

INSPECTION REPORT

St. MATTHEW'S CE PRIMARY SCHOOL

Bolton

LEA area: Bolton

Unique reference number: 105205

Headteacher: Mrs. B. Haworth

Reporting inspector: Mr. P. Dennison
17736

Dates of inspection: February 5th – 8th 2001

Inspection number: 209809
Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Kentford Road Bolton Lancs.
Postcode:	BL1 2JL
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Appropriate authority:	The Governing Body
Name of chair of governors:	Miss Patricia Entwisle
Date of previous inspection:	18 th January 1999

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
17736	Mr P Dennison	Registered inspector	Equal opportunities Mathematics Art and design Physical education Religious education	What sort of school is it? 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?
19366	Mr W P Walker	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
22740	Mrs M Leah	Team inspector	The Foundation Stage English History Music	How good are the curricular and other opportunities offered to pupils? – Support How well is the school led and managed? - Support
20846	Mr A Wilson	Team inspector	Special educational needs Science Information and communication technology Design and technology Geography	How good are the curricular and other opportunities offered to pupils? How well does the school care for its pupils? – Support How well is the school led and managed? - Support
20081	Mr S Fellows	Team inspector	The provision for and standards achieved by pupils with English as an additional language	

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	16
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	18
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	20
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	22
HOW WELL IS THE SCHOOL LED AND MANAGED?	23
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	25
OTHER SPECIFIED FEATURES	
The provision for and standards achieved by pupils with English as an additional language	26
PART C: SCHOOL DATA AND INDICATORS	27
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	31

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St. Matthew's C E Primary School is situated close to Bolton town centre. The school serves an area of considerable social disadvantage. Pupils' attainment on entry to the school is well below that expected for the age group. At the time of the inspection, there were 255 pupils on roll, taught in eight classes. Fourteen children attend the nursery class full time and 18 attend part time. There are 107 pupils for whom English is an additional language. This is very high in comparison with most schools. There are 76 pupils on the school's register of special educational needs which is above the national average. Six pupils have a statement of Special Educational Need. This is also above the national average. The number of pupils eligible for free school meals is well above the national average. There is a high level of mobility, 12 per cent of pupils leave or enter at times other than the beginning or end of the school year.

HOW GOOD THE SCHOOL IS

This is an effective school which provides a good quality of education. Standards have improved since the previous inspection and by the time they leave school, pupils' attainment in English and science is well above the average in comparison with similar schools. The school is very well led and managed by the headteacher. Much of the teaching is good and this helps pupils to make good progress. The pupils have very positive attitudes to learning and their behaviour is good. Overall, the school provides good value for money.

What the school does well

- The headteacher and senior staff provide very good leadership and the school is very well managed.
- Pupils make good progress and standards of attainment in English and science at the end of Key Stage 2 are higher than those found in similar schools.
- Pupils' attainment in art and design and design and technology is good.
- The quality of teaching is good overall and is very good in 31 per cent of lessons.
- The provision for pupils' personal and social development is good.
- It is a caring school with very positive relationships.
- Pupils have very positive attitudes to school and their behaviour is good.
- Pupils with special educational needs are provided with good support and make good progress.

What could be improved

- Standards of attainment in English and mathematics at Key Stage 1.
- The library facilities.
- Pupils' attendance and punctuality.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in January 1999. At that time it was reported to be providing an acceptable standard of education but with serious weaknesses, mainly in Key Stage 2. These related to unsatisfactory teaching and pupils making unsatisfactory progress. The headteacher has provided a very clear lead in dealing with these weaknesses and staff have responded well and worked hard to raise standards. Curriculum planning and the assessment and monitoring of pupils' progress have been improved and effective systems of monitoring the quality of teaching and learning have been introduced. As a result, the school has made good progress and the issues raised by the last inspection have been successfully addressed. The quality of teaching is now good overall and almost half the teaching at Key Stage 2 is very good. Pupils in Key Stage 2 make good progress and standards in English, mathematics, science and information and communication technology have improved. The provision for pupils for whom English is an additional language has also improved. This is now satisfactory, although there is a need for more support in the nursery, reception and Key Stage 1 classes.

STANDARDS

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

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

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E
very low	E*

Pupils' performance in the 2000 National Curriculum tests at the end of Key Stage 2 was below the national average in English, well below the national average in mathematics and above the national average in science. In comparison with similar schools, the school's performance was well above average in English and science and in line with the average in mathematics. The school results between 1996 and 2000 have improved at a faster rate than the national trend.

Pupils in Key Stage 2 are achieving well. On the evidence of the inspection, the attainment of pupils in Key Stage 2 is now broadly in line with the national expectations. The pupils in the current Year 6 class have made good and at times very good progress this year. However, standards in this class are still below the national average in English and mathematics. Standards in science are above the national average.

Children in the nursery and reception classes make good progress. However, standards overall at the age of five are below those expected for the age group.

Pupils' performance in the 2000 end of Key Stage 1 National Curriculum assessments was well below the national average in reading, writing and mathematics. However, in comparison with schools with pupils from similar backgrounds, the results in reading, writing and mathematics were in line with the average. Taking the years 1998 to 2000 together, results in reading have remained below the national average and in writing have gradually declined. Results in mathematics have been broadly in line with national average, although there has been considerable variation from year to year reflecting the ability range of different year groups. Evidence from the inspection indicates that standards in reading, writing and mathematics at the end of Key Stage 1 are currently below the national average.

Pupils' attainment in information and communication technology has improved significantly since the last inspection. Standards are now securely in line with national expectations by the end of each key stage.

The school analyses test results and has begun to use that information to track pupils' progress and to set targets for the end of Key Stage 2. Realistic but challenging targets have been agreed for 2001 and the inspection evidence indicates that these are likely to be met.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes to school. They work hard, concentrate well and show good levels of interest.
Behaviour, in and out of classrooms	The behaviour of the great majority of pupils is good. Pupils know what is expected of them and respond in a positive manner.
Personal development and relationships	Personal development is good. Relationships are very good. Pupils co-operate well with each other and their teachers.
Attendance	Attendance compares satisfactorily with other schools nationally. Punctuality is a problem. Some pupils arrive late on a regular basis.

TEACHING AND LEARNING

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

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

The quality of teaching is good overall and effectively promotes the progress and attainment of all pupils. During the inspection, 66 per cent of the teaching observed was good or better, including 31 per cent that was very good and 3 per cent that was excellent. Only one lesson was unsatisfactory and none were poor. The quality of teaching has improved considerably since the last inspection when 13 per cent of teaching was very good whilst 25 per cent of teaching was less than satisfactory. Teaching in English is satisfactory at Key Stage 1 and good at Key Stage 2. Teaching in mathematics is good in both key stages. The skills of literacy and numeracy are taught well.

Lessons usually proceed at a lively pace and pupils work hard, showing good levels of concentration and developing their knowledge, skills and understanding. As a result, they make good progress. On the occasions where teaching is less than good, it is usually because the work provided lacks challenge and the pace of pupils' response slows, with an adverse effect on the progress made.

Support staff work closely with the class teachers and make a very positive contribution to children's learning. In Key Stage 2, very effective use is made of additional teaching support. Both the special needs co-ordinator and the teacher from the Ethnic Minority Achievement Service work very well in partnership with class teachers. This results in work being well matched to pupils' needs and also ensures that pupils with special needs or for whom English is an additional language are provided with good support and make good progress. In both Year 1 and Year 2, additional teaching staff have been provided to overcome the difficulties of large classes. Whilst the teachers plan well together, there are times when they are not used as effectively as they might be to lead group work and thus help pupils to make the best progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is good. It provides a wide range of interesting and relevant activities. It is enhanced by extra curricular activities and the good use of visits and visitors.
Provision for pupils with special educational needs	Provision is good. Pupils with special educational needs are well supported and make good progress.
Provision for pupils with English as an additional language	Provision is satisfactory. Support is carefully planned to maximise the effectiveness of the limited time allocated to the school over the week. However, there is very limited bilingual support to help promote the learning of pupils at an early stage of English language acquisition.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good provision is made for personal, including spiritual, moral, social and cultural development. There are very clear expectations of behaviour and the positive values promoted in assemblies and lessons help to promote spiritual, moral, social and cultural development.
How well the school cares for its pupils	The school cares for its pupils well. Staff know their pupils well as individuals and create a supportive environment in which pupils can develop.

The school has established a satisfactory partnership with parents. It provides much support for parents but it has yet to persuade many of them to take advantage of the opportunities.

Pupils' academic performance and personal development is monitored effectively. There are good systems in place to analyse the results of assessments and to track progress.

Procedures for child protection and for ensuring pupils' welfare are good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership and has established a very positive climate for learning in the school. She is well supported by senior staff. The school is managed very effectively.
How well the governors fulfil their responsibilities	Governors are very supportive. They are aware of the needs and priorities facing the school and contribute effectively to its success. All statutory requirements are met.
The school's evaluation of its performance	There are very effective systems in place to monitor the quality of planning and teaching. Assessment results are analysed to monitor standards of attainment and the progress of pupils. This evaluation is used to inform the planning of further improvements.
The strategic use of resources	Effective use is made of the school budget and additional grants for the benefit of pupils' learning. Financial planning is very good and resources are used well to support the school's educational priorities.

There are sufficient, well qualified and experienced teachers and support staff to meet the needs of pupils. The school has a satisfactory range of resources to meet the demands of the curriculum. The accommodation is satisfactory. The school building is well maintained and provides an attractive learning environment. However, the lack of library facilities hinders pupils' ability to develop library and research skills.

Collectively the headteacher, staff and governors contribute very effectively to the quality of education provided and to the standards achieved by the pupils. The school development plan has been produced in consultation with staff and governors. This is based on an analysis of the school's needs. It clearly identifies the school's priorities and is reviewed regularly to evaluate progress. The school makes good use of the principles of best value to make effective use of the financial resources available. These are used effectively to support the priorities identified in the plan.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Their children make good progress. • The behaviour in school is good. • The teaching is good. • Children are expected to work hard and achieve their best. 	<ul style="list-style-type: none"> • A small minority of parents would like the school to work more closely with parents.

Only two parents attended the meeting with the inspection team to discuss their views of the school. However, the parents' questionnaire indicates high levels of parental satisfaction with the leadership of the school, the quality of teaching, the behaviour of pupils and their progress and development. These views reflect the findings of the inspection team. Concerns have been expressed by a few parents about the approachability of the school and the closeness of the working relationship with parents. This perception persists in spite of good provision made by the school. It indicates that the system for communicating with parents is not always successful. The headteacher is aware of these concerns and is actively seeking new ways to involve parents in the education of their children. There is a wide range of constructive links between school and home. Parents' consultation evenings, held each term, are successful in attracting a high proportion of parents to discuss their children's progress with the teachers. Annual reports on pupils are informative, well presented and comply fully with statutory requirements. Class "clinics" are held weekly for parents who may wish to speak to teachers. Few take advantage of this good facility offered by class teachers.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. There is a very wide range of attainment on entry to the nursery but overall, standards are well below those expected of this age group. Many children have particularly poor skills in understanding and expressing themselves in English as this is not their first language and in some instances is not spoken at home. Many children's knowledge of life in the world beyond their home is extremely limited.
2. The school makes good provision for children in the foundation stage. The curriculum is soundly based on the six areas of learning suitable for children of this age. Appropriate priority is given to personal, social and emotional development, language and literacy, and to mathematical development. The overall good teaching has a positive effect on children's learning. Almost all of the children make good and sometimes very good progress. Whilst the majority achieve the early learning goals in all areas, a sizeable minority do not achieve the goals in communication, language and literacy, mathematics and knowledge and understanding of the world. Most will achieve the early learning goals in personal, social and emotional development; creative development and physical development. Children with special educational needs are effectively supported and have full access to the curriculum. They make good progress. Children with English as an additional language make satisfactory progress overall. Where support is provided it is of good quality and is efficiently used. The amount of support available, however, is barely adequate to meet the school's needs. Overall, despite good achievement, because of the very low starting points, standards on entry to Key Stage 1 are still below those in most schools.
3. Pupils' performance in the 2000 end of Key Stage 1 National Curriculum assessments was well below the national average in reading, writing and mathematics. Teacher assessments indicate that attainment was broadly in line with the national average in science. However, in comparison with schools with pupils from similar backgrounds, the results in reading, writing and mathematics were in line with the average. Taking the years 1998 to 2000 together, results in reading have remained below the national average and in writing have gradually declined. Results in mathematics have been broadly in line with national average, although there has been considerable variation from year to year reflecting the ability range of different year groups. Evidence from the inspection indicates that standards in reading, writing and mathematics at the end of Key Stage 1 are currently below the national average.
4. Many children start school with poorly developed skills in English. The school appropriately gives high priority to the teaching of speaking and listening in literacy sessions and across the curriculum. Whilst most pupils make satisfactory progress from a low starting point, standards at the end of Key Stage 1 are below those found in most schools. In Year 2, whilst higher attainers are becoming confident and articulate, there are still a few pupils who are reluctant to join in oral sessions and many pupils who communicate mainly in single words and short phrases.

