provided for them to make three-dimensional pieces of work using different materials and media and the finished products are of a satisfactory standard. Observational skills are utilised effectively at this key stage with pupils able to provide accurate drawings of plants and their own faces. Work on deserts was successfully interpreted through using 'hot' colours.
98. Work in sketchbooks at Key Stage 2 shows how pupils are developing their skills in observational work and gaining an appreciation of different artistic styles. Inspired by the Olympics, pupils in Years 5 and 6 have experimented with drawing athletes in different poses. Their sketchbooks show different forms of movement whilst finished work records the use of repeating patterns on a similar theme. Good quality teaching enables the pupils to successfully extend their work into 'flick' books to represent movement.
99. At Key Stage 2 rotational symmetry in numeracy is cleverly used as a starting point for pattern work. Pupils' work is further extended by using negative and positive shapes and painting on material using a stippling technique. Although space limitations meant that only a small number of pupils could undertake this activity, they enjoyed the practical aspects and worked with considerable enthusiasm and skill to produce work of a good quality. The study of Impressionist painters is undertaken at this key stage and pupils have successfully copied the Pointillism technique. Victorian landscapes in the style of Turner have also been well imitated and they support pupils' work in history.
100. Artwork in both key stages reflects the development of skills and teachers give pupils the opportunity to use the acquired techniques in support of other curriculum areas. For example, pupils in Years 5 and 6 are linking acquired art and design techniques in order to produce individualised headgear. Individual lessons have a clear focus, which ensures that the pupils know what is expected of them and they respond to the challenges that the activities pose. Visits to local galleries and museums have provided a stimulus for experimenting with aspects of Egyptian art and such study supports the history work undertaken by lower Key Stage 2 pupils. Work on patterns in different lands, that is Aboriginal and Indian art, is helping pupils to develop an appreciation of art and design in other cultures. This adds to pupils' cultural awareness as well as developing their artistic knowledge.
101. The teaching of art is satisfactory, though practical work is hampered by the cramped accommodation particularly in the Key Stage 2 classrooms. The scrutiny of work and lesson plans indicates that the teachers base their work on national guidance and this is ensuring that skills and techniques are systematically taught and developed and this helps to ensure that pupils acquire knowledge and skills at a steady rate. Fabric painting and its use in collage provide pupils with experience of working in different

media though opportunities to develop this further have yet to be realised. The monitoring of teaching and pupils' work is not rigorous enough and opportunities for the co-ordinator to use her skills in classes other than her own are limited.

DESIGN AND TECHNOLOGY

102. Standards are broadly in line with the national expectations at the end of Key Stage 1 and below the nationally expected level at the end of Key Stage 2. The pupils in Key Stage 1, including those with special educational needs and those for whom English is not their first language, are achieving satisfactorily. The achievement of all pupils in Key Stage 2 is now starting to improve, but is unsatisfactory. The school has recently started to address the key issue identified at the last inspection of raising standards, by introducing a new scheme of work and has made some progress particularly in Key Stage 1. The overall rate of progress for pupils of all abilities is unsatisfactory because over time the pupils have not been systematically taught the full range of skills across all elements of the subject. The school has not made satisfactory improvement in this area of the curriculum since the last inspection.
103. By the age of seven the pupils are using design books to draw simple diagrams of a car. They put labels on the different parts. The teachers develop pupils' designing skills by asking them to design a vehicle for Father Christmas to carry toys. The pupils make the model using cardboard and other materials. The higher-attaining pupils choose materials and give reasons for their choice, for example, when they choose plastic straws rather than pipe cleaners to make the axle. The pupils develop their observational skills when they look at 'wind-up' toys. They use their knowledge to make their own 'wind-up' toy. There is little evaluation of designs and pupils are not confident in suggesting ways of improving what they have made. By the age of 11 the pupils design models of monsters using a pneumatic system. They describe what they have made. They are not yet able to generate their own ideas and they do not show an awareness of constraints when making the models. The range of materials and tools offered by teachers is limited. The pupils are developing an understanding of designing for a purpose, for example, when they examine purses in Year 3/4. The pupils are given opportunities to develop their sewing skills when they practise before making the purse.
104. Although teaching seen during the week of inspection was satisfactory with some good practice it is clear that over time the quality of teaching and learning has not been at this level. At Key Stage 1 teachers give pupils opportunities to use construction kits to build models and provide a suitable range of materials to enable the pupils to design and make models. In Key Stage 2 there are too few opportunities for pupils to develop their skills. The resources for the subject are poor. There are insufficient tools and materials to allow teachers to give the pupils a wide range of experiences. The small classroom areas and large class sizes restrict practical activities and this has an adverse effect on learning in the subject. The food element of the subject is greatly restricted on hygiene grounds because of the accommodation and lack of resources. The teachers develop literacy skills satisfactorily in design and technology; pupils label diagrams and write simple evaluations. Mathematical skills are developed when pupils measure their models and articles. Assessment is not used to ensure the step-by-step development of skills as pupils move through the school and the procedures to monitor the quality of teaching and learning are not rigorous or sharp enough to have a bigger impact on helping to raise standards.