5. Pupils make satisfactory progress in learning to read and develop positive attitudes to books as they move through the infants. Higher attaining pupils are able to read simple texts with some accuracy. Lower attainers read very simple texts with some fluency. They recognise some frequently used words and are beginning to use the sound of the first letters to help them decode new words. Pupils make good progress in learning to write. The school's analysis of test results has drawn attention to the particular need to raise standards in the infants. Whilst a good number of pupils in Year 2 are reaching the average level, very few pupils are working at the higher level. Most pupils form their letters correctly and write simple sentences using full stops and capital letters. Higher attaining pupils consolidate their understanding of story sequence in their own writing, using full stops and capital letters appropriately, with simple words spelt correctly. However, their vocabulary is limited and ideas are not imaginatively developed. Lower attainers write in sentences with adult support. Handwriting is usually well formed, but is not joined.
6. In mathematics, pupils in Key Stage 1 make at least satisfactory progress over time, and many pupils make good progress. They develop an appropriate mathematical vocabulary, an awareness and knowledge of shapes and their properties and simple data handling skills. By the end of the key stage, the higher attaining pupils have a clear understanding of the value of numbers and they carry out simple calculations accurately. They can use money effectively and can work out simple problems mentally. Lower attaining pupils have a limited ability to mentally recall number facts but they are able to use apparatus effectively to aid calculations. The majority of pupils have a satisfactory understanding of shape, space and simple measures.
7. In science, pupils have a basic understanding of living things; light and sound. They know that materials can change if heated or cooled. They make simple observations and find out about the world about them. By the end of the key stage, pupils make accurate predictions and use the correct scientific vocabulary to describe what they see. They make good progress in setting up tests for themselves with varying degrees of support from adults. Higher attaining pupils demonstrate independence in carrying out investigations and accurately measuring and recording results. Lower attainers need adult support to complete practical work and record their results in pictures or on prepared worksheets.
8. Pupils' performance in the 2000 National Curriculum tests at the end of Key Stage 2 was below the national average in English, well below the national average in mathematics and above the national average in science. In comparison with similar schools, the school's performance was well above average in English and science and in line with the average in mathematics. The school results between 1996 and 2000 have improved at a faster rate than the national trend.
9. This improvement has been brought about through good teaching and the implementation of the national strategies for numeracy and literacy which have provided a framework for planning and led to a clear focus in lessons. The quality of teaching has improved considerably since the previous inspection and as a result standards of attainment have improved. On the evidence of the inspection, the attainment of pupils in Key Stage 2 is now broadly in line with the national expectations. The pupils in the current Year 6 class have made good and at times very good progress this year. However, standards in this class are still below the national average in English and mathematics. Standards in science are above the national average.

10. Pupils in Key Stage 2 make good progress in English. Most pupils in Years 4 and 5 are working at an appropriate level for their age. Standards in Year 6, although improving rapidly, are currently below the national average. The majority of pupils concentrate well to listen and follow simple instructions. Most show good understanding and ask relevant questions. A sizeable minority, however, are unable to phrase appropriate questions without adult help. Most pupils make good progress in reading, and by the end of the key stage, higher attaining pupils read independently from a range of texts and other material. By the time they are eleven they talk enthusiastically about a range of books and authors. Most have sufficient reading skills to support their learning in other subjects. However, a number of lower attainers who appear to read fluently frequently do not always fully understand the text. Although their skills in finding information in books are satisfactory, the absence of school library facilities inhibits the development of research skills.
11. Pupils are able to write descriptions, instructions and reports. They learn to plan, draft and improve their work. By the end of the key stage, higher attaining pupils are able to compose pieces of writing which generally demonstrate accurate sentence construction and punctuation. Grammar is not always correct, particularly in the tense or person of verbs. Lower attainers are less focused in their writing. However, with help they are able to develop their ideas in short sentences that are appropriately punctuated. Their writing is neat and well controlled, but is not always joined. Very few pupils have developed their own cursive style.
12. Pupils in Key Stage 2 make good progress in mathematics. By the end of Key Stage 2, the higher attaining pupils carry out written calculations accurately and have a satisfactory knowledge and understanding of number facts. They have an understanding and appreciation of number pattern and measures and an awareness and knowledge of shapes and solids and their properties. The higher attaining pupils have an understanding of percentages and can perform calculations involving fractions and decimals with accuracy. They are able to calculate the perimeter and area of shapes. The lower attaining pupils can apply the four rules of number effectively, use a range of units of measure competently and can construct simple graphs to illustrate data they have collected. Pupils make good progress in developing their mental strategies and are able to use their mathematical knowledge to solve problems and to support their work in other subjects.
13. Pupils in Key Stage 2 make good progress in science. By the end of the key stage, they have a good grasp of the factual knowledge required by the National Curriculum. They also develop their understanding of the process of scientific enquiry. Most can carry out investigations planned by the teacher and also demonstrate ideas of their own. Higher attaining pupils provide extended written explanations of scientific processes using clear language and precise vocabulary. Lower attainers are making good progress in the presentation of results and in acquiring scientific knowledge, although their investigative skills are not as well developed.
14. Pupils' attainment in information and communication technology has improved significantly since the last inspection, when attainment was reported as unsatisfactory. Pupils throughout the school regularly use computers as an integral part of their day-to-day work. This has a significant effect on their rate of learning. Standards are now securely in line with national expectations at the end of each key stage. The majority of pupils use computers confidently and independently. They enter text and use a mouse to move icons correctly. By the end of Year 2, they are becoming aware of the wider uses of information and communication technology. For example, they operate tape recorders independently and programme a floor robot to follow a series of instructions.

Most pupils can load CD ROMs, edit and save their work and close a program without help, although a minority ask for help from adults. At Key Stage 2, pupils use computers regularly to look for information in the course of their work. To edit their written work in other subjects, they change the style of the print, add pictures and borders and adapt the presentation of the text according to the effect they wish to create. By the end of the key stage, the majority of pupils efficiently use computer technology for an appropriately wide range of purposes. A significant minority display skills and competence that are above the national expectation.

15. Standards of attainment in religious education are in line with the expectations of the locally agreed syllabus at the end of both key stages. Throughout the school pupils develop a satisfactory understanding of the beliefs and practices of the world's major religions. At the end of Key Stage 1 pupils know that there are a number of different religions and have a good understanding of the details of some of the main festivals such as Eid, Christmas and Diwali. By the end of Key Stage 2, pupils recognise the importance of worship, prayer and celebration and know how and why the believers of various religions worship God and celebrate their faith. They learn about the symbolism and traditions in Christianity, Islam and Judaism.
16. Attainment in art and design and design and technology is above the national expectation at the end of both key stages. Attainment in history, geography, music and physical education is broadly in line with the national expectation by the end of both key stages.
17. Pupils with special educational needs make good progress in relation to their individual education plans, many of which are focused on improvements in language development. Pupils with English as an additional language make sound progress in Key Stage 1 and good progress in Key Stage 2. This progress is reflected in the improved standards in many subjects as pupils develop their knowledge and understanding of English.
18. The school analyses test results and has begun to use that information to track pupils' progress and to set targets for the end of Key Stage 2. Realistic but challenging targets have been agreed for 2001 and the inspection evidence indicates that these are likely to be met.

Pupils' attitudes, values and personal development

19. The positive attitudes to learning found at the time of the previous inspection remain a strong feature of the school. Pupils enjoy their schooling and come prepared to work. The good standards of behaviour contribute effectively to their learning. Relationships across the school are very good. Attendance levels have fluctuated since the previous inspection but they have improved and now compare satisfactorily with those found nationally. There is still a minority of pupils who frequently arrive late and disrupt the prompt start which has been made to the day.
20. From their early days at school children soon become accustomed to the routines of school life. They benefit from the ordered environment and quickly develop positive attitudes. They learn to relate to others in the school community and understand the standards of behaviour expected of them. As they move through the school they respond well to the demands of their teachers. Their demeanour reflects the view of their parents that the children are happy at school. They smile readily and have the confidence and ability to discuss their work with visitors. They take pride in their work and often they spontaneously praise the efforts and achievements of their colleagues.

Particularly towards the end of Key Stage 2, pupils enjoy the increasing challenge of their work. They become more purposeful, are highly motivated to achieve their best and show much enthusiasm for all aspects of school life.

21. There is a civilised and orderly environment in the school and this reflects the good standards of behaviour which are found there. In class, the behaviour of the great majority of pupils is rarely less than good, and often, particularly at the upper end of the school, it is very good. There is a small minority of pupils who sometimes misbehave and become unruly. Teachers generally manage such occasions well and are able to minimise disruption to the lesson. When the behaviour is particularly challenging, effective use is made of the school's disciplinary procedures. The orderly behaviour which predominates makes a good contribution to learning in the classroom. When not in lessons, pupils play purposefully and sensibly. There is some boisterousness and occasional unpleasantness, but pupils are generally courteous and polite with each other. They move about the school in a calm and purposeful manner. During the inspection, when pupils were confined to the classroom because of inclement weather, they showed much responsibility and restraint. They show no concerns about bullying and have indicated that they know what action to take should they feel threatened. Fixed term exclusion is implemented by the head teacher properly and very sparingly to deal with serious incidents of aggressive or violent behaviour. There have been no permanent exclusions in recent years.
22. The school is characterised by good relationships amongst all members of the school community. Pupils from different social and cultural backgrounds work and play well together. Their personal development is good. They learn to accept responsibility for their actions and to recognise that their actions often affect others. A graphic example of this process was seen in one lesson where three pupils shared with colleagues the circumstances surrounding their own angry emotions and consequent unacceptable behaviour. Pupils clearly respect their teachers and trust them. They are anxious to help and readily accept responsibilities, for example, assisting staff to prepare for lessons or tidy up afterwards. Older pupils take care of younger and less confident colleagues, assisting their reading, supporting them at lunchtimes, or helping to supervise them at play. They have the confidence to initiate fundraising projects for charitable causes. In their relationships they learn much from the example of adult members of staff who work together harmoniously and constructively.
23. Attendance has improved over the last two years and compares satisfactorily with other schools nationally. There is little unauthorised absence. However, despite strong discouragement from the school, some parents still take their children on holiday during term time. This practice seriously disrupts continuity of learning for the pupils concerned, particularly when, as happens with a few pupils, the holidays are for periods of several consecutive weeks. Such absence also has an adverse effect on learning opportunities for colleagues, since teaching time has to be diverted from them to compensate individual pupils for the lessons they have missed.

24. As at the time of the previous inspection, punctuality is a problem. A few pupils arrive late on a regular basis, causing some inevitable disruption in the classroom. The school has worked hard to improve this situation but is very dependent on the co-operation of parents, which is not always forthcoming.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

25. The quality of teaching is good overall and effectively promotes the progress and attainment of all pupils. During the inspection, 66 per cent of the teaching observed was good or better, including 31 per cent that was very good and 3 per cent that was excellent. Only one lesson was unsatisfactory and none were poor. The quality of teaching has improved considerably since the last inspection when 13 per cent of teaching was very good whilst 25 per cent of teaching was less than satisfactory. This improvement is the result of clear leadership from the senior managers in the school who have monitored the quality of planning and teaching. There have been a number of staff changes and new staff have been provided with good support. All staff have worked hard to improve standards.
26. The teaching of children in the nursery and reception classes is good overall. It is never less than satisfactory and in 21 per cent of lessons observed it was very good or better. On occasion it was excellent. Teaching in Key Stage 1 is satisfactory overall. It is never less than satisfactory and half of the teaching observed was good. In Key Stage 2, teaching is good overall. In 84 per cent of the lessons observed it was good or better, and 49 per cent was very good or better. On occasion it was excellent, although one lesson was unsatisfactory.
27. The main strengths of teaching in the Foundation Stage are the very good relationships between adults and children; a sound understanding of the curriculum for under fives and of how young children learn. Support staff work closely with the class teachers and make a very positive contribution to children's learning. In the reception class, teaching is consistently good, frequently very good and occasionally excellent. In the nursery, teaching is less focused and not always carefully targeted to develop specific skills. Nevertheless, teaching in the nursery is sound, and has strengths in secure relationships and creating a calm and happy environment where children feel valued, and confident. Children are provided with many interesting practical activities and they respond very positively, making good progress.
28. Teachers throughout the school plan work carefully. Good use is made of the resources available to provide interesting tasks that motivate pupils. Where teaching is good, pupils are encouraged to be responsible about their work, and are given opportunities to work independently and in pairs or groups. Relationships are very positive and pupils respond well to teachers' expectations of good behaviour and show good levels of concentration. Group work is organised skilfully to enable some groups to work independently thus enabling the teacher to give more intensive support to others. This good quality teaching has a very positive impact on maintaining and raising the standards of attainment. Lessons usually proceed at a lively pace and pupils work hard, showing good levels of concentration and developing their knowledge, skills and understanding.
29. Teachers have good subject knowledge. They make effective use of questioning to develop and assess pupils' understanding and they give clear explanations. They effectively build on pupils' earlier learning and use the opportunities of whole class sessions to review and assess pupils' understanding of previous work. Classroom support staff are used very effectively to support pupils' learning and make a very

positive contribution to the progress made. In Key Stage 2, very effective use is made of additional teaching support. Both the special needs co-ordinator and the teacher from the Ethnic Minority Achievement Service work very well in partnership with class teachers. This results in work being well matched to pupils' needs and also ensures that pupils with special needs or for whom English is an additional language are provided with good support and make good progress. In both Year 1 and Year 2, additional teaching staff have been provided to overcome the difficulties of large classes. Whilst the teachers plan well together, there are times when they are not used as effectively as they might be to lead group work and thus help pupils to make the best progress. The very effective partnership work in Key Stage 2 could provide useful guidance to improve this practice. On the occasions where teaching is less than good, it is usually because the work provided is not accurately matched to pupils' needs. The work lacks challenge and the pace of pupils' response slows with an adverse effect on the progress made.

30. Teaching in English is satisfactory at Key Stage 1 and good at Key Stage 2. Teaching in mathematics is good in Key Stage 1 and very good in Key Stage 2. Good use is made of the frameworks provided by the national literacy and numeracy strategies. Teaching in information and communication technology has improved since the previous inspection and is now good overall. Teachers' own expertise and confidence have improved through training and they now plan clearly to develop pupils' skills and understanding.
31. Teachers make good use of review sessions to reinforce and evaluate learning. Many lessons end with a general discussion about what has been learned. Pupils' work is assessed and marked constructively on a day-to-day basis. Teachers know their pupils well. They provide good verbal feedback during lessons and help pupils to improve their work.
32. The teaching of pupils with special educational needs is good. There is close and effective cooperation between the special educational needs co-ordinator and class teachers to draw up good individual education plans for pupils. The targets on the plans are specific and helpful. Teachers work hard with support staff to ensure that pupils are fully included and achieve well in all subjects. Pupils' progress is consistently good when they are provided with support in small groups or through one-to-one teaching.
33. The support provided for pupils for whom English is an additional language is satisfactory at Key Stage 1 and good at Key Stage 2. This is a clear improvement since the previous inspection when provision was unsatisfactory. Pupils needing support are identified and given additional help. In Key Stage 1, effective use is made of additional resources such as pictures and puppets to explain the meaning of stories to children who speak English as an additional language. Support is carefully planned to maximise the effectiveness of the limited time allocated to the school over the week. However, the school's stated objective of using support staff to lead lessons and teach in partnership with class teachers is not currently being realised. In Key Stage 2, there is a very effective partnership between the support teacher and the class teachers. This enables work to be clearly matched to their needs and they make good progress. In Key Stage 1, there is very limited bilingual support to help promote learning and ensure that pupils at an early stage of English language acquisition have a complete understanding of their work. This restricts the progress they make, although overall it is satisfactory.

34. Homework is used effectively to support learning. The amount of homework given to pupils is increased as they progress through the school. This takes a variety of forms including reading activities, learning multiplication tables and spellings and work which reinforces or extends learning in class.

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

35. The school provides a good, broad and balanced curriculum for pupils in the nursery and reception classes and in Key Stages 1 and 2. There is a wide range of learning opportunities to support pupils' academic and personal development. Since the last inspection, the school has placed appropriate emphasis on raising standards in English, mathematics and science. At the same time, it has ensured that sufficient teaching time and good standards of planning have been maintained in all other subjects. The curriculum fully meets the requirements of the National Curriculum. There has been significant improvement in the curriculum for information and communication technology. This has been achieved by including regular opportunities for the use of computers in all subject planning. Literacy and numeracy are successfully promoted throughout the school, both through the national strategies and through teaching in other subjects. In science, for example, pupils write at length about their investigations, using the correct scientific vocabulary. They also apply their knowledge of measurement to record the distance a car has travelled down a ramp.
36. There is good provision for personal, social, and health education. Issues such as healthy eating are explored thoroughly through science and there is gradual and sensitive promotion of drug awareness from an early age. There is a good scheme of work, which enables pupils to explore other moral and social issues, such as family responsibilities, improving the environment and sexual development. Educational visits, to places of interest such as Skipton Castle and Dunmassey Hall, play an important part in developing social skills and independence.
37. The quality of learning opportunities provided for pupils with special educational needs is good. Every pupil on the register for special educational needs has a well constructed individual educational plan. The targets on these plans are relevant to the needs of the individual, are achievable over a short period of time, and progress is reviewed regularly. Consequently, all pupils do well in meeting the targets that are set for them. The learning opportunities provided for pupils who speak English as an additional language are satisfactory in Key Stage 1 and good in Key Stage 2. The majority of pupils are included in all class activities, with only a few being withdrawn occasionally for specialised language support. However, younger pupils do not have sufficient access to home language support. Insufficient opportunities are created for pupils to work in a multilingual environment supported by displays, signs or dual language books.
38. The provision for extra-curricular activities is good. Teachers give their time generously to provide a range of sports opportunities such as football, hockey, gymnastics, cross country running and athletics. There is an after school club, writing and newspaper clubs also meet regularly, and there is a school choir. The school's curriculum is fully inclusive and reflects a clear commitment to providing equal opportunities for all. Many examples of this were noted during the inspection. For instance, the school does well to ensure that pupils whose behaviour is challenging and potentially disruptive are integrated as fully as possible into all aspects of school life. In addition, classmates and adults are very supportive of pupils with physical disabilities in lessons which are

difficult for them, such as physical education and practical science.

39. The community makes a good contribution to pupils' learning and there are strong links with the local church. Visitors to the school, such as the school nurse and police officers, make positive contributions to pupils' learning. The school has successfully taken part in the Investors In People initiative. It is an effective provider of training opportunities for students on work experience and nursery nurse or initial teacher training. There has been good improvement in the quality and depth of the curriculum since the last inspection.
40. The school continues to make good provision for the moral, social and cultural development of its pupils. Provision for spiritual development has improved since the last inspection and is now also good. The aims to give priority to valuing individuals, promoting self-esteem, and fostering good relationships are reflected in all aspects of school life.
41. Good opportunities are provided for the pupils to grow spiritually, especially in assembly and in religious education, but also across the curriculum. The daily acts of worship fulfil statutory requirements. Whilst being mainly Christian in character, they also sensitively respect the ethnic diversity of the school's population. Assemblies are carefully organised through well thought out themes. They provide time for pupils to reflect, and to consider their position at home, at school and in the wider community. For instance, the theme of courage was related not only to pupils' own daily lives, as in being afraid of the dark, but also led to quiet reflection on the courage needed by victims and helpers in the recent earthquakes in Gujerat. Strong links are established with St Matthew's Church. The vicar leads an act of worship in school each week, and the pupils take part annually in St. Matthew's Sermons. In religious education lessons, children learn about the nature of religious belief and consider man's relationship with God. Pupils are encouraged to appreciate the beauties of nature and the wonders of modern technology. For instance, pupils gasp in amazement as they see their two-dimensional design transformed to a three-dimensional model of their bedroom on the computer.
42. The school provides good guidance for the pupils' moral development and sets high expectations for behaviour. There are very clear systems in place to promote good behaviour and these are used consistently by all staff. Pupils are sure about what is acceptable and what is not. Rules on display in all classes make pupils aware of their rights and also their responsibilities. Good behaviour and caring attitudes as well as academic standards are celebrated in the weekly achievement assemblies and in class star charts. The school constantly seeks to reinforce pupils' self-esteem, as when pupils are asked to consider what talents they have to offer. In all classes, pupils are taught to be fair in sharing equipment and in taking turns.
43. Good provision is made for the development of social skills. All are valued in the school community and all have their particular place. Pupils in Year 6 are expected to model good behaviour and take responsibility for various administrative tasks around school. They respond well to the opportunity to take responsibility as readers in assembly, as librarians or by helping Year 2 pupils as Reading Buddies. All pupils are encouraged to collaborate in group work and to take responsibility for themselves and for equipment in class. Personal, social and health education lessons in all classes explore social issues and provide a forum for debate. Relationships throughout the school are very good and the staff model positive attitudes so that pupils learn to treat each other with respect and value the contributions each can make. The pupils in Year 6, for instance, were quick to appreciate the efforts of different groups in musical composition and

applaud their achievement. The good range of extra-curricular activities, including a residential visit, provide good opportunities for pupils to relate to each other in informal situations.

44. Cultural development is good. The school makes good use of the diverse cultural backgrounds of its community to encourage all pupils to respect each other's values and beliefs. Teaching about world faiths in religious education ensures that pupils are well informed about a wide range of festivals, traditions and beliefs, and reflect on the importance of religion to different groups of people. The art curriculum widens pupils' experience through presenting a wide range of cultures from Chinese and Mendhi patterns to Japanese graphic art and African beadwork. Pupils are familiar with the work of artists such as Dégas and Hokusai. The study of a wide range of literature widens pupils' experience of their own heritage and of the rich diversity of other cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

45. The school continues to provide the safe and supportive environment that was the subject of favourable comment in the previous inspection report. There is good provision for the welfare, health and safety of pupils. Effective child protection procedures are in place. The overall good quality of educational and personal support makes a positive contribution to the raising of pupils' achievements.
46. Teachers are very sensitive to the needs of those in their charge. They know them well and work hard to ensure their welfare. The trusting relationships which the pupils enjoy with their teachers give them the confidence to share their worries and help them to cope with the problems that arise in everyday life. Both staff and governors have a responsible attitude towards health and safety matters. The school policy has been drawn up in collaboration with the local authority. It is a clear and detailed document. Appropriate systems are in place for regular risk assessment and for the routine maintenance of fire and electrical equipment. The school complies fully with locally agreed child protection procedures. There is a clear focus on the importance of training for all staff to raise their awareness of the issues involved. The Education Social Worker provides good advice and guidance in this matter. The school's personal, social and health education programme is used well to promote healthy living and to emphasise the importance of health and safety matters. It contributes positively to the self confidence of pupils. The school staff are particularly conscious of the special needs of those pupils with dietary or medical problems or whose home circumstances warrant particular care. They work closely and sympathetically with parents, carers and support agencies in the community.
47. This caring approach is reflected in the school's efforts to encourage regular attendance. Records of attendance are carefully analysed and evaluated and prompt action is taken to investigate any unauthorised or unexplained absence. Overall, attendance rates are satisfactory. However, the school perceives that the achievement of some pupils is adversely affected by intermittent absence, extended holidays or late arrival for morning school. Recognising this as a problem that can be resolved only with the co-operation of parents, the head teacher and staff take every opportunity through letters, reports and personal contact to emphasise the importance of regular and prompt attendance. In addition, where extended absence is unavoidable, the school arranges for the provision of homework packages to help pupils keep abreast of the work being carried on in class.
48. The school's behaviour policy is proving to be effective in minimising disruption in the

classroom. All staff have worked hard to develop strategies to cope with the challenging situations that sometimes occur in the classroom. The strength of the policy lies in the consistency of its application. Pupils have a clear idea of the standards expected of them and know that bullying or any form of harassment is not tolerated. Any incidents of misbehaviour that do occur are dealt with promptly and properly.

49. Governors have ensured that there is good support for pupils with special educational needs. There are a number of non-teaching assistants who work closely and effectively with pupils on the register for special educational needs. The special educational needs coordinator also provides very effective support to improve the writing skills of targeted groups. Non-teaching assistants supplied by the local authority to work with pupils who have a statement of special needs are also valued and effective. All support staff have a good working relationship with teachers and this contributes to the good progress made by all pupils with special educational needs.
50. There is effective monitoring of the progress made by pupils for whom English is an additional language. Specialist support staff carry out annual assessments which are used to identify those who are targeted for extra support. Teachers work to appropriate individual targets for each pupil and keep records of progress made over time. The school has done preliminary work on differences in levels of attainment between pupils of different ethnic background and plans to address issues arising from this analysis in the near future.
51. The assessment co-ordinator has worked very hard and successfully to improve assessment procedures since the last inspection. Good assessment systems are now in place throughout the school for each pupil. There is a particular focus on English, mathematics and science, for which the procedures are especially well developed. Information gained from the various national and optional tests that are in place is meticulously analysed to inform the planning of work for individuals and groups of pupils. The co-ordinator liaises closely with colleagues at times of transfer from class to class and at the beginning and end of each term. All teachers keep clear and useful assessment records. The special educational needs co-ordinator also ensures that pupils' progress is regularly assessed and that new, achievable targets are set for groups and individuals in their individual education plans. There is an appropriate marking policy, which is effectively used.
52. The careful monitoring of academic attainment is mirrored by effective monitoring of pupils' personal development, behaviour and attendance. Teachers have a very good knowledge of those in their charge. Through the home/school agreement they have made a renewed commitment to work closely with parents. The school benefits from close links with health and educational support agencies. Overall the educational and personal support and guidance given to pupils at St Mathew's has a positive effect in raising their levels of achievement.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

53. Parents have indicated that, generally, they are well satisfied with what the school provides for their children. The school's documentation is of good quality. Together with the opportunities available for personal contact with teachers, it is sufficient to ensure that parents are well informed about events and developments at the school and about the progress of their children. The school's links with parents continue to make a satisfactory contribution to pupils' learning. Parents of children with special educational needs are properly involved in their children's education plans, and the school provides them with the opportunity to participate in an annual review. However, the school has limited bilingual staff to act as a link with parents who speak little or no English. Information sent home is not readily available in appropriate home languages.
54. The parents' questionnaire indicates high levels of parental satisfaction with the leadership of the school, the quality of teaching, the behaviour of pupils and their progress and development. These views reflect the findings of the inspection team. Concerns were expressed by a few parents about the approachability of the school and the closeness of the working relationship with parents. This perception persists in spite of good provision made by the school. It indicates that the system for communicating with parents is not always successful. The head teacher is aware of these concerns and is actively seeking new ways to involve parents in the education of their children.
55. A commitment to partnership with parents is evidenced by the way in which the school has built on the good practice that was found at the time of the previous inspection. There is a wide range of constructive links between school and home. The prospectus and governors' annual report are well presented and comply fully with statutory requirements. Parents' consultation evenings, held each term, are successful in attracting a high proportion of parents to discuss their children's progress with the teachers. Annual reports on pupils are informative, well presented and comply fully with statutory requirements. A weakness is that the targets set for pupils lack the precise terminology that would enable later evaluation to be made of their attainment. Class "clinics" are held weekly for parents who may wish to speak to teachers. Few take advantage of this good facility offered by class teachers. Similarly, little interest is shown in the invitation for parents to discuss the curriculum at occasional briefing sessions held for them.
56. Overall, the school's links with parents make a satisfactory contribution to pupils' learning at school and in the home. Parents of children new to the school are made to feel very welcome. Teachers discuss with parents their children's capabilities and provide good advice and guidance on how they can best support them. As pupils move through the school some parents continue to play an important part by hearing their children read and helping them with spellings and number facts. The homework diaries have the potential to support learning in the home but they have not yet proved to be an effective means of communication between parents and teachers. Progress has been made since the previous inspection and the introduction of home/school agreements and the inauguration of a parents teacher association are recent, positive steps to involve parents more fully in school life. The school provides much for parents but it has yet to persuade many of them to take advantage of the opportunities.