GEOGRAPHY

105. By the end of both key stages pupils' attainment is in line with the nationally expected level. From a relatively low starting point all pupils make good progress at Key Stage 1 in some aspects of their work and all pupils, including those with special educational needs and English as an additional language make satisfactory progress at Key Stage 2. Standards have improved since the last inspection when elements of the subject were judged to be unsatisfactory at the end of Key Stage 2.
106. By the end of Key Stage 1 pupils are well aware of the features of their own locality. A good link with mathematics was made when pupils carried out a local traffic survey and then produced graphs of their results. Pupils talked about their findings with enthusiasm. The pupils follow a route on a map and can identify different types of shops and other local facilities as a result of well-planned activities. They make suggestions as to improvements in the environment, for example, traffic planning and the location of litter bins. Pupils become aware of their locality through observation and practical activities and learn of the different materials that are used to build houses and shops. Their knowledge and understanding is further extended by their use of maps and aerial photographs as a basis for developing mapping skills. Pupils have a satisfactory understanding of geographical symbols such as weather symbols and keys, and keep useful weather diaries and make comparisons of different climates. The study of deserts provides a good link with science experiments where growing conditions are varied and pupils' learning is being enhanced through these connections. Pupils have a satisfactory knowledge of the wider world and name deserts around the world and use terminology such as oasis, cacti and nomads in the appropriate context.
107. By the end of Key Stage 2 pupils identify and name land masses and continents accurately and are aware of man's influence on the environment. They use co-ordinates effectively to find a feature and most pupils confidently name and locate the world's major river systems. Pupils describe particular river features and how they came about, whilst informative displays direct and extend their knowledge further. The study of rivers is well developed by teachers and the study of water-based wildlife and the impact of pollution on habitats and the population further enhances the pupils' interest. Pupils continue to develop their mapping skills and extend them through plotting a route to undertake an in-depth study of an Indian village as part of their work on comparing and contrasting locations.
108. The quality of teaching and learning is good in Key Stage 1 and although no direct teaching of geography was seen in Key Stage 2, scrutiny of work, and planning shows that all aspects of the curriculum are taught in a satisfactory manner. Appropriate geographical learning objectives are identified in teachers' medium term planning and the topics covered link well to other subject areas and so promote pupils' learning. Individual lessons are well planned and prepared and these cater well for pupils of different abilities, whilst open ended questioning encourages pupils to use their language skills successfully to explain their ideas. In one particular lesson at Key Stage 1 the teacher's skill in modifying questions to involve and motivate pupils of all abilities was particularly effective in promoting interest and learning.
109. Teachers show good subject knowledge at Key Stage 1 and promote pupils' interest well through the sharing of personal experiences, such as scrapbooks or rock samples taken from a desert. Skills gained in literacy are reflected in the quality and range of pupils' work. Written tasks for pupils are skilfully structured and their learning is well supported through the provision of writing frames, reference books and word banks. Pupils' work is regularly marked and supportive comments are made, although written comments are rarely specific to the subject and do not guide pupils' learning

sufficiently. Opportunities for pupils to find information out for themselves are restricted by a lack of easy access to reference books and computer-based resources.