HOW WELL IS THE SCHOOL LED AND MANAGED?

57. The school is very well managed. The headteacher provides very good leadership, promoting and sustaining a clear sense of direction for the work of the school. The senior managers, and in particular, the deputy headteacher, set good examples in the work they undertake and consequently there is an enthusiastic and committed staff team, including those in non-teaching positions. The very positive and supportive atmosphere and the sense of commitment displayed by all who work in the school reflect the quality of this leadership. Governors, teachers and non-teaching staff work well together to support the headteacher in promoting the school's aims.
58. The school has taken positive and effective steps to address the areas for improvement identified in the last inspection report. Pupils now make good progress at Key Stage 2 in English, mathematics and science. Progress and attainment in information and communication technology has been improved throughout the school. The provision for pupils for whom English is an additional language has improved although there is insufficient bilingual support especially in the nursery, reception and Key Stage 1 classes. The headteacher has liaised with the local education authority to appoint good quality support staff for pupils who speak English as an additional language since the last inspection. However there is no named person with responsibility within the school for co-ordinating language support. Regular observation of support teaching, stated as an objective in the Ofsted action plan, has not taken place. Training opportunities for school staff in additional language development issues have been limited. The school therefore needs to ensure that systems are fully in place which will ensure the continuing improvement of provision for this work in the future.
59. The governors are regular visitors to the school and they are kept well informed about the issues. This enables them to make an effective contribution to supporting the work of the school. Individual governors have responsibility for areas such as special educational needs, literacy and numeracy. They have established committees to oversee and meet the requirements of their statutory responsibilities.
60. The school development plan has been produced in consultation with staff and governors. This is based on a good analysis of the school's needs. It clearly identifies the school's priorities and is a useful and effective management tool. It is linked to the school budget, has clear criteria for success and is reviewed regularly to evaluate progress. It is supplemented with effective action plans for each area of development.
61. The special educational needs co-ordinator provides very good leadership. Detailed policies and procedures and a sound development plan ensure that the provision is well managed. The school fulfils the requirements of The Code of Practice in having a Special Needs Register, consulting parents, and holding annual reviews. All statutory requirements are met. The progress of pupils is monitored and tracked. Effective use is made of all staff to teach pupils with special educational needs. This includes specialist staff provided by the local education authority for pupils with statements of special educational need.
62. The school has effective strategies in place to promote skills of literacy and numeracy. The literacy and numeracy co-ordinators provide very good leadership and the literacy and numeracy strategies are very well managed and have been implemented effectively.

63. All staff have curriculum responsibilities. In consultation with staff and governors, curriculum co-ordinators have produced whole school policies and schemes of work which support teachers in their lesson planning. Co-ordinators are responsible for managing their subject and delivering curriculum support. The headteacher regularly monitors curriculum development through classroom observations and the scrutiny of teachers' planning. Co-ordinators are also involved in monitoring planning, teaching and pupils' attainment.
64. Long term strategic financial planning is good. Governors have a clear view of the financial priorities facing the school. In recent years they have provided new perimeter fencing to make the school more secure and this has greatly reduced the drain on resources caused by vandalism. Additionally, they have shown good understanding of the principles of best value by leasing extra computers under a contract that includes repairs and servicing when required. The headteacher and chair of finance have undertaken a thorough evaluation of the school's financial practice and effectiveness. The management of day-to-day financial administration is efficient. The very few minor recommendations in the latest auditor's report have been implemented. The school ensures it allocates specific grants such as New Opportunities Funding for its intended purposes such as after school clubs and staff training in the use of computers.
65. The school has a generous number of suitably qualified staff with a good blend of experienced and more recently trained teachers. In Years 1 and 2, where class sizes are over 30, there are two teachers in each class. This additional staffing however, is not always used efficiently to help pupils make better progress. Staff with responsibility for special educational needs are well deployed. The provision of a part time special needs co-ordinator without class teaching responsibility works well in supporting teachers and pupils effectively. The specialist music teacher, employed for half a day each week, provides high quality assistance and is raising the standards in music as well as providing good training for the class teachers. The amount of bilingual support for the large number of pupils with English as an additional language is very limited in the foundation stage and Key Stage 1 and is insufficient to meet the school's needs. The good number of classroom assistants and nursery nurses are well deployed. They work closely alongside teaching staff and make a significant contribution to the pupils' learning. They provide good, constructive help and support to teachers and pupils and are a valuable and positive asset to the school. The caretaker and cleaning staff maintain the school to a good standard. The caretaker, office staff, kitchen staff and lunchtime supervisors all make an effective contribution to the good relationships and positive climate for learning within the school.
66. The monitoring of teaching has raised standards, and almost all unsatisfactory teaching has been eliminated since the last inspection. The school has established a climate of continuous improvement and has achieved the Investors in People Award. Staff development is well managed to address both school and individual teachers' professional needs. The headteacher and deputy headteacher have recently implemented a formal Performance Management Policy, which reflects much good practice. Rigorous, well-organised induction procedures provide very good support for all newly appointed teachers and especially for newly qualified teachers. Training and support for non-teaching staff are provided by the senior management team and are increasing professional expertise.

67. Classrooms are spacious and provide appropriate facilities for whole class and group work. Whilst there are book areas in each class, the school does not have a central library in either key stage. This is hindering pupils' ability to learn library skills and to work independently and carry out personal research to support their learning. The outdoor play area in the nursery is used efficiently by both nursery and reception children and provides a secure, well-equipped area for the development of physical skills.
68. The school has a satisfactory range of resources to meet the demands of the curriculum. Since the last inspection, the provision of computers and programs to promote learning in information and communication technology has been improved. Resources are well cared for and accessible to staff and pupils as required. Good use is made of local education authority book and museum loan services to enhance the school's provision.
69. The school has a clear set of aims which are reflected in all aspects of its work. There are high expectations of the pupils in terms of their personal and academic development. The school is forward moving and has a positive and supportive atmosphere, putting the needs of the pupils as a high priority.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

70. To improve the school further, the headteacher, staff and governing body should:
- Raise standards in English and mathematics at Key Stage 1 by:
 - ensuring that work is closely matched to pupils' needs and abilities;
 - providing more bilingual support for pupils who are learning English as an additional language;
 - making more effective use of the additional staffing to help pupils make better progress.
 (paragraphs 3,4,5,87,89,90,91,95,98,99)
 - Develop the school library facilities to promote pupils' independent learning and research skills. (paragraphs 67,90,134)
 - Continue to work with parents to improve pupils' punctuality and further reduce the amount of time taken in extended holidays during term time. (paragraphs 19,23,24,47)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

71. Appoint a member of the senior management team to act as co-ordinator of the language support provided for pupils for whom English is an additional language. (paragraph 76)

THE PROVISION FOR PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE

72. The provision for pupils with English as an additional language is satisfactory. Additional support is provided by the Bolton Ethnic Minority Achievement Service (BEMAS). The school has two part time teachers and two part time bilingual assistants funded by the ethnic minority achievement grant. The bilingual support is targeted on the nursery and reception classes.
73. In Key Stage 1, effective use is made of additional resources such as pictures and puppets to explain the meaning of stories to children who speak English as an additional language. Support is carefully planned to maximise the effectiveness of the limited time allocated to the school over the week. However, the school's stated objective of using support staff to lead lessons and teach in partnership with class teachers is not currently being realised in Key Stage 1. In Key Stage 2, there is a very effective partnership between the support teacher and the class teachers. This enables work to be clearly matched to their needs and they make good progress. In Key Stage 1, there is very limited bilingual support to help promote learning and ensure that pupils at an early stage of English language acquisition have a complete understanding of their work. This restricts the progress they make, although overall it is satisfactory.
74. Specialist support staff carry out regular assessments of need with pupils for whom English is an additional language. These identify pupils who are targeted for additional support. The assessments are also used to monitor progress. The school has done preliminary work on differences in levels of attainment between pupils of different ethnic background and plans to address issues arising from this analysis in the near future.
75. The learning opportunities provided for pupils who speak English as an additional language are satisfactory in Key Stage 1 and good in Key Stage 2. The majority of pupils are included in all class activities with only a few being withdrawn occasionally for specialised language support. However younger pupils do not have sufficient access to home language support. Insufficient opportunities are created for pupils to work in a multilingual environment supported by displays, signs or dual language books. The school has limited bilingual staff to act as a link with parents who speak little or no English. Information sent home is not readily available in appropriate home languages. The school should appoint home school liaison staff as soon as funding arrangements allow, to help parents become more fully involved in the life of the school and the progress of their children.
76. The provision for pupils who speak English as an additional language has improved since the last inspection, when it was unsatisfactory. The headteacher has liaised with BEMAS to ensure that good quality support staff are available for pupils who speak English as an additional language. However there is no named person with responsibility within the school for co-ordinating language support. Regular observation of support teaching, stated as an objective in the Ofsted action plan, has not taken place. Training opportunities for school staff in additional language development issues have been limited. The school therefore needs to ensure that systems are fully in place which will ensure the continuing improvement of provision for this work in the future.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	71
Number of discussions with staff, governors, other adults and pupils	22

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3%	28%	35%	32%	1%	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)	23	231
Number of full-time pupils known to be eligible for free school meals		98

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	6
Number of pupils on the school's special educational needs register	1	75

English as an additional language

	No of pupils
Number of pupils with English as an additional language	107

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	23

Attendance

Authorised absence

	%
School data	6.1
National comparative data	5.2

Unauthorised absence

	%
School data	0.2
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	17	15	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	13	14
	Girls	13	11	14
	Total	26	24	28
Percentage of pupils at NC level 2 or above	School	81 (69)	74 (87)	88 (96)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	12	14
	Girls	12	14	16
	Total	23	26	30
Percentage of pupils at NC level 2 or above	School	72 (76)	81 (85)	94 (76)
	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	13	22	35

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	9	13
	Girls	16	13	19
	Total	27	22	32
Percentage of pupils at NC level 4 or above	School	77 (66)	63 (69)	91 (71)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	10	14
	Girls	15	15	15
	Total	25	25	29
Percentage of pupils at NC level 4 or above	School	71 (49)	71 (51)	82 (49)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	2
Black – other	0
Indian	79
Pakistani	11
Bangladeshi	0
Chinese	3
White	110
Any other minority ethnic group	4

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	11	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	12
Number of pupils per qualified teacher	17
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	173

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	19.5

Total number of education support staff	2
Total aggregate hours worked per week	40

Number of pupils per FTE adult	13
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
	£
Total income	486,698
Total expenditure	493,980
Expenditure per pupil	1,871
Balance brought forward from previous year	41,101
Balance carried forward to next year	33,819

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

243

Number of questionnaires returned

121

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	26	3	1	0
My child is making good progress in school.	58	37	1	1	3
Behaviour in the school is good.	61	36	2	1	0
My child gets the right amount of work to do at home.	50	34	7	4	4
The teaching is good.	66	31	1	2	0
I am kept well informed about how my child is getting on.	48	33	8	4	7
I would feel comfortable about approaching the school with questions or a problem.	55	24	7	4	9
The school expects my child to work hard and achieve his or her best.	61	28	4	1	6
The school works closely with parents.	42	33	10	7	8
The school is well led and managed.	55	34	2	3	6
The school is helping my child become mature and responsible.	53	38	2	2	4
The school provides an interesting range of activities outside lessons.	42	31	8	3	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

77. Whilst there is a very wide range of attainment, standards on entry to the nursery are well below those expected of this age group. This is so in all areas of the curriculum except physical development. Many children have particularly poor skills in understanding and expressing themselves in English as this is not their first language and in some instances is not spoken at home. Many children's knowledge of life in the world beyond their home is extremely limited. Children start nursery as soon as they are three years old. At the time of the inspection there were 32 children on the nursery register including 14 who attend full time and 18 who attend either mornings or afternoons. There were 30 children in the reception class.
78. The school makes good provision for children in the Foundation Stage. The curriculum is soundly based on the six areas of learning suitable for children of this age. Appropriate priority is given to personal, social and emotional development, language and literacy, and to mathematical development. Activities are well organised so that children learn through direct first-hand experience in a wide range of interesting activities. The sound, caring environment in the nursery is carefully built on by the more focused, well organised reception curriculum. The Foundation Stage prepares children well for the next stage of education in Year 1. The overall good teaching has a positive effect on children's learning.
79. In the reception class, teaching is consistently good, frequently very good and occasionally excellent. In the nursery, teaching apart from in mathematics development, is less focused and not always carefully targeted to develop specific skills. Nevertheless, teaching in the nursery is sound, and has strengths in secure relationships and creating a calm and happy environment where children feel valued, and confident. Non-teaching staff are fully involved in the planning and delivery of the curriculum and make a significant, positive contribution to children's learning throughout the Foundation Stage.
80. Almost all of the children make good and sometimes very good progress. Whilst the majority achieve the early learning goals in all areas, a sizeable minority do not achieve the goals in communication, language and literacy, mathematics, and knowledge and understanding of the world. Children with special educational needs are effectively supported and have full access to the curriculum. They make good progress. Children with English as an additional language make satisfactory progress overall. Where support is provided it is of good quality and is efficiently used. The amount of support available, however, is barely adequate to meet the school's needs. Overall, despite good achievement, because of the very low starting points, standards of attainment on entry to Key Stage 1 are still below those in most schools.

Personal, social and emotional development

81. Teaching is very good throughout the foundation stage and reflects the considerable emphasis given to this area. The children achieve very well and by the time they leave the reception class the vast majority will have achieved the early learning goals. All staff work closely together to provide a warm, supportive learning environment where children feel valued. The children respond enthusiastically and are eager to learn. Praise is used genuinely to encourage positive attitudes and reward achievement.

Children in nursery and reception are learning to share. Appropriate opportunities are organised, for instance, at snack time. Good manners are required and staff insist that children are polite to each other and to adults. Individual children are keen to take responsibility in giving out biscuits or drinks. Reception children co-operate in pairs, for instance, in throwing and catching in games. Children are taught to understand another's point of view as when engaging in role-play in the hospital. Timely intervention by the teacher extends their play and models caring attitudes which children adopt. All children from the time they start nursery are encouraged to become independent in selecting activities for themselves. As they get older, they sustain concentration for increasingly long periods and often complete their chosen tasks without direct adult supervision. The children are becoming independent in dressing and undressing although most still need some help in preparing for physical education lessons.

Communication, language and literacy

82. Teaching is good overall. This is a particular strength in the reception class where teaching is consistently very good and sometimes excellent. The teacher's very good knowledge and understanding of young children and of this area leads to a lively, well-planned curriculum. Lessons incorporate appropriate elements of the National Literacy Strategy and there is a clear focus on exactly what is to be learnt. Much attention is given to the development of speaking and listening skills. Children in the reception class achieve very well although a minority do not fulfil the early learning goals by the end of the reception year. They recognise a number of letters by shape and sound and write letter shapes when taking orders in the café. Higher attainers consider and make labels (as a class) for the café. They compose their own notice, 'No Dogs In This Café'. With help from the teacher, they use their knowledge of sounds, and words on display, to write the phrase correctly on the computer. They compose their own news sentences and write their names with appropriate use of upper and lower case. Children in the nursery and the reception class are learning to enjoy looking at books and handle them with care. In the nursery, whilst interesting activities are provided, these are not always sufficiently focused to extend the children's learning significantly. Opportunities are missed to promote language skills in a systematic way. For instance, stories are often too long and complicated to fully hold the interest of the whole group, or table activities are not targeted closely at specific skills. Children make marks on paper to take messages in the hospital. They communicate basically with each other in role play. Listening skills are not well developed and several children call out constantly in whole class sessions and disturb others. Many have difficulty in joining in nursery rhymes.

Mathematical development

83. Teaching is good overall. Clearly focused whole class sessions are supported by a good range of interesting and relevant practical group work. In nursery, for instance, the children count and match practically when making five snowmen. With help, they count out the correct number of buttons (from one to five) for each snowman. Although most are unsure, higher attainers are beginning to recognise and match the correct numerals to the buttons. In the reception class, children count confidently to ten, with some children counting beyond, for instance, to check how many pupils are present in class. They recognise and order numerals to ten with correct use of positional language. Higher attainers add two numbers on a dice by counting the spots. They carry out simple subtraction processes to solve problems. They are on target to exceed the early learning goal in this aspect of mathematics. All staff are conscious of the opportunities presented by everyday life to develop mathematical concepts and

language. For instance, children are encouraged to count the biscuits at snack time to see if more or less are needed. In a physical education lesson, children repeatedly count up to eight when preparing their sequence of movement. Most children join enthusiastically in an increasing repertoire of number rhymes and action songs. Children achieve well although a minority do not fulfil the early learning goals.

Knowledge and understanding of the world

84. Teaching is good overall. Children are encouraged to use their senses to explore a wide range of materials. Resources are thoughtfully prepared and organised so that children learn well. In the reception class, carefully directed questions extend children's knowledge and help them make sense of the world around them. Language is used carefully and precisely to extend the pupils' vocabulary and deepen their knowledge. For instance, reception children enjoy using their senses to investigate fruit and vegetables. They explore shape, form, texture and taste. Many children at the beginning of the lesson recognise or name only a few of the fruit and vegetables. Through careful investigations, led by the teacher's skilled questioning the children extend their knowledge to appreciate differences between fruits and vegetables. By the end of the lesson, higher attainers are beginning to make the connection between fruits, seeds and growth. They develop their vocabulary very well to describe the range of textures and tastes. In the nursery, children enjoy making chocolate crispie cakes and icing biscuits. They are encouraged to notice the change as the chocolate melts and then sets again. Children make good progress in this area of learning. However, on starting school, many children have had very limited experience of the world around them. By the end of the reception year, standards in this area of learning are below those expected at this age. Throughout the nursery and reception classes, teachers make good use of the computer to support pupils' learning. Many nursery children are competent in using the mouse to move objects on screen. In the reception class, children use the keyboard competently to write and space their notice. They print out their own work.

Physical development

85. Teaching is good overall. Almost all children are on target to fulfil the early learning goals. Access for nursery and reception children to an attractive outdoor area with a good range of equipment, together with plentiful opportunities for pupils to develop fine motor skills, promote good progress. Reception children also use the school hall for gymnastics and dance lessons. Opportunities are sometimes missed in the nursery to develop specific skills. The children are, however, well managed and a calm atmosphere is established where the children run, jump and climb with increasing co-ordination and some independence. They control tricycles and pushchairs, but are not always aware of others in their path. In the hall, children hop, skip, jump and run using space with an awareness of others. They collaborate with a partner and persevere to improve their throwing and catching skills. When cooling down they observe the effects of exercise on their bodies. Children in nursery and reception classes are developing increasing control over tools such as pencils and paint brushes. Reception children use hammers at the woodwork bench with care and precision. They manipulate construction toys to fulfil their own purposes.

Creative development

86. Teaching is satisfactory in this area. The supportive relationships established between staff and children enhance the children's self esteem and promote confidence in their own ability to explore a range of media without fear of failure. The attractive provision for role-play in the hospital is successful in encouraging children to develop their language and personal skills, but many show little imagination in their play. Staff intervene sensitively to develop the children's ideas and to improve the quality of the play. Lively singing sessions reflect the enjoyment of music although the repertoire of nursery children is limited. Reception children maintain the beat to accompany their singing on percussion and discriminate between long and short sounds. The provision of a range of percussion instruments in the music corners enables children to experiment and explore sounds. Older children express opinions on what works best. Whilst a good range of media from pastels to paint to clay are regularly provided for children to use informally, not enough attention is given to teaching children how to improve their work or how to achieve specific effects.

ENGLISH

87. The school's results in the 2000 National Curriculum tests in reading and writing at the end of Key Stage 1 were well below the national average. They were, however, in line with the average when compared to schools with pupils of similar backgrounds. Taking the years 1998 to 2000 together, results in reading have remained below the national average and in writing have gradually declined. Pupils' attainment on entry to Key Stage 1 is below that expected for the age group. Achievement is generally satisfactory but attainment at the end of the key stage is currently below that found in most schools. Standards have not yet benefited from the extra staffing put into the infant stage.
88. The school's results in the 2000 National Curriculum tests in English at the end of Key Stage 2 were below the national average, but well above the average when compared to similar schools. Taking the years 1998 to 2000 together, results show a rising trend above the national rate. Standards at the end of Key Stage 2 were identified as a serious weakness at the time of the last inspection. The school is working tremendously hard to address this. Good and often very good teaching is raising standards significantly across Key Stage 2. However, at present, this has not enabled the Year 6 pupils to make up for earlier deficiencies, and standards in this cohort, despite considerable improvement, are currently below the national average. The school is very well placed to improve standards further through the high level of staff commitment and expertise and through its rigorous organisation of the curriculum. There is no significant difference in the results of girls and boys.
89. Many children start school with poorly developed skills in English. The school appropriately gives high priority to the teaching of speaking and listening in literacy sessions and across the curriculum. Most teachers use good questioning techniques, which encourage pupils to develop their ideas verbally and extend their vocabulary. Words are chosen with care to ensure that pupils understand. Bilingual support, when available, is used well to promote understanding and independence. However, the amount of support, particularly in the Foundation Stage and Key Stage 1, is not adequate for the school's needs. Some pupils do not make the progress of which they are capable. Whilst most pupils make satisfactory progress from a low starting point, standards at the end of the Key Stage 1 are below those found in most schools. In Year 2, whilst higher attainers are becoming confident and articulate, there are still a few pupils who are reluctant to join in oral sessions and many who communicate

mainly in single words and short phrases. In Key Stage 2, most pupils in Years 4 and 5 are working at an appropriate level for their age. Standards in Year 6, although improving rapidly, are currently below the national average. The majority of pupils concentrate to listen and follow simple instructions. For instance, pupils listened to two teachers presenting different sides of an argument. Most showed good understanding and asked relevant questions before considering their own point of view. A sizeable minority, however, were unable to phrase appropriate questions without adult help. This support was clearly given by the BEMAS (Bolton Ethnic Minority Achievement Service) teacher and the classroom assistant and enabled the pupils to achieve well. Many older pupils are confident to speak to a larger audience. In assembly they engage in role-play (from a prepared script) and read prayers.

90. Pupils make satisfactory progress in learning to read and develop positive attitudes to books as they move through Key Stage 1. The early reading skills of associating letters and their sounds are taught clearly, and an appropriate range of graded readers is used effectively to promote learning over time. Pupils in Year 2 gain in skill and confidence from reading regularly to their Reading Buddies in Year 6. Whilst home/school diaries are used well in some instances, these are not generally used effectively enough. They do not always provide the good liaison between teachers and parents, which would maximise the full potential of parental support. Most Year 2 pupils enjoy using Big Books to read together (as a class) with expression. Careful questioning usually ensures that they understand what they have read. When reading independently they use a range of strategies including letter and picture clues. They handle books carefully and are competent at using contents and index pages. Higher attainers show appreciation of fiction and non-fiction texts and use alphabetical order in dictionaries to check meaning. Lower attainers read very simple texts with some fluency. They recognise some frequently used words and are beginning to use the sound of the first letters to help them decode new words. In Key Stage 2, most pupils make good progress. By the end of the key stage, they talk enthusiastically about a range of genres and are familiar with the work of some classical writers such as Dickens and Shakespeare and of children's writers such as Jacqueline Wilson and Roald Dähl. Most have sufficient reading skills to support their learning in other subjects. However, a number of lower attainers who appear to read fluently frequently do not understand the nuances of the text. Although their skills in finding information in books are satisfactory, the absence of school library facilities inhibits the development of library skills. This severely affects the pupils' ability to work independently and carry out their own research.
91. Pupils in both key stages make good progress in learning to write. The school's analysis of test results has drawn attention to the particular need to raise standards in Key Stage 1. The recent higher emphasis given to this area is beginning to enhance progress but more clearly focused opportunities to write for specific purposes in subjects other than English are needed in order to raise standards further. Whilst a good number of pupils in Year 2 are reaching the average level, very few pupils are working at the higher level. Most pupils are thoughtful in planning a story with attention to setting and characters. They write in a sequence of discernible sentences, with some use of capital letters and full stops and with simple words spelt correctly. Vocabulary is limited and ideas are not imaginatively developed. All write in a range of forms including diary, report and instructions. Lower attainers write in sentences with adult support. Handwriting is usually well formed, but is not joined. By the end of Key Stage 2, pupils are aware of the characteristics of different forms of writing and are beginning to adapt their style to specific purposes. They have not, however, grasped the skill of taking notes. Most pupils can organise information to present two sides of an argument in the form of a newspaper report. They are beginning to use the

knowledge of connectives gained in literacy lessons to write in complex sentences. Their spelling usually obeys the rules. Whilst punctuation is becoming accurate both between and within sentences, grammar is not always correct, particularly in the tense or person of verbs. Higher attainers show a sense of audience in their writing, make points clearly and draw a relevant conclusion. Lower attainers are less focused in their writing. However, with help they are able to develop their ideas in short sentences appropriately punctuated. Spelling of high frequency words is usually correct or phonetically justifiable. Almost all pupils take a pride in their work. Their writing is neat and well controlled, but is not always joined. Very few pupils have developed their own cursive style.