110. Relationships with pupils are very positive and teachers demonstrate a sound knowledge of individual pupils and the progress they make. Where high expectations are set, pupils enjoy their learning and respond well. They settle to tasks quickly and easily and show good levels of concentration and application. This is a marked improvement on the previous inspection.
111. Visits and visitors contribute well to pupils' learning. In previous years the school has undertaken visits to the Lake District for pupils to study contrasting locations, river features and land use and upper Key Stage 2 pupils are enthusiastic about a forthcoming trip to Conway. Visits to local museums support work on transport through the ages and the displays have a real impact on Key Stage 1 pupils, who were able to identify features and examples from a visit undertaken a while ago. Display work around the school focuses on other cultures and environments and promotes pupils' awareness of the world around them.
112. Plans for monitoring teaching and learning are not yet sharp enough and a system of assessing pupils' work against National Curriculum level descriptors is in the implementation stage. Whole school planning, based on national guidance, is ensuring the systematic teaching of skills and a much improved range of resources exists to support practical aspects of the subjects and elements of fieldwork.

HISTORY

113. The standards achieved in history are in line with national expectations at the end of both key stages. No judgement was made on standards in Key Stage 1 in the last inspection report. The school has maintained the satisfactory standards reported in Key Stage 2. All pupils, including those with special educational needs and those for whom English is not their first language, make satisfactory progress. The pupils have good factual knowledge about the periods they have studied but their understanding of why things happened is not strong.
114. By the age of seven the pupils have developed an appropriate sense of the past. They know that they have changed from when they were babies. Most pupils know that parents and grandparents can tell them about the past. The teachers develop historical knowledge by taking pupils out from school and visiting places of historical interest. A group of Year 2 pupils described a visit to a Manchester museum. They were able to explain differences in types of transport, for example, that there used to be steam trains and now there are modern trams. When talking about teddy bears, pupils explained how you could tell that it was old. In Key Stage 2 the teachers build satisfactorily on the work carried out earlier. The pupils are given opportunities to compare different groups of people, for example, the Celts and the Romans. In a Year 3 / 4 lesson the teacher uses a 'quote' about Boudicea well to illustrate that there are different points of view in history. By the end of Key Stage 2 the pupils recall the major points and facts from the areas covered. When talking about the Tudors, they know Henry VIII had six wives but they are unable to say why he argued with the Pope. They have a good understanding of life in Britain since the 1930's and how things have changed. The pupils explain where you find historical information. The average ability and higher attaining pupils understand that sometimes, historical stories may have changed as they have been passed down the generations.

115. Teaching is satisfactory in both key stages. The curriculum is covered appropriately and teaching is at its best when pupils are asked to carry out historical investigations or to try and explain why events happened as they did in the past. The teachers give pupils information and ask them to answer questions in their own words. The teachers do not just rely on commercially produced worksheets. There are some opportunities for pupils to develop research skills, for example, in a project on Tudors, but these are limited. The teachers do not always use marking effectively to develop learning. Literacy skills are developed well in history. The pupils are given many opportunities to read and write about the periods studied. The use of information and communication technology in history is unsatisfactory; and there are no opportunities for pupils to use computers to find information or research topics.
116. Resources for the subject are limited and the school uses artefacts from the local teachers' centre. Staff also bring resources from home to enhance learning. Visits out from school to museums have a very positive effect on developing pupils' skills in history. The co-ordinator is keen to raise standards but she has not had the opportunity to monitor teaching and learning to identify good practice and areas for development. There has been satisfactory progress since the last inspection but the school recognises that there is still a need to improve the level of historical artefacts.

INFORMATION AND COMMUNICATION TECHNOLOGY

117. Standards in information and communication technology are unsatisfactory at the end of both key stages. Pupils have not been taught the necessary skills across all areas of the subject to enable them to become competent and confident computer users. The school does not provide sufficient opportunities for computers to be used to support other areas of the curriculum. These factors mean that pupils of all abilities and pupils with English as an additional language have made unsatisfactory progress. The school has set up a good quality computer suite but has suffered a series of setbacks in getting the suite fully operational and this has obviously had a negative impact on the quality of provision that the school makes. The subject has an enthusiastic and knowledgeable co-ordinator who has a commitment and desire to improve standards and provision in the subject. The school is well aware of the improvements that are necessary to improve standards and plans are in hand to ensure that all staff receive effective training. Financial planning takes account of the need to make sure that resources can be developed further. The commitment of all who work at the school to raising standards indicates that, once the computer suite is up and running, standards are set to improve. No judgements about standards and progress in the subject were made at the last inspection.
118. At the end of Key Stage1 the pupils have developed satisfactory keyboard skills and are familiar with the keyboard and mouse. They type simple sentences and know how to use keys such as the capital lock and delete. They know how to save their work but are not confident in printing or retrieving work. Pupils do not have a satisfactory knowledge and understanding of how computers are used in the wider world to help us and they only have a basic grasp of computer terminology and vocabulary. Planning shows that pupils have had the opportunity to enter a sequence of instructions for a programmable toy. Pupils do not show a good awareness of the ways in which computers can be used to present information in many different ways. Examples were seen of pupils working on programs to support their work in mathematics, but the tasks were simple consolidation tasks rather than tasks that challenged pupils' mathematical or computer skills.