92. Pupils with special educational needs take a full part in all lessons and receive high quality help from the special educational needs co-ordinator or from the good number of part-time support staff. They make good progress towards the targets in their individual education plans. Pupils whose first language is not English make satisfactory progress in Key Stage 1. This accelerates and is good in Key Stage 2, where a good level of support is provided.
93. The quality of teaching has improved considerably since the last inspection and is now good overall. All unsatisfactory teaching has been eliminated. Teaching standards in Key Stage 1 are sound. In the upper Key Stage 2 classes, there is a high proportion of very good teaching. All teachers have secure knowledge and understanding of the subject and all elements of the National Literacy Strategy are implemented effectively. Lessons are usually planned to develop skills systematically over time so that pupils build confidently on what they already know. Good relationships and positive management establish a purposeful working atmosphere in almost all classes. Pupils are eager to learn and know that their best efforts will be respected. Effective use is made of information and communication technology to support learning. In the very good lessons, the teachers' high expectations of the work and behaviour motivates pupils especially well, and the use of probing questions extends their thinking. Clear targets are set and pupils know exactly what they must do to succeed. There is very good liaison between the class teacher, support teacher, and non-teaching staff, which ensures that all pupils are fully involved at an appropriate level and make very good progress. Teaching is lively and dynamic and learning is fun. Where lessons are less than good, the pace is too slow, some pupils lose concentration and do not produce their best. Tasks planned are not well matched to the pupils needs and may be too easy or not provide sufficient challenge. Where there are two class teachers in each class, lessons are not always organised efficiently so that pupils receive the full benefit of the extra staffing.
94. The subject is well led. The joint curriculum co-ordinators have a good overview. Classroom observations and sampling of pupils' work have identified training and resource needs, which have been addressed in a detailed action plan. Thorough assessment systems are in place, and standardised test results are carefully analysed to review individual and school performance. This leads to the setting of relevant targets and to the development of the curriculum to meet the school's needs.

MATHEMATICS

95. The results of the 2000 National Curriculum tests in mathematics at the end of Key Stage 1 were well below the national average. In comparison with similar schools, they were average. Taking the three years 1998 to 2000 together, results have been broadly in line with national average, although there has been considerable variation from year to year reflecting the ability range of different year groups. Pupils in Key Stage 1 make at least satisfactory progress over time, and in lessons, many pupils make good progress. However, standards at the end of the key stage are below the national average.
96. The results of the 2000 National Curriculum tests in mathematics at the end of Key Stage 2 were well below the national average. However, in comparison with similar schools, they were in line with the average. Standards have improved considerably since 1998 when only 23 per cent of pupils achieved National Curriculum Level 4 or above. This was very low in comparison to the national average and in comparison with similar schools. In 2000, the number achieving National Curriculum Level 4 had risen to 63 per cent. Standards are rising above the national rate of improvement.
97. The introduction of the National Numeracy Strategy has led to improvements in teachers' planning and a clearer focus on developing pupils' mental strategies. Evidence from the inspection shows that standards are improving and many pupils in Key Stage 2 are now achieving standards in line with the national expectation. However, standards are still below the national average at the end of the key stage.
98. Pupils' attainment on entry to the school is well below that expected for the age group. The percentage of pupils identified as having special educational needs is above the national average. The number of pupils for whom English is an additional language is very high. Many pupils have limited English on entry to the school and their mathematical vocabulary is restricted. These pupils make satisfactory progress at Key Stage 1. They receive some effective additional support from the Bolton Ethnic Minority Achievement Service, but bilingual assistance to support their learning is very limited. Pupils with special educational needs are well supported and they make good progress in relation to their ability.
99. Pupils in Key Stage 1 develop an appropriate mathematical vocabulary, an awareness and knowledge of shapes and their properties and simple data handling skills. However, many pupils are still consolidating their knowledge of number facts. By the end of the key stage, the higher attaining pupils have a clear understanding of the value of numbers and they carry out simple calculations accurately. Most have good understanding of patterns in number and know the difference between odd and even. They can use money effectively and can work out simple problems mentally. They develop skills of simple data handling and can construct and interpret graphs. Lower attaining pupils have a limited ability to mentally recall number facts but they are able to use apparatus effectively to aid calculations. The majority of pupils have a satisfactory understanding of shape, space and simple measures.
100. Pupils in Key Stage 2 make good progress. This is an improvement since the previous inspection when progress was unsatisfactory. By the end of Key Stage 2, the higher attaining pupils carry out written calculations accurately and have a satisfactory knowledge and understanding of number facts. They have an understanding and appreciation of number pattern and measures and an awareness and knowledge of shapes and solids and their properties. The higher attaining pupils have an understanding of percentages and can perform calculations involving fractions and decimals with accuracy. They are able to calculate the perimeter and area of shapes.

The lower attaining pupils can apply the four rules of number effectively, use a range of units of measure competently and can construct simple graphs to illustrate data they have collected. Pupils are becoming confident when handling data. They can interpret graphs and charts to find particular information.

101. Standards of numeracy at the end of each key stage are satisfactory. Higher attaining pupils are able to use their multiplication tables effectively and handle number satisfactorily in mental work. They make effective use of mathematical skills in other areas of the curriculum such as science and design and technology to measure accurately and record results. Pupils also make effective use of information and communication technology to support their work in mathematics.
102. Pupils in both key stages have opportunities to take part in problem solving activities and mathematical investigations and they are introduced to the relevance of mathematics in their daily lives. During the school's Maths Challenge Week, pupils visited a wide range of organisations within the local community, including shops, a veterinary surgery and the fire station. They produced their own mathematical questions, collected information and designed their own mathematical games.
103. The majority of pupils display positive attitudes to work. They behave well and respond positively to challenge. They are keen to contribute to discussions and settle quickly to their work. When required, they collaborate well with other pupils, sharing ideas and equipment sensibly. These positive attitudes to learning have a beneficial effect on their attainment and progress. They show a pride in their work which is well presented.
104. The teaching of mathematics in Key Stage 1 is good. In Key Stage 2, teaching is very good. This is an improvement from the previous inspection when teaching was reported as satisfactory overall but included some lessons that were unsatisfactory. This good teaching reflects detailed subject knowledge, and very good management of pupils. It features careful planning and skilled diagnosis of misunderstandings. Throughout the school, good use is made of assessment information to group pupils and to plan work that is well matched to their needs. Lessons are well prepared and structured, with clear aims which reflect the National Numeracy Strategy. Lessons begin with a session of mental arithmetic when teachers encourage the development of skills and strategies to improve pupils' performance. An excellent example of this was observed in Year 6 when pupils responded very positively to the challenge provided. The teacher was also extremely skilled at building pupils' confidence and encouraging them to give clear explanations. This enabled her to ensure that they had a clear understanding. Teachers' explanations are good and they make good use of questioning to develop pupils' understanding and provide support as necessary. In Key Stage 2, very effective use is made of additional support from the special needs co-ordinator who works in close partnership with class teachers. As a result, work is well matched to the needs and abilities of the pupils. Higher attaining pupils are provided with challenging work that enables them to make good progress. Lower attaining pupils, including those with special educational needs are well supported and respond well. A good example was a lesson on measures in Year 4, where both teachers' good classroom management skills and appropriately high expectations of behaviour and attainment led to pupils responding positively. Direct teaching and good use of challenging questions enabled them to consolidate their understanding of the processes required to solve problems. Clear instructions and explanations ensured that all pupils had a clear understanding of the task and enabled them to make good progress. Good use is made of an appropriate range of practical apparatus to support learning and develop understanding. Classroom support staff are used very effectively and make a very positive contribution to pupils' learning.

105. Teachers generally make good use of questioning to assess and develop pupils' understanding and provide support as necessary. Day to day assessment is good and teachers know their pupils well. Weekly planning is evaluated effectively and teachers record pupils' progress against the learning objectives outlined in the National Numeracy Strategy. The school analyses the results of National Curriculum tests and is beginning to set targets for improvement based on these. Optional National Curriculum tests are used in Years 3, 4 and 5. The results of these are analysed and the school uses the information to set targets for improvement. Realistic but challenging targets have been agreed for the National Curriculum tests.
106. The leadership and management of the subject is very good. The co-ordinators have provided useful guidance to support colleagues in the implementation of the Numeracy Strategy. There are very effective systems in place to monitor the quality of planning, teaching and learning. There is a good range of resources to support learning and the subject fully meets the statutory requirements of the National Curriculum. Mathematics has been a priority area in the school development plan and the school has effective strategies to develop numeracy. Homework is used effectively to support learning in mathematics. The National Numeracy Strategy is now used as an effective framework for planning and is having a beneficial effect on standards especially in mental work and the development of mathematical language. There is evidence that these strategies are having a positive effect on standards of attainment.

SCIENCE

107. In the teacher assessments at the end of Key Stage 1 in 2000, the proportion of pupils attaining the national expectation was in line with the national average. Attainment at the higher Level 3 was above the national average. Attainment overall was above average in comparison with similar schools. This is a similar picture to that which was reported in the last inspection. Inspection findings confirm that these standards are being maintained and pupils of all abilities continue to achieve well. This is due to the good overall standards of teaching by the end of Key Stage 1 and the appropriate emphasis placed on investigative science in teachers' planning.
108. Pupils' attainment in the end of Key Stage 2 National Curriculum tests in 2000 was above the national average. It was well above average when compared with similar schools. This represents a significant improvement in standards since the last inspection when they were reported as below the national average. In the 1998 national tests, 16 per cent of pupils achieved Level 4 or above, compared with 91 per cent in the 2000 tests. Inspection findings confirm that more efficient use of assessment data, sharply focused teaching, and clearly targeted support for pupils with special educational needs and those for whom English is an additional language, have brought about this improvement. The current Year 6 pupils are on track to achieve similar standards, but with slightly fewer achieving Level 4 because of the higher number of pupils with special educational needs in this year's cohort. All pupils make good progress by the end of Key Stage 2 and standards are above the national expectation.

109. By the end of Key Stage 1, pupils investigate and classify objects made from different materials and sort them into groups. They make accurate predictions about what will happen when substances are heated or cooled and use the correct scientific vocabulary to describe what they see. For example, when writing about what happens to trays of ice cubes left in various places around school, they refer to 'evaporation' and 'water vapour'. Pupils learn that they need exercise and a good diet to keep healthy. They are making good progress in setting up tests for themselves with varying degrees of support from adults. Most pupils show a clear understanding that the results of tests are affected by the conditions under which they are carried out. They know, for instance, that the distance a toy car travels when rolled down a ramp is determined by the height and length of the ramp or the material from which it is made. Above average attainers demonstrate independence in carrying out investigations and accurately measuring and recording results. Average ability pupils explain clearly what they have found out and are becoming more skilled at producing charts and labelled diagrams. Below average attainers at this stage need adult support to complete practical work and record their results in pictures or on prepared worksheets.
110. By the time they leave the school, most 11-year-olds carry out investigations planned by the teacher and also demonstrate ideas of their own. They recognise the differences and similarities between animal and human bone structure and most can identify creatures from diagrams of their skeletons. They name gases and their uses and carry out experiments to explore their properties. Year 5 pupils, for example, mixed sugar and water with live yeast to produce carbon dioxide. They know that warm air rises and that domestic gas can be a dangerous as well as useful energy source. They know that all animals and plants take in food, breathe, grow and reproduce. They describe the differences between solids, liquids and gases. They know that mixtures can be separated through filtering, dissolving and evaporation, and have a clear appreciation that physical and chemical change can be permanent or temporary. Pupils likely to achieve above the national expectation at this stage provide extended written explanations of scientific processes using clear language and precise vocabulary. Average ability pupils produce well-organised and clear records of their findings, which demonstrate some independent thinking. Lower attainers are making good progress in the presentation of results and in acquiring scientific knowledge, although their investigative skills are not as well developed.
111. The quality and organisation of the work seen in science books reflects good attitudes to the subject throughout the school and a clear interest and involvement in lessons. The presentation of work towards the end of Key Stage 2 is of a consistently high standard. Behaviour is normally good or very good and in a Year 6 lesson seen, where the whole class was motivated by the content of the lesson and very good teaching, it was exemplary. A small minority find it difficult to concentrate for long periods of time and need close supervision, particularly during practical work.
112. The quality of science teaching is good overall throughout the school and there were no unsatisfactory lessons. In the majority of lessons the teaching is lively and there is good pupil participation and motivation. The teacher shares the target for the lesson with the class and this provides a clear focus. Teachers are aware of the wide range of abilities and needs in their class and try to involve everybody through skilful questioning. Pupils are actively drawn into discussions and investigations and their opinions are listened to and valued. Lesson planning is good. It is detailed and identifies what the pupils will learn in the lesson. Good use is made of support staff to ensure good progress and the best use of time and resources. In a Year 2 lesson, for example, the additional teacher and a non-teaching assistant were used very effectively to enable the class to carry out three separate investigations on forces, each under

slightly different conditions. In another lesson in Year 6, a support teacher worked closely with pupils for whom English is an additional language. Particular emphasis was placed on using the correct language for recording results and the group made very good progress. Very consistent individual support was also given to a pupil with a statement of special educational needs who was consequently making very good progress over time and during the lesson. Teaching is only occasionally less effective when pupil management is not secure or when lesson objectives are not clear enough and results in some restlessness. In the vast majority of lessons, teachers provide opportunities for pupils to report back to the class what they have learned and this reinforces understanding and confidence. All teachers provide regular opportunities for pupils to develop writing skills by recording results in their own words, and good emphasis is placed throughout the school on the correct use of scientific vocabulary. Numeracy skills are also promoted through the measurement and recording of statistics such as height, distance and heart rate. Good use is made of computers for compiling and displaying graphs and searching for information. Homework is used well to extend classroom teaching and learning, particularly at the end of the key stages.