119. Standards at the end of Key Stage 2 remain unsatisfactory. Evidence clearly indicates that pupils have not had regular and sustained access to computers over a prolonged period of time. This has resulted in spasmodic direct teaching of the necessary skills and knowledge across all elements of the subject. The situation was not helped by the poor level of resources, both hardware and software, that further restricted pupils' access to computers. This situation has now been addressed. Pupils have basic word processing skills but are not adept at using computers to draft and edit their work. Pupils are not able to import graphics into text and are unsure of how to first save and then retrieve and print their work. Pupils have a satisfactory level of understanding of how computers are used in society at large, but do not recognise the full potential of the Internet and electronic mail. Pupils' understanding of the elements of control and sensors is weak and they are not able, for example, to write a sequence of instructions to control a light bulb or motor with a control box. A weakness at both key stages is the fact that, over time, insufficient use has been made of computers to support pupils' work in other areas of the curriculum such as science, geography, English or to develop pupils' capacity for independent study and research. This has had a negative impact on pupils' learning.
120. Little direct teaching was seen during the inspection but the teaching that was seen was satisfactory because it dealt appropriately with pupils' misconceptions and gave pointers for improvement. The teaching was not over-directed and let pupils try things out for themselves. It is clear, however, that the quality of teaching over a longer period of time has been unsatisfactory. A lack of direct teaching of specific skills across all elements of the subject has meant that pupils have not progressed at a satisfactory rate. The missed opportunities to use computers across the curriculum have a further negative impact on pupils' learning. Although the lack of resources has had a detrimental effect, the fact that not all staff have a sufficient level of knowledge and expertise has further compounded the situation. Observations and dialogue with pupils shows that they clearly enjoy working on the computers when given the chance. They are always ready to help a classmate and show good levels of concentration. Pupils and staff alike are looking forward with anticipation to a fully operational computer suite. This, together with the planned staff training and the good quality documentation to support teaching and learning in the subject, should see a better level of provision and in turn a higher level of attainment.

MUSIC

121. Standards in music are below national expectations at the end of both key stages. Although the quality of teaching observed during the week of inspection was satisfactory, pupils have not been systematically and progressively taught all elements of the subject over time and, as a result, pupils of all abilities, including those for whom English is not their first language, have made unsatisfactory progress. A judgement regarding standards was not made at the last inspection. The co-ordinator has only recently taken responsibility for the subject and has a good grasp of the weaknesses that need to be tackled. The school has adopted national guidelines for teaching and learning and if rigorously followed should ensure that all aspects of the subject are taught in a progressive manner. At present, the school relies heavily on commercially produced tapes and, although teachers use these in an appropriate way, the lack of opportunity for pupils to compose music has a negative impact on pupils' progress and attainment.
122. By the end of Key Stage 1 pupils generally sing with enjoyment and sing a range of songs from memory but their pitch and diction are not always secure. Pupils are

provided with limited opportunities to use untuned percussion instruments but are able to recognise soft and loud sounds. Pupils name some of the instruments correctly. Most pupils have not yet learned the techniques to control and create rhythmic patterns. By the end of Key Stage 2 the standards remain at an unsatisfactory level. The quality of singing is satisfactory. When listening to tapes the pupils recognise that different music can evoke different moods and responses. The pupils do not have a working knowledge of musical vocabulary and few are able to read musical notation. The pupils are not confident in musical composition, mainly because of the lack of opportunities that are provided. Discussions with pupils show that they know the names of different instruments and the different sections of an orchestra, but they do not know the names of many classical or modern composers. The school has a choir that has performed at local events and at a "Young World Concert " in Manchester and pupils have attended a concert by the Halle Orchestra. The choir practises after school for such events and attendance at these concerts adds to pupils' developing a greater confidence in performing, as well as adding much to their personal and social development. There is no provision made at present for individual pupils to receive instrumental tuition, although the school is examining the possibility of such tuition in the near future.