113. The headteacher and a colleague with an academic background in science provide good leadership in the subject. They have successfully introduced and monitored a new scheme of work in recent years. There has been close co-operation with the assessment coordinator to analyse test results, identify areas for improvement and target individuals or groups for additional support. This has led to some recent loss of emphasis on independent investigative work for 11-year-olds and this is an area which requires consideration for the future. However, there has been considerable improvement in provision since the last inspection and the school is in a strong position to raise standards further.

ART AND DESIGN

114. In addition to the lessons observed, evidence was also obtained from examples of pupils' previous work. Attainment in art and design is above the national expectation by the end of each key stage. Pupils continue to make the good progress reported at the time of the last inspection. Pupils with special educational needs and those for whom English is an additional language make good progress because good support is provided to enable them to take a full part in lessons.
115. Teachers' planning indicates a range of media including drawing materials, paint, printing, clay work, collage and textiles is provided in both key stages. Pupils also have opportunities to study the work of other artists and apply this to their own work. Pupils in Key Stage 1 develop an understanding of colour mixing, and the selection of appropriate materials. They express themselves through drawing and painting and modelling and use simple techniques with developing control. Their accuracy in representing what they observe is developing well, but they also have opportunities to express their thoughts and feelings in an imaginative way. Pupils in Key Stage 2 produce careful observational drawings using pencil and are introduced to shade and tone. They demonstrate a growing skill and understanding of a variety of media. Pupils in both key stages have produced some high quality work.

116. The quality of teaching is good. Teachers plan effectively, making very effective use of the scheme of work to provide opportunities for pupils to develop new skills. Teachers in Year 2 for example, have very skilfully used a project on masks to develop pupils' awareness of the position and proportion of facial features. Pupils have produced good quality portraits in pencil. This work has been developed into designing masks influenced by looking at a wide range of different masks. Pupils have now produced their own masks, paying careful attention to colour and pattern. Teachers also took the opportunity to reinforce links with numeracy by developing ideas of symmetrical design.
117. Teachers often integrate art activities with design and technology. Pupils in Year 4 were printing their own fabric designs which will be used in a project when they design their own model bedroom. Clear explanations and a well organised lesson enabled them to make good progress in producing good quality work.
118. Good classroom management is a major factor in promoting high standards, and very good use is made of classroom support staff. Teachers display an enthusiasm for art work which inspires pupils' efforts. Pupils make good use of sketchbooks to record ideas which are later developed into larger scale work. Pupils in Year 5 were developing their own designs based on Yaruba bead work. This involved them in designing and embroidering their work. Very effective interventions by the teacher and the classroom assistant encouraged pupils to review and improve their work.
119. The teachers' high expectations are matched by the very positive response from the pupils. In Year 6 for example, pupils showed good levels of concentration as they worked on designs inspired by the work of William Morris. They produced good quality sketches which were then developed as prints.
120. Good use is made of information and communication technology. Year 2 pupils have used the computer to produce their own versions of Mondrian designs. They also produced good quality portraits based on the work of Paul Klee. Pupils in Year 4 used the computer to print their repeat pattern designs.
121. The school has a good range of resources for art and design and is developing a collection of reference materials concerning artists and their work. The co-ordinator is knowledgeable and very enthusiastic about art. She provides very good support for staff and manages the subject area very well. There is a school policy for art and design, and a clear scheme of work which provides useful guidance for staff and supports the development of skills. The subject makes a good contribution to the pupils' spiritual, moral, social and cultural development.

DESIGN AND TECHNOLOGY

122. No lessons were observed during the inspection. Judgements are made from discussions with pupils, scrutiny of work both past and present, and from discussions with teachers. Standards at the end of both key stages are above national expectations. Pupils achieve well, including those with special educational needs and for whom English is a second language.

123. By the end of Key Stage 1, pupils have a good understanding of the design process. This is reflected in the clearly labelled pictures and diagrams in their workbooks. They regularly have opportunities to use their designs for making a range of interesting objects. Year 1 pupils look carefully at commercially produced designs and logos for tee shirts before going on to create their own ideas. Teachers provide good opportunities for them to use computers to improve and enhance their work. By the end of Year 2, pupils are fully aware of the need to plan carefully before making a product. For example, they examine and evaluate stable structures such as tripods and photograph frames. This knowledge assists them in making an attractive frame for holding a piece of sewing they have produced. The examples of work seen were nearly all of good quality and gave clear indication that they had been taught the necessary measuring, cutting and fixing skills to complete the work properly.
124. By the end of Key Stage 2, pupils have a good understanding of the subject because they have had regular, well-structured tasks to develop their skills. They continue to develop their understanding of the need to follow guidelines when making products according to the purpose for which they will be used. In Year 3, for example, pupils are asked to disassemble and examine electric torches and then design one to suit their own needs. By the time they leave school, the majority of pupils master the more demanding skills for completing their models and designs. They use sharp cutting tools, glue guns and joining techniques to produce a range of well-made, attractive and functional products designed for a specific purpose. These include musical instruments and an electronically operated quiz board. The good quality of work seen in photographs and on display indicates that pupils take considerable care and pride in their work and this reflects very good attitudes towards the subject.
125. The quality of teachers' planning and of the examples of work seen indicate that they have a clear understanding of what is required to teach the curriculum effectively. They ensure that the design aspect of the subject is carefully combined with the making, and plan work carefully to develop skills and understanding. Consequently, pupils achieve well throughout the school. Teachers provide exciting projects that capture pupils' imagination and develop skills and this reflects good standards of teaching throughout the school. Teaching in the subject makes a good contribution to the development of pupils' literacy skills. They develop new vocabulary and use labelling and extended writing to illustrate their designs. They also use their knowledge of measurement when constructing models and this helps the development of numeracy skills.
126. The co-ordinator provides very good leadership. She has conscientiously monitored and improved the scheme of work since the last inspection. The curriculum is now very well balanced and enables pupils to experience the full range of activities, materials, tools and techniques. There is also a good supply of equipment to meet the requirements of the scheme. There is a skills checklist which teachers use to measure achievement and they also assess and record the quality of pupils' work against level descriptors in the national curriculum. These effective procedures are supported by a useful portfolio of photographs of completed work, although this could be improved by clearer labelling to indicate pupils' ages and the standards achieved. The school has successfully maintained the good standards reported in the last inspection.

GEOGRAPHY

127. One lesson was seen during the inspection. On the basis of the teaching seen, discussions with pupils and looking at their work, attainment is typical for their age at the end of both key stages. All pupils, including those with special educational needs and those for whom English is an additional language, are achieving well.
128. By the end of Key Stage 1, pupils are aware of their own position in their locality and express views on what they like about it. A Year 1 pupil, for example, writes, "I like the market and I like the mosque because we go there to pray." On their walks around the area close to the school, they record what they see and hear. They then produce simple plans of the layout of swings in the park or pavement furniture such as block paving and grids. They develop these basic geographical skills to include more detailed plans of their own bedrooms and the school layout. In Year 2, pupils are becoming aware of areas other than their own, such as Liverpool and London and know the names of other countries in the United Kingdom. Through the travels of 'Barnaby Bear', recently included in the scheme of work, pupils are enabled to become familiar with the names and locations of countries in Europe and further afield.
129. By the end of Key Stage 2, pupils have a sound knowledge of themes studied, such as rivers. They describe those that they have studied, such as the River Mersey. They know the importance of rivers for the development of industry and use correct geographical terms when explaining the features of a river. They describe, for example, how a river 'meanders' on its journey to the sea. They are also beginning to understand the causes and effects of land erosion in relation to tidal rivers and seas. From Year 3 onwards, pupils begin to develop mapwork skills by using a compass to find and record the geographical location of St. Matthew's school in relation to other parts of Bolton. By the time they are in Year 6, this knowledge is extended to the extent that most pupils can explain, for example, that they would need to travel south to get from England to France. They are given opportunities to learn grid references and the use of a key to identify features on an ordnance survey map and have a sound knowledge of the difference in climate and lifestyles in countries such as India.
130. Pupils talk with interest about topics that they have studied, and places that they have visited. They take care with their written work, and produce accurate drawings and diagrams. In the lesson seen, the whole class was clearly interested in the topic and showed good levels of involvement and concentration.
131. The standards of the work seen in books and on display and the knowledge shown by the pupils who were spoken to, suggest that teachers have a sound knowledge of the subject curriculum. Planning is good and reflects appropriate emphasis on the teaching of geographic skills. The one lesson seen was good. The teacher provided her class with an interesting insight into the French language and way of life. The class displayed a sound knowledge of the location and main characteristics of the country. Teachers encourage pupils to use correct geographical vocabulary and to use extended writing wherever possible. They promote the development of numeracy through the use of coordinates and make good use of computer technology, for example by using floor robots and modelling software for direction finding.

132. The co-ordinator has produced a good scheme of work for geography in line with the most recent developments in the National Curriculum. It provides opportunities for interesting fieldwork and visits to relevant locations such as Rivington village. Procedures for assessment under the new scheme are not yet fully established and the co-ordinator recognises this as an area for further development. The school has maintained the standards reported in the last inspection.

HISTORY

133. Standards at the end of both key stages are similar to those found in most schools. Key Stage 1 pupils continue to make satisfactory progress. Progress in the juniors has improved since the last inspection and is now good.
134. Pupils in Key Stage 1 are developing a sense of chronology and of change over time. Little volume of work is recorded in Year 1. In Year 2, however, pupils have sound knowledge of the lives of some famous people from the past, for example, Florence Nightingale. They compare conditions in hospitals and the role of nurses, between then and now. They are aware of some famous events in the past such as the Great Fire of London, and of the importance of eyewitness accounts such as Pepys' Diary as a source of information. By the end of Key Stage 2, the majority of pupils show good knowledge of topics covered. They are enthusiastic and talk confidently about Victorian times. They generate their own questions, for instance, about rich and poor, about childhood, and about jobs. They show reasonable appreciation of the realities and harshness of some aspects of life in Victorian society as well as knowledge of the Royal Family. Little evidence was seen in either key stage of pupils carrying out their own research to build up their skills systematically over time. Whilst there are some opportunities to use CD-ROM facilities on the computer, opportunities to carry out independent research in books is limited by the lack of library facilities.
135. The quality of teaching is good overall. Teaching is satisfactory in Key Stage 1 and good in Key Stage 2. In the satisfactory teaching, too much time is spent listening to the teacher, with insufficient attention given to developing pupils' skills to look for information for themselves. Questioning is not directed carefully enough to enable pupils to extend their ideas. Where teaching is good, confident, brisk and lively exposition motivates pupils to learn. Objectives are shared with pupils at the beginning of the lessons so that they know how to succeed. Good use is made of artefacts such as portraits of Tudor monarchs to enable pupils to test their own ideas about the past.
136. The subject is well led. National guidance is being implemented alongside the school's existing scheme of work and this provides appropriate coverage of the subject. The subject leader monitors standards effectively through checking on teachers' planning and sampling pupils' work. She has a good overview of the school's needs and plans to extend the curriculum to promote skills through greater use of artefacts, and first-hand experience. Good use is currently made of the local education authority museum loan service to supplement the school's resources. Education visits for instance to Skipton Castle, and visitors such as theatre workshops, enhance learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