123. The pupils enjoy taking part in musical activities and sing with enthusiasm. Behaviour in lessons is good and pupils follow instructions well. Dialogue with the pupils shows that they get a great deal of enjoyment from performing at concerts and look forward to the events with much enthusiasm. The quality of teaching during the inspection was satisfactory but over time there have been weaknesses linked to the fact that the subject has not been taught in sufficient depth. The school does not have a music specialist on the staff and, as a result, much of the teaching is based around commercial tapes. The teachers use these tapes well and do not simply follow them to the letter. Teachers stop the tape and make additional teaching points and question the pupils about the feelings that music evokes and pay particular attention to the musical vocabulary that is being used. The weaknesses in teachers' knowledge mean that the activities are not particularly challenging or stimulating and the limited opportunities to compose and appraise music mean that pupils' own creativity and imagination is seldom tapped into. The co-ordinator is enthusiastic and shows a real desire to improve standards. She has recognised the need for staff training and for music to be given a higher profile in the life of the school. These are accurate priorities to address if there is to be an improvement in the attainment and progress of all pupils.

PHYSICAL EDUCATION

124. Standards in physical education are at the expected level at the end of both key stages in the dance and games elements. The school has maintained the standards since the last inspection. No gymnastic or swimming sessions took place in the inspection period. Planning shows that these elements meet requirements. All pupils, including those with special educational needs and those for whom English is not their first language, make satisfactory progress, with progress sometimes being good within individual lessons. The school does not have a playing field and, although it uses the facilities of a nearby park, this is not an ideal situation and, therefore, prevents pupils' progress and, in turn, attainment from being better.
125. By the end of Key Stage 1 the pupils move with confidence in the hall. They handle small equipment well. In dance the pupils move well when they are 'rain forest creatures', such as monkeys and parrots. The work challenges them. Teachers question pupils about why you have to take care in the hall and pupils respond well, talking about the safety aspects of physical activities. There is an expectation of good

behaviour and the pupils respond very well to this. They listen very carefully to instructions. Opportunities to work in pairs help pupils develop their social skills. The use of pupil demonstration develops self-esteem and shows pupils good practice. The pupils are not given sufficient opportunities to discuss their performances and as a result they are not suggesting how they might improve their performance. Work set at different levels in a Key Stage 1 dance lesson ensured that the lower attaining pupils and those with special educational needs made good progress in the lesson. The pupils respond very well to the teaching and enjoy the sessions. They work well together in pairs and show very good standards of behaviour. This enables the teacher and support assistants to concentrate on giving additional support where necessary and as a result enhance the learning of pupils.

126. Teaching and learning is good at Key Stage 1 and, although there is some good teaching for the older pupils at Key Stage 2, teaching and learning overall at this key stage is satisfactory. By the age of 11, the pupils dance with precision and they work out their own dance steps, for example, in Latin American 'Carnival Dancing.' In a lower Key Stage 2 lesson, time is lost at the start of the lesson when there is a late start and equipment does not work. This impacts negatively on pupils' learning. The teacher uses demonstration well to illustrate good practice but she does not develop this by asking pupils to comment on the performance and suggest ways to improve it. There is regular monitoring of performance and the teacher uses this to informally assess the pupils. In upper Key Stage 2 the teacher develops learning well by her demonstration of the basic Samba rhythm. She gives additional support to the lower attaining pupils and to pupils who missed the previous lesson. The pace of the lesson is very brisk and she keeps everyone interested. All pupils are fully involved in the lesson and they work very well together, enjoying what they are doing
127. The school uses an intensive swimming programme and most pupils swim 25 metres or more when they leave the school. The lack of a playing field restricts some activities. The lack of a school field means that all football matches are played away from home. The pupils enjoy taking part in competitive matches and such matches provide opportunities to develop pupils' personal and social skills as well as their sporting skills. The curriculum is enhanced by a small number of extra-curricular activities that are well attended and valued by the pupils. There is a very successful gymnastics club. The teacher who runs it has recently obtained additional qualifications to allow her to develop pupils' skills at a higher level. The school competes with other schools, for example, in the 'Parrenthorn Athletics'. The 'Top Sport' resources are used well to develop learning. The co-ordinators of the subject are keen to raise standards but they have not had an opportunity to monitor teaching and learning to identify good practice and areas for development. There has been satisfactory progress since the last inspections with standards being maintained.