137. Pupils' attainment in information and communication technology has improved significantly since the last inspection, when attainment was reported as unsatisfactory. The situation has improved because the co-ordinator has used her allotted curriculum time to ensure that opportunities to use information and communication technology are included in the planning for every subject. Pupils throughout the school regularly use computers as an integral part of their day-to-day work. This has a significant effect on their rate of learning. Standards are now securely in line with national expectations at the end of both key stages. Pupils of all abilities are achieving well, including those with special educational needs or for whom English is an additional language. The school is in a strong position to raise standards further.
138. By the end of Key Stage 1, the majority of pupils use computers confidently and independently for all of their work. They enter text and use a mouse to move icons correctly. Year 1 pupils, for example, used a modelling program to design patterns for tee shirts. These skills are extended further in Year 2, where pupils use spray and paint tools to produce portraits in the style of Paul Klee. By the end of Year 2, they are becoming aware of the wider uses of information and communication technology. For example, they operate tape recorders independently and programme a floor robot to follow a series of instructions. Most pupils can load CD ROMs, edit and save their work and close a program without help, although a minority ask for help from adults.
139. At Key Stage 2, pupils use computers regularly to look for information in the course of their work. In order to do this, they confidently gain access to the Internet to operate search engines such as 'Jeeves'. From Year 3 onwards they become aware that computers are useful because they help them to correct and edit their work easily and can be used for a wide variety of different tasks. Pupils in Year 3, for example, used a control box to operate a set of flashing lights. Year 4 pupils discovered that using a 'screen turtle' to plot a simple route was more efficient than the 'pen and paper' method. Similarly, all pupils in Key Stage 2 use computers to organise, display and publish their work in mathematics and science in the form of graphs and charts. To edit their written work in other subjects, they change the style of the print, add pictures and borders and adapt the presentation of the text according to the effect they wish to create. Older pupils put these skills to good use to publish a regular school newspaper. In Year 6, they are given the opportunity to add sound to text and graphics to create a multi-media presentation in the form of a school brochure. At this stage, the majority of pupils efficiently use computer technology for an appropriately wide range of purposes. A significant minority display skills and competence that are above the national expectation.
140. Pupils throughout the school are very responsible and cooperative when using computers. They help each other out when in difficulties and treat equipment with respect. They are enthusiastic about the subject and keen to learn more, to the extent that they regularly ask to use computers during play and lunch times.
141. No direct teaching was seen in Key Stage 1 during the inspection and three lessons were observed in Key Stage 2. On the basis of the lessons observed, discussions with pupils and watching them at work, teachers throughout the school have a good grasp of what is required to teach the subject well. This reflects good improvement since the last inspection. Through staff training, they are becoming increasingly confident in their own skills with computers. Consequently, they fully include the use of computer technology into their planning for subjects across the curriculum. Computers are in use for the whole day and the tasks that pupils are given to do are directly relevant to

what is being taught. This good practice is having a positive effect on achievement and accounts for the significant rise in standards over recent years.

142. The quality of teaching in Key Stage 2 is good, overall. Teachers make imaginative use of the limited numbers of computers in classrooms. They achieve this by initially discussing and demonstrating new skills to the whole class. They then enable groups of pupils to practise new skills whilst others get on with associated tasks. Frequently, there is insufficient time for all groups to have their turn, so teachers plan further opportunities during the school week to ensure that all groups are included. Teaching is only occasionally less effective when the work provided for the portion of the class not using the computer is inappropriate and progress could be better. However, teachers are fully aware of the disadvantages of having only one computer in a classroom and compensate very well by ensuring regular access in other subjects.
143. The subject is very well led by the subject co-ordinator. She provides valued expertise and support and her leadership is a significant factor in the rising standards. She has used her allotted curriculum time very effectively to monitor and improve planning, teaching and learning in the subject. She is aware that attainment in some lessons is sometimes limited by a lack of sufficient computers, particularly where teachers are trying to teach skills to a whole class. Governors are actively seeking ways to improve this situation, either by installing more computers in classrooms or by adding a computer suite. The school now fully meets National Curriculum requirements for the teaching of information and communication technology and is well placed to bring about further improvement.

MUSIC

144. At the end of both key stages, standards are similar to those found in most schools. The rate of progress in Key Stage 2 has improved dramatically since the last inspection. The majority of pupils achieve well in developing their skills of performing and appreciating music. Skills of composing are beginning to be developed although no evidence was seen of pupils recording their own work using either symbols or notation. This is an area for further development. Pupils with special educational needs or English as an additional language have full access to the curriculum and are supported so they achieve well.
145. Pupils in Key Stage 1 listen carefully. They accurately copy clapping and singing patterns with attention to rhythm and dynamics. They are enthusiastic and sing a repertoire of lively songs, tunefully without accompaniment. When exploring sound with percussion, pupils in Year 2 discriminate between high and low, long and short notes. When singing in two parts, they maintain their own part with awareness of the cumulative effect. By the end of Key Stage 2, pupils are confident to keep their own part in rounds with good attention to pulse and beat. They are familiar with musical terms such as *ostinato*. In pairs, they compose rhythmic patterns with unpitched percussion. They fit their own patterns around the strong beat of a taped piece of music.

146. The quality of teaching has improved considerably since the last inspection and was very good in all lessons observed. This is due to good management of the subject and the decision to seek specialist help from the local education authority. Regular demonstration lessons are provided by the music specialist in all age groups. These are successful in both raising the standards achieved by the pupils and improving the expertise of class teachers in this subject. All lessons seen during the inspection were taught by the visiting specialist.
147. Planning is clearly focused. It makes good use of national guidance and local education authority schemes of work to provide for the development of skills progressively over time. The music teacher has high expectations and a lively dynamic approach, which motivates pupils in all age groups to try their best. Her enthusiasm is infectious and pupils are developing very positive attitudes to the subject and confidence in their own performance.
148. The curriculum is further enhanced by opportunities to listen to performances by visiting musicians and by opportunities to sing in the choir. All pupils take part in the Christmas Performance, which is carefully evaluated by the curriculum co-ordinator. Opportunities to join other schools in music festivals are enjoyed by older pupils.

PHYSICAL EDUCATION

149. The school provides a well-balanced programme of physical activities throughout the year which meets the requirements of the National Curriculum. Pupils learn to play games, participate in gymnastic activities and respond to music through dance. Older pupils take part in a range of outdoor and adventurous activities during their residential visit to an outdoor education centre. During the inspection, lessons observed included dance and games. Other evidence was gathered from discussions with teachers and a scrutiny of teachers' planning and the scheme of work, Standards of attainment are in line with those expected at the end of both key stages. They are similar to those found at the time of the previous inspection. However, by the end of Key Stage 2, standards in swimming are below national expectations as records indicate that only half of the current Year 6 pupils have achieved the minimum skills expected for eleven year olds.
150. In Key Stage 1, pupils develop control, co-ordination and balance and have an awareness of space and the need to use it well as part of their physical education activities. They develop skills in the use of small apparatus, including a variety of ways of sending, receiving and travelling with a ball. They participate in gymnastics and respond to music through dance. Pupils in Year 2 respond appropriately to music adapting their movement according to the tempo and mood of musical accompaniment. They make effective use of the space available and follow instructions with care.
151. In Key Stage 2 these skills are further developed and pupils perform with increasing competence. They also develop an understanding of, and play games, and develop athletic techniques. Pupils demonstrate increased control during ball games. They develop a good awareness of the skills required to take part in activities such as racquet games. Pupils in Year 5, for example, were able to devise their own small games to develop their accuracy when using racquets. Pupils in Year 6 demonstrated a clear understanding of the tactics and skills required and the defensive and attacking skills used while playing team games. Pupils have a clear understanding of benefits of vigorous exercise and the effects of exercise on the body. The opportunities provided for teamwork and a sense of fair play support the development of pupils' social skills.

152. The quality of teaching observed in Key Stage 1 was satisfactory in two lessons and good in one lesson. It was good overall in Key Stage 2, although one lesson was unsatisfactory. Teachers plan appropriate activities for all areas of the curriculum using the guidelines in the scheme of work. In the most effective lessons, teachers offer plenty of praise and immediate feedback to the pupils. Teachers set appropriate challenges, provide clear instructions and explanations and encourage pupils to develop skills. Questioning is used effectively and use is made of pupils as exemplars of good practice. All lessons begin and end in an orderly manner and contain appropriate warm-up activities. In the best lessons teachers regularly provide new challenges and encourage pupils to achieve higher standards. Relationships and class management are good. This results in safe, controlled lessons where pupils listen carefully and follow their teachers' instructions. Teaching is enthusiastic and this is reflected in pupils' response. They clearly enjoy lessons. They are very co-operative when working in groups and are reliable and sensible when putting out or storing equipment. When teaching is less effective, the pace of the lesson is slow and activities lack sufficient challenge. Class management is weak and pupils do not respond well, consequently their progress is limited.
153. A good range of extra curricular, physical and sporting activities is planned throughout the year and supports the physical education curriculum. Teachers provide opportunities for pupils to develop skills in gymnastics, hockey, football, cricket, athletics and rounders. The school also takes part in competition with other schools.
154. The co-ordinator provides good leadership. There is a policy and a scheme of work that provides useful guidance for teachers. Planning is monitored by the co-ordinator. There is a good selection of apparatus and equipment to meet National Curriculum requirements. The school has a spacious hall that enables all gymnastics, dance and indoor games to take place. Outdoor facilities consist of playground areas and a playing field. The subject makes a good contribution to the pupils' spiritual, moral, social and cultural development.

RELIGIOUS EDUCATION

155. Attainment at the end of both key stages is in line with the expectations of the locally agreed syllabus. Throughout the school pupils study the beliefs and practices of Christianity, Hinduism, Islam and Judaism. They make good progress in both key stages. Progress at Key Stage 2 has improved since the last inspection when it was satisfactory. As a result of good teaching, pupils, including those with special educational needs and those for whom English is an additional language, make good progress in their understanding of spiritual and moral issues. They develop an awareness of their own feelings, and an understanding of the ways in which different religions celebrate their main festivals. Pupils develop a good knowledge of the main similarities and differences between the major world religions, and learn to respect the beliefs and customs of others. Pupils' positive attitudes to the subject and a good range of resources also support the good quality of learning in religious education.
156. By the end of Key Stage 1, pupils know that there are a number of different religions and have a good understanding of the details of some of the main festivals such as Eid, Christmas and Diwali. Pupils have a good understanding of the importance of places of worship such as the church, synagogue and mosque and their relevance to the religions of Christianity, Judaism and Islam. They have an awareness of the key features of these world religions. They know that the Bible and the Qu'ran are holy books and that they should be treated with care and reverence. They have a sound

knowledge of stories from the major faiths. When studying festivals of light they have looked at similarities and differences between festivals such as Advent, Diwali, Hanukkah and St Lucia.

157. Pupils' knowledge and understanding increases as they move through the school and learn more about the festivals, celebrations and life-styles of major faiths. By the end of Key Stage 2, pupils recognise the importance of worship, prayer and celebration and know how and why the believers of various religions worship God and celebrate their faith. They learn about the symbolism and traditions in Christianity and the major religious events in the Christian calendar. Pupils have a sound knowledge of Christianity through Bible stories from both the Old and New Testaments. Pupils also learn about Islam and the importance of prayer to Muslims. They know about the five pillars of Islam and understand the dietary rules associated with that religion. They learn about the major features of Judaism. Pupils are aware of common features between that faith and Christianity.
158. Pupils acquire a growing awareness of the role of the religion in their society. They develop an awareness of and sensitivity towards other faiths through knowledge of their main beliefs, festivals and traditions. Religious artefacts are handled respectfully and carefully. Assemblies also contribute to pupils' religious education through the use of stories and songs.
159. The quality of teaching in the one lesson observed in Key Stage 1 was good. In Key Stage 2, the quality of teaching was very good. This is an improvement since the last report, when teaching at Key Stage 2 was satisfactory. Teachers are secure in their knowledge and understanding of the subject. Teachers plan lessons well and at a level appropriate to the age and ability of the pupils. Pupils are provided with opportunities to discuss different aspects of life and faith and to show what they understand through discussion, drawings and written work. Clear explanations are given and teachers provide opportunities for the pupils to ask questions and to make their own observations, and so increase their understanding. Lesson objectives are generally clear and realistic and teaching methods, including the good use of resources, are employed to increase pupils' learning. The teachers' good subject knowledge, together with very clear explanations, enables pupils to gain an insight into and appreciation of the major world faiths, their values and beliefs. Pupils' knowledge and understanding is consolidated when teachers encourage them to recall what they have learnt in the lesson and in previous lessons. Teachers have high expectations of the pupils' behaviour and attitudes to work and this is reflected in the positive attitudes shown by pupils.
160. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development. Speaking and listening skills are promoted effectively, for example when pupils talk animatedly about aspects of their faith. Teachers introduce an element of spirituality in keeping with the nature of the subject. For example a sense of the reverence which Muslims have for the Qu'ran was acknowledged and invoked throughout a lesson with Year 2 pupils. The teacher also made very good use of the specific expertise of some pupils. They contributed very effectively to the lesson when asked to talk about their own experiences and knowledge. In lessons on Judaism in Years 4 and 6, pupils were given opportunities to reflect on the similarities and differences between the traditions and rituals of the Jewish faith and those of their own faiths.

161. The leadership and management of the subject are good. The co-ordinator has worked hard to ensure that all staff have guidance in the coverage of topics within the locally agreed syllabus for all classes. There are opportunities to monitor the teachers' planning and the standards of pupils' attainment. The school has a good range of resources including artefacts, books, photographs and videos to support pupils' learning